

2025 Annual Report to the School Community

School Name: Beaumaris Secondary College (7566)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 April 2026 at 06:23 PM by Stephen Bourbon (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 28 April 2026 at 06:24 PM by Stephen Bourbon (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

Beaumaris Secondary College is a newly established secondary school that began enrolling Year 7 students in 2018. We have an enrolment of 909 students from Year 7 to Year 12. Beaumaris Secondary College recognises its unique geographic position and the strong educational and community infrastructure that has developed over the past 50 years. It is located in the leafy byside suburb of Beaumaris in close proximity to the bay, a marine sanctuary and nature reserves. The excellent sporting facilities on site are part of a strong and growing relationship with the Melbourne Cricket Club (MCC). The community and family partnerships have been central to our success. This transforms the identity of a community and builds on our local connections that welcomes everyone. A place where we have high aspirations and expectations of our students, families, school and community. Our aim for our students is to understand their personal agency and group capacity to contribute to our world in a positive, honest, and sustainable way with responsibility, pride and integrity.

Beaumaris Secondary College's vision is to inspire our students to become responsible global citizens. A commitment to the pursuit of academic excellence across a diverse and engaging curriculum, both in and outside the classroom, which is inclusive and responsive to the diversity of learners. Beaumaris Secondary College encourages its students to strive for excellence in all they do.

We deliver a comprehensive, broad based and culturally inclusive curricula in line with the Victorian Curriculum. We support the development of cognitive, intrapersonal and interpersonal competencies that enable our students to transfer what they have learned to new situations and new problems. By engaging in deep learning our students become creative, connected and collaborative problem solvers who gain knowledge and skills for lifelong learning and who can use contemporary digital technologies to enhance their learning. Through our instructional model, students learn purposefully through:

- Making connections
- Learning intentions and success criteria
- Cultivating curiosity
- Reflection

At Beaumaris Secondary College, we want our students to graduate as engaged global citizens armed with transferable skills. Our students learn problem solving skills using 21st Century Learning Design. This model teaches students to work in new and challenging contexts through learning-how-to-learn' skills. The 21st Century Learning Design capabilities include:

- Collaboration
- Knowledge Construction
- Self-Regulation
- Real-world Innovation and Problem Solving
- Skilful Communication
- ICT for Learning

Project Based Learning (PBL) provides students with opportunities to discover passions and make connections through the process of meaningful inquiry. We believe that problem solving is at the heart of learning, thinking and development. Our students are encouraged to be curious, ask questions and are taught how to engage in problems through PBL tasks. Beaumaris Secondary

College supports students to make healthy choices and have opportunities throughout the curriculum program and extensive cocurricular activities. Participation and understanding the importance of a healthy and active lifestyle is a founding tenet of the college. We value our unique local environment. Beaumaris Secondary College will foster and develop our sense of place in the world as global citizens who can contribute within the wider context of sustainability and environmental stewardship.

Our teachers are experts in their fields who guide our students to inquire, create and exhibit their understanding and knowledge. Through this process, students ask probing questions that link their knowledge, engage in authentic problem solving and reflect on their learning. The staffing profile of Beaumaris College includes a Principal and 3 Assistant Principals, 57 full time teachers, 8 leading teachers, 4 learning specialists, 0.5 learning tutor, 3 wellbeing staff and 16 Education Support (ES) staff, including office administration staff, specialist area support and classroom support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Beaumaris Secondary College progressed its teaching and learning goals through a sustained focus on VTLM 2.0 and the strategic use of data to improve student outcomes. A whole-school approach to data literacy was strengthened, enabling teachers to know their learners. Professional learning was differentiated to build staff capability in data analysis.

A key priority was the implementation of the Victorian Teaching and Learning Model 2.0, with whole staff professional learning the science of learning, including cognitive load theory, explicit instruction (Gradual Release of Responsibility), and regular checking for understanding. Teachers worked in PLCs to design, create and implement Checking for Understanding strategies and contributed to a college 'Toolkit' to allow for ongoing learning and the sharing of best practice. In addition, staff continued to work collaboratively in Professional Learning Teams to align curriculum with Victorian Curriculum 2.0.

Significant progress was also made in developing a whole-school approach to coaching, with the introduction of a coaching model to strengthen teacher practice and improve student outcomes. In addition, the College commenced development of a student learning and wellbeing growth dashboard to provide accessible, targeted insights for staff, students and families.

Student achievement data highlights this progress. In NAPLAN, 83% of Year 9 students achieved strong or exceeding in Reading, 73% in Writing and 81% in Numeracy, and 76% in Spelling.

VCE outcomes were also strong, with our third graduating cohort achieving our strongest VCE results to date:

- 13% of students achieved an ATAR above 90
- 41% of students achieved an ATAR above 80
- Median ATAR: 75

- Median Study Score: 30
- 53 study scores of 40 and above
- Dux: 99.1

High-ability and inclusive practices remained a priority, with the continuation of the HAWK program and implementation of tiered supports and Individual Education Plans, ensuring all students are supported to develop their confidence and achieve learning growth.

