

2025 Annual Report to the School Community

School Name: Mount Beauty Secondary College (8100)



- 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 23 April 2026 at 11:09 AM by Simone Roy (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 23 April 2026 at 11:10 AM by Simone Roy (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

The school's values of Respect, Kindness and Confidence were adopted in 2024 and form the foundation of our school's positive culture. The vision states that "Mount Beauty Secondary College has a culture of respect for all, providing a quality education in a safe environment that meets the diverse needs of our students. Students are encouraged to be confident, aspiring ever upward, to prepare for a productive future." Along with the catch phrase "*Confidence to aspire ever upward.*" based on our motto, "*Excelsior*", our students leave school, ready for the next phase of their lives.

In 2025, August census showed 153 students. Our staff consisted of 26 teachers and 9 Education Support (ES) Staff at school in various roles including roles to support staff and students. More than half the staff worked part time, with various time fractions. The teaching staff profile included 1 Principal, 1 Assistant Principal, 1 Learning Specialist and 1 Leading Teacher, 1 graduate, 2 Direct Instruction Teachers (0.4 EFT), for the Middle Years Literacy and Numeracy Support (MYLNS) and 2 Learning Tutors (0.2 EFT). The ES profile consisted of a Business Manager, Careers Practitioner, Instrumental Music Coordinator, Jobs Skills and Pathways Coordinator, Lab Technician, Mental Health Practitioner, Office Administration, 2 in-class Student Support Staff and Student Support Mentor.

In 2025, the School Family Occupation and Education (SFOE) measure placed the school in the low to medium category (indicating families are above state average socio-economically), hence the equity funding received is generally modest.

The school is a small, remote, rural Year 7 - 12 school in the Northeast of Victoria, based in the valley below Mount Bogong, at the gateway of the Alpine National Park leading to the Bogong High Plains and Falls Creek ski resort. The natural environment leads to many outdoor based pursuits as part of our school's activities. There is a core program at Year 7 to ensure that students experience all learning areas contained within the Victorian Curriculum. The elective program in Years 8-10 allows students to focus on areas of interest within the different learning areas, while still maintaining coverage of the curriculum. We strongly support ensuring choice and pathways for our senior students. In 2025, 35 VCE units in total were offered, including the VCE Vocational Major (VCE-VM) subjects of Literacy, Personal Development Skills and Work Related Skills. A number of units were run as combined classes, with Units 1 and 3, and Units 2 and 4 running together, to ensure greater provision. 1 VET subject, the VCE-VM and the Victorian Pathways Certificate (VPC) were also offered on site. Students were supported to complete other subjects through a 'distance education' model through Virtual School Victoria (VSV), Victorian School of Languages (VSL), or Bendigo Senior Secondary College's Victorian Virtual Learning Network (VVLN). Junior students participated in the Victorian High Ability Program (VHAP) through VSV as an extension opportunity, and senior students could complete university level subjects through the Centre for Higher Education Studies (CHES), but no students chose this option in 2025. Other VET studies were available to our students through Wodonga TAFE and GO TAFE (Wangaratta), with transport funded through the Department.

School building upgrades continued, with further carpeting and painting and the funded building works for accessibility upgrades and toilet upgrades began at the end of Term 3.

The school completed its 4 year Review in Term 4, with a new Strategic Plan being developed for 2026. This process celebrated that a lot of the work had already been started, so the new Strategic Plan will support embedding this work.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2025 Annual Implementation Plan (AIP) was informed by the school's Strategic Plan (2021-2025) Learning goal to 'optimise each student's achievement and learning growth, with a particular focus on developing their Literacy and Numeracy'.

We focussed on Key Improvement Strategy (KIS) 1b. Build school-wide capability to effectively use assessment data in planning and teaching, with an action to plan, develop and implement guaranteed and viable curriculum and related resources with documented and deliberate adjustments. This was so that teachers could engage students in their learning by teaching them at their point of need.

We also focussed on KIS 1c. Build all teachers' capability to integrate high impact teaching strategies within an agreed, evidence-based instructional model, with an action to revisit and embed the Instructional Model (IM) so that our lessons were designed, planned, sequenced and delivered in a consistent way that would support student learning.

These actions were progressed through various after school meetings, where teachers looked at student data and spent time in a collaborative environment discussing and planning adjustments to curriculum to better support their students. We also worked to embed stages of the school's Instructional Model and used time to plan tasks/activities for the reflection and introduction stages, also linking to learnings from the Victorian Teaching and Learning Model 2.0 (VTLM 2.0).

The Middle Years Literacy and Numeracy Support (MYLNS) and the Tutor Learning Initiative (TLI), continued to support students with Literacy and Numeracy. 2 MYLNS Direct Instruction Teachers worked with students (0.2 EFT each) in both English and Maths, supporting students in Year 10 and 2 Learning Tutors (0.1 EFT each), assisted students in Years 7 – 9 with English and Maths. The results below indicate the success of this work:

- Teacher judgements for students in Years 7 - 10 in English showed that 79.1% of students were at or above age expected standards, above both similar schools being at 73.1% and the state average at 75.3%.

These achievements were also supported by the following NAPLAN results in 2025.

- Year 9 NAPLAN Reading placed 74.2% of students in the strong or exceeding category (above both similar schools at 66.3% and the state average of 64.7%).
- The percentage of students who had high or medium growth in Reading in 2025 was 76%, just under similar schools at 76.3%.
- Teacher judgements for students in Years 7 - 10 in Mathematics showed that 75.8% of students were at or above age expected standards, above both similar schools being at 69.2%

and the state average at 70.7%, however NAPLAN Numeracy results showed our students performing lower than similar or state results. While these results

- Year 9 NAPLAN Numeracy placed 54.8% of our students in the strong or exceeding category (lower than both similar schools at 65.4% and the state average of 63.8%).
- The percentage of students who had high or medium growth in Numeracy in 2025 was 68%, nearly a difference of 10% compared to similar schools at 77.9%.

Due to these results, in 2026, the Maths Learning Area will continue to focus on planning collaboratively, within a year level, as well as across the year levels. They will also be trialling a Common Assessment Task, across Years 7 - 10, where all students should be able to engage with the task, at their level of understanding, regardless of their year level or expected curriculum level.

100% of Mount Beauty Secondary College Year 12 students completed the Victorian Certificate of Education (VCE) or the VCE Vocational Major (VCE-VM) again in 2025. Similar schools had 96.6% completion rate and the state average was 97.2%. The school prides itself on supporting senior students to be successful in their endeavours, whether that is to achieve an ATAR (score) for tertiary education, to achieve their certificate or to transition out of school to further education or work, evidence of the school's commitment to our vision and mission.

Highlights in Learning in 2025 included:

- Teacher practice focussed Professional Learning Communities – improving teacher practice and building sustainable change in practice to improve student outcomes
- we continued to support small class sizes and a broad range of subject offerings for students in Year 7, Middle School and Senior School, where the majority of students received their first preferences in their subjects and there were minimal clashes between subjects (causing students to have to choose between them) at Senior School
- curriculum mapping occurred and an increased overview of the school's curriculum program and interruptions to learning
- a strengthened understanding of the school's Instructional Model and the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) for teachers
- a number of students taking up a range of TAFE courses through the Vet Delivered in Secondary Schools (VDSS) options
- the 100% of success rate of students completing a certificate at Senior School
- we continued to run our elective system at Years 8 - 10, which caters for preference and allows specialisation in particular Learning Areas
- we successfully implemented the new Victorian Curriculum F-10 2.0 in the English and Maths Learning Areas
- our school was represented at the Ovens Murray Numeracy and Literacy forums, the Alpine Towing Network Collaboration and Belonging Communities of Practice throughout the year.