Wellbeing

Student wellbeing growth sits alongside student learning growth as key priorities for Beaumaris Secondary College. Our goals are to ensure every student will thrive and flourish, and to embed and promote a holistic framework to proactively support student wellbeing.

In 2025, we continued implementing wellbeing learning and practices through continuing engagement with Visible Wellbeing and the SEARCH Framework. SEARCH is an acronym that identifies what research shows are the strongest pathways for developing flourishing young people. Staff members were trained in the final two pathways of SEARCH:

- Coping and Resilience
- Habits and Goals

This built on previous professional learning about the pathways:

- Strengths
- Emotional Management
- Attention and Awareness
- Relationships

Teachers incorporated SEARCH Framework wellbeing practices and activities across the curriculum. Leaders aligned reporting of wellbeing and learning behaviours with SEARCH pathways. Students set wellbeing and learning goals and reflected on their progress towards achieving these goals, sharing their reflections with GOAL Mentors and/or teachers. Parents were guided in the use of common and shared wellbeing language, drawn from SEARCH Framework.

Our GOAL program continues to be a keystone of our relationship building at the College, with strong bonds formed by GOAL mentors and GOAL groups. Our focus is on supporting young people to develop the skills to identify and manage their wellbeing, emotional and mental health needs. Student learning was supported by a number of wellbeing days, external speakers, Tier 1 and 2 programs, and staff-run education sessions.

In our 2025 School Performance Report, Beaumaris Secondary College achieved a category level of High in our wellbeing performance. This represented a change level of Improved.

Attitudes to School Survey results showed that Beaumaris Secondary College received an increase in positive endorsement, across all wellbeing measures:

- Emotional awareness

- Managing bullying
- School connectedness
- Stimulated learning
- Student voice and agency

For each of these measures, Beaumaris Secondary College is well above similar schools.

The Careers Team continued to support our students in their pathways throughout the year. Year 7 and 8 students worked on their career action plans, Year 9 students completed the Morrisby Assessment and were involved in a feedback session from a trained professional and their parents, Year 10 and 11 students were supported through course counselling processes and career open days and Year 12 students and their parents had career interviews with our trained careers staff members.

Engagement

In 2025, student leaders at our college continued to play an active role, building on the momentum of previous years. The annual student leadership conference early in the year provided a platform for young leaders to articulate their vision and set ambitious goals for their leadership journey. We continued to nurture leadership qualities in all students, not just those in formal roles, encouraging every individual to develop confidence and initiative. Various initiatives empowered students to lead projects and engage with the community.

Our Year 11 VCE Vocational Major students engaged in an Intergenerational Community Connections initiative, forging wonderful connections and relationships with senior citizens of Beaumaris. Year 9 Innovate students continued our tradition of organising a Market Day on campus, running stalls and activities that raised over \$2,000 for charities selected by the students.

Beaumaris Secondary College continued to place a significant focus on student voice and agency in shaping the school's environment. In 2025, the Amplify program across Years 7–10, empowered students to give structured feedback on their learning experiences and to have a say in decisions about their teaching and learning. Students led decision-making through dedicated working groups and forums. Students further strengthened community connections through service and philanthropy.

As part of the Year 9 Community Connections program, students undertook weekly volunteer placements at local early learning centres and primary schools, forging bonds with younger children and developing empathy. Our student musicians also shared their talents in a series of concerts at a nearby aged care home, bringing joy to the residents while building performance confidence. Our international engagement efforts continued in 2025 with Year 11 and Year 12 students trekking the Kokoda Track, and Year 10 and VCE French language students travelling to France for two-week cultural exchange, including time at our partner school in Aix-en-provence. Year 10 and VCE Japanese language students hosted visiting students from Japan on a cultural exchange with our partner school in Hokkaido, Ritsumeikan Keisho

Our students returned with broadened horizons, greater independence, and a deeper appreciation for different cultures. Each of these significant experiences has further enriched our college community and strengthened our global connections

Engagement opportunities for our students included:

Incursions/Courses/Workshops/Clubs

- After-school Growth Workshops for our Year 12 English Language students
- BioEYES Incursion (Year 9 & 10 DNA to Dinosaur)
- Clubs (lunchtime and before/after school)
- Design Practitioner Incursion (VCE Visual Communication Design)
- Fitness Testing (Beaumaris Sports Enhancement)
- Fossils of Bayside Incursion (Year 9 & 10 DNA to Dinosaurs)
- Galaxy Club Astronomy Night
- Guest Speaker Incursion: James from the Marshall Group spoke about bullying in the workplace and promoting a positive workplace culture (Year 12 VM)
- Healthy Lifestyles Dance Unit (Year 7)
- Maths Methods Workshop/Guest Speaker (Unit 3&4 Maths Methods)
- Micro-credentials Program
 - Barista Course (interested Year 9 - 12 students)
 - Customer Service – Silver Service (interested Year 9 -12 students)
 - Food Handlers Safety Course (interested Year 9 - 12 students)
 - Responsible Serving of Alcohol (interested Year 11 & 12 students)
- Monash Uni Presentation (opt in for Year 11 & 12)
- National Science Week – lunchtime activities and guest speakers
- Paws in Schools Therapy Dog Incursion (Year 11 Psychology)
- Reptile Encounters Incursion (Year 9 & 10 Be A Vet)
- Senator Visit (Year 9 & 10 Freedom & Democracy)
- Sonya Karras Safe Partying Presentation (Year 10 & 12)
- Stringfest (hosted by BSC)
- Using Hygienic Practices for Food Safety course (Year 12 VCE VM)
- White Card Training – Year 9, 10, 11 & 12 students
- World of Maths Incursion (Year 7)
- Year 7 Music Instrument Trials
- Year 8 Life Changer Program
- Year 9 My Career Insights
- Year 10 Work Experience
- Year 12 Careers Interviews