In 2026, we will continue to improve student learning by:

1. Developing teacher capabilities within professional learning teams to embed the whole school evidence-based instructional model, because when instructional practices are consistent and guaranteed, students can participate effectively in their learning.
2. Building systems and teacher capability to use diagnostic, formative and summative

assessment strategies to accurately determine students' needs and focussed feedback for students because when teachers' understanding and practices relating to curriculum and assessment are consistent, variability in delivering teaching and learning programs is reduced and student growth is monitored effectively.

Wellbeing

The Wellbeing goal from the Strategic Plan was to 'optimise each student's wellbeing and engagement in learning'.

In 2025, our Annual Implementation Plan (AIP) targeted delivering Key Improvement Strategy (KIS) 2a to build organisational capability to respond to individual students' wellbeing, engagement and learning needs, with an action to develop teacher capacity to plan for adjustments that ensure all learners were successful in their class and to refine and consistently implement School Wide Positive Behaviour Supports (SWPBS) to ensure that classroom routines and procedures were conducive to learning.

Teachers were provided time through the meeting schedule to build capacity in the area of Disability Inclusion and planned adjustments in a collaborative environment for students who were identified by individual planning (IEP, BSP etc) and documented their support through their curriculum documentation. With a continued focus on the implementation of SWPBS, classroom management and student behaviour expectations are becoming more routine across the school and students know what to expect.

In spite of the targeted effort to build the wellbeing and belonging of students at our school, the Attitudes To School Survey (AToSS) data did not demonstrate a large shift in student perceptions, but did show improvement from the previous year. In 2026, there will be a continued focus on building connections and a sense of belonging, with continued involvement in the Alpine-Towong Enabling Learning Community of Practice, focussed on getting the conditions right and students ready for learning.

- In Year 7 - 12 students, the factor of Sense of Connectedness was 40.1% positive, nearly an 8% increase on the previous year, but well below similar schools at 53.5% positive and the state average being 49.7%.
- In Year 7 - 12 students, the factor Management of Bullying was 45.7% positive, an increase of about 8%, but still lower compared to similar schools at 60.4% positive and the state average being 50.7%.

Highlights for Wellbeing in 2025 included the work on KIS 2a, with an increasing understanding and capacity of teachers, to be able to recognise and then plan accordingly for students with learning challenges, whether the challenge was diagnosed or not. Planning work for a student at their point of need helps every student to have an entry point to be able to access the curriculum, also assisting with the engagement of students. The planning and documenting takes time, with teachers using time in meetings to support this work in a collaborative manner.

Another highlight was the work that used learning from various sources. Dale Sidebottom's "The School of Play" presented sessions to the students and staff to provide strategies that could be used in classes. Our Mental Health Practitioner participated in the Alpine-Towong Network's Belonging Community of Practice, implementing practical activities at school. A number of new lunchtime clubs and activities were run. Representatives from our Student Executive partnered

with VicSRC and were coached on how to run "Teach the Teacher", running a meeting with the teachers in Term 4 to enable reflection on teaching practice. All these opportunities for our students were designed to help student wellbeing, by building student voice and agency in their learning, assisting with creating and supporting a safe learning environment where students are prepared to take learning risks and to increase engagement and build a sense of belonging.

In 2026, Mount Beauty Secondary College will work to improve student wellbeing by:

1. Embedding multi-tiered systems of support (MTSS) that enhance student engagement, wellbeing, and inclusion, because when school wide practice, implemented consistently, promotes a positive climate and inclusion, students are supported and have a sense of connectedness and belonging.
2. Strengthening school sense of community, and develop a school wide approach to improving partnerships with students and families, because supporting wellbeing and inclusion for students requires a strong partnership between the school and families.

Engagement

The work completed with a focus on Wellbeing also supported our students with their engagement, as well as the focus placed on attendance. Regular communications about the importance of attendance and how it impacts learning, combined with persistent follow up on absences and attendance plans for students with chronic absence were some of the strategies used. However, illness, extended family holidays and good snowfall, but a busy ski season, continued to affect attendance.

In 2025, students in Years 7 - 12 had an average of 35.1 absence days, with our Year 10s having the lowest attendance rate (the average proportion of formal school days students attended) of 78.8%. Similar schools had an average of 33.3 days absence and the state had 30.2 days. Our best attendance rate was the Year 12s at 86%. However, this was a substantial improvement on the previous year, where students had 40 days absence, on average.

Working to increase engagement for our students, so they don't want to miss school, saw further development of the learning program for students at school during the Term 3 Snow Sports program, as well as increased attendance of Year 7 - 9 students during the end of year Connect Program.

Some of our student data also supported the work relating to engagement. The Attitudes to School Survey factor of Student Voice and Agency increased by 9% on the previous year, with a 43% positive endorsement. The 2024 percentage of students exiting to further studies or fulltime work was 57.1%, compared to similar schools at 76% and the state average at 82.6%. The percentage of Year 7 students who remain at our school through to Year 10 was lower than similar or state schools, reflecting the support students receive if they do want to transition out of school early, and the somewhat transient nature of our families.

The work in 2026 towards meeting our Learning and Wellbeing goals will go hand in hand to support student engagement, by building on the relationships and actions that support student learning, participation and belonging within our school.

Other highlights from the school year

Everyday teaching and learning is the core business of our school, and supports our students with their learning, wellbeing and engagement, however, we also value the many extra curricular activities and opportunities that we can provide our students.

2025 was another busy year. Activities and events included, but were not limited to:

- Year level camps and the Year 9 Future Makers Program
- Middle school camp
- Indonesian learning opportunities including cultural days and the Indonesian study tour in Indonesia
- the middle school production of "Zap, Bam, Kapowie"
- various learning area based excursions/activities
- fundraising and volunteer opportunities
- further growth of the Instrumental Music and Band program
- the Student Executive and associated activities
- awards events
- Year Level assemblies
- School House competitions
- Sports program, including Snow Sports
- a variety of enhanced student leadership opportunities, including a partnership with VICSRC and "Teach the Teacher"

Additional highlights included the commencement of 2 projects with funding received at the end of 2024. Toilet refurbishments throughout the school began in Term 3 funded by the Minor Capital Works Fund, as well as the improvement of accessibility throughout the school funded through the Department's Accessibility Fund.

Financial performance

Mount Beauty Secondary College recorded a surplus in 2025 and currently remains financially secure due to careful workforce planning and budget monitoring. While enrolments are declining, the school is managing this carefully taking into consideration increased staff costs, ongoing school upgrades (as an investment in maintaining a high-quality learning environment) and rising utility expenses.

External partnerships/arrangements included management of the school canteen and the long-standing partnership with the Mount Beauty Community and District band, housed within the school buildings.

Mount Beauty Secondary College was fortunate enough to receive grants in 2025 from The Kiewa Mitta Murray Community Enterprises Limited, who operate the Community Bank Mount Beauty & District, AGL, Saluting Their Service Commemorative Grant and the Magistrate's Court Fund. Our School Council's Fundraising sub-committee was also very active and supported the school to purchase a set of competition ski jackets.

Equity funding in 2025 totalled \$41,161 and the funding supplemented by school based funds, was used provide generalised assistance to students in literacy and numeracy.

Department funded revision lecture funding was used to support students and staff attending either online or in person lectures.

Bushfire Vegetation Preparedness funding also assisted the school to prepare for the upcoming bushfire season. The school was able to engage contractors to clear vegetation, trim branches and remove trees that posed bushfire threats to infrastructure.

The school continued to supplement the Department's Mental Health Practitioner (MHP) in Schools funding to increase the availability of the MHP, as well as increased support to the National Schools Wellbeing Program funding which supported the increased time fraction for the Student Support Mentor position.

Our Year 7 cohort attended Outdoor – School Bogong and our Year 9 students participated in the Future Makers program, including a 2-week residential experience and preparation sessions throughout the year. School Council subsidised the Future Makers program in 2025.

With ongoing school upgrades, the school budgeted for a casual maintenance person position which has assisted in responding to maintenance needs in a timely manner and continued with additional IT support in response to demand.

Total funds at the end of 2025 were reduced compared to previous years, as budgets were targeted to support current students.

Financial plans for 2026 involve:

1. Ongoing IT technical support and upgrading the fleet of school loaned laptops.
2. Continuing with refurbishment, particularly painting and the upgrade of the arts classrooms.
3. Working with the Department to assist in future planning for sustainability as enrolments continue to change.
4. Accessing Disability and Inclusion funding to support individual students.

**For more detailed information regarding our school please visit our website at
www.mbsc.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 151 students were enrolled at this school in 2025, 73 female and 77 male. 5% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - 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	43.5%	
	Similar schools	72.4%	
	State	74.1%	

School Staff Survey

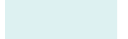
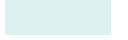
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	58.2%	
	Similar schools	66.7%	
	State	59.3%	

LEARNING

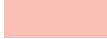
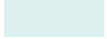
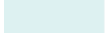
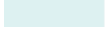
Teacher Judgement of student achievement against the Victorian Curriculum

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	79.1%	
	Similar schools	73.1%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	75.8%	
	Similar schools	69.2%	
	State	70.5%	

NAPLAN

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

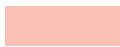
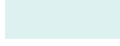
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	65.4%		78.8%
	Similar schools	69.2%		67.8%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	74.2%		73.8%
	Similar schools	66.3%		64.1%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	62.5%		74.7%
	Similar schools	65.4%		64.6%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	54.8%		58.2%
	Similar schools	65.4%		62.8%
	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	76.0%	
	Similar schools	76.3%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	68.0%	
	Similar schools	77.9%	
	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%	 100.0%
	Similar schools	96.6%	 96.8%
	State	97.2%	 96.9%
Mean VCE study score	School	28.1	NDA
Total VCE VM students	School	NDP	NDP

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	40.1%		37.8%
	Similar schools	54.0%		49.8%
	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	45.7%		41.0%
	Similar schools	61.0%		55.8%
	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	55.6%		75.6%
	Similar schools	75.3%		75.0%
	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
Real retention rate	School	53.6%		64.6%
	Similar schools	70.4%		70.8%
	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	35.1	35.5
	Similar schools	33.3	32.5
	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	82.4%	
Year 8	School	82.8%	
Year 9	School	83.3%	
Year 10	School	78.8%	
Year 11	School	80.4%	
Year 12	School	86.0%	

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	\$3,180,422
Government Provided DET Grants	\$630,695
Government Grants Commonwealth	\$6,670
Government Grants State	\$4,350
Revenue Other	\$119,371
Locally Raised Funds	\$236,971
Capital Grants	\$0
Total Operating Revenue	\$4,178,479

Equity	Actual
Equity (Social Disadvantage)	\$11,423
Equity (Catch Up)	\$29,738
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$41,161

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

Expenditure	Actual
Student Resource Package ¹	\$3,253,365
Adjustments	\$0
Books & Publications	\$1,179
Camps/Excursions/Activities	\$128,006
Communication Costs	\$5,545
Consumables	\$72,516
Miscellaneous Expenses ²	\$89,604
Agency Staff	\$0
Professional Development	\$8,798
Equipment/Maintenance/Hire	\$100,690
Property Services	\$168,184
Salaries & Allowances ³	\$98,021
Support Services	\$104,719

Expenditure	Actual
Trading & Fundraising	\$7,317
Motor Vehicle Expenses	\$5,984
Travel & Subsistence	\$0
Utilities	\$33,439
Total Operating Expenditure	\$4,077,366
Net Operating Surplus/-Deficit	\$101,113
Asset Acquisitions	\$0

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	\$501,965
Official Account	\$28,043
Other Accounts	\$0
Total Funds Available	\$530,007

Financial Commitments	Actual
Operating Reserve	\$137,333
Other Recurrent Expenditure	\$11,762
Provision Accounts	\$0
Funds Received in Advance	\$3,600
School Based Programs	\$180,992
Beneficiary/Memorial Accounts	\$8,924
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$21,972
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$62,223
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$103,201
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$530,007

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.