Competitions & Challenges

- Australian Mathematics Competition
- Big Science Competition (Year 7 – 10)
- Chess Tournament
- Duke of Edinburgh's International Award
- Interschool Debating & BAYSPEAK
- Kwong Lee Dow Scholar
- Maths Olympiad
- Model UN – Dromana (interested students)
- Model United Nations Conference (Brighton Grammar)

Student Leadership

- Melbourne Secondary Youth Leadership Conference (Student leaders)
- Student Leadership Conferences (MCC)
- Vic SRC Congress
- Year 9 School of Student Leadership

The average rate of attendance per student for the year does identify an area of improvement for the college. The average attendance rate of our students is 84% compared to 87% for similar schools, and our performance rating has us **Well below** similar schools. Investigation of our data has flagged that our extensive and thoroughly curated curriculum, provided online through OneNote, may enable higher levels of absence, as students do not necessarily feel that they are missing out on learning if absent from school; they can access learning actions and activities online. Nevertheless, the school is focussed developing strategies to improve our rates of student attendance.

Other highlights from the school year

The school continued to flourish with wonderful experiences across each year level. The strength and connection our students experience came from the wide array of opportunities offered. Our camps program provided exciting year level camps for student in Year 7,8 and 12. Our Year 9 students experienced the Choose your Own Adventure camp with options including the ever-popular Reef and Rainforest Adventure to Far North Queensland, Great Ocean Road hike and our Urban Expeditions program. The Year 10 Ski Camp was again well subscribed.

Our Micro-credentials program continues to provide students with opportunities to learn new skills beyond the classroom, in a range of interest areas. Throughout the course of the year, students have opportunities to undertake nationally recognized courses such as the Responsible Serving of Alcohol (RSA), AFL Umpiring and CPR and First Aid. At the end of the school year, the Microcredentials Week sees students across all year levels engage in a range of workshops and activities, such as Golf Skills, Pottery and AUSLAN for Beginners. All Micro-credential activities

completed by students are documented on their Micro-credentials Report which is sent to families at the end of the year.

Our students continue to excel in the sporting arena. We have had teams compete in Kingston Divisional as well as regional and state level with outstanding results in swimming, diving, athletics and cross country.

We are proud of the numerous whole school events and celebrations that acknowledged students' skills, talents and hard work throughout the year. The events below highlight how each student has the opportunity to shine bright at Beaumaris:

- Music & Ensemble Soirees
- Lunchtime Music Concerts
- Innovate & PBL Expo
- 'Radium Girls' Production (VCE Theatre Studies)
- Alice in Wonderland (College Production)
- Art Show (BSC Year 7 & 8 students and local PS students)
- High Achievers Breakfast
- 'Shoreline' Book Launch
- Year 9 Market Day
- VCE Media, Arts & Design Exhibition
- Strive & Rising Star Awards

We are proud of the array of experiences, excursions and incursions that bring learning to life for so many of our students.

Financial performance

The College finances are reviewed by the Finance Sub Committee and College Council ensuring that income and expenditure is meeting budget expectations. We ensure planning and forecasting complies with regulations set out in the Finance manual for Victorian Government Schools. We are fortunate that our families are committed to supporting the curriculum contributions with 65% of families making such contributions in 2025. These locally raised funds are committed to supplement the Government funding to deliver significant benefits to students by providing curriculum resources, library resources and information technology services. In previous years family contributions were 75% or more, and we believe that the increased cost of living costs, the introduction of Government School Saving Bonus, and our extensive excursion offerings have had an impact on reducing the level of contributions received in 2025.

Operating costs in 2025 were relatively consistent with that of the year prior. In addition to locally raised funds, the college received DET Schools Resource Package (SRP) cash funding which is based on student enrolments and includes equity funding, school infrastructure funding, instrumental music program funding, VDSS and other targeted initiatives funding during the year. SRP credit funding is used entirely for staffing of the college.

The net SRP operating deficit in 2025 was \$556,247 which is the third consecutive year that the College has recorded an SRP deficit. Reasons for the 2025 SRP deficit include the following;

- Smaller Year 7 year level enrolments than the graduating Year 12 class by approximately 25 students, with smaller cohorts at local primary schools being a contributing factor
- Offering a wide range of VCE subjects, with some subjects attracting lower numbers and therefore increasing the staffing costs
- Increased Wellbeing support above the SRP allowance, which we believe to be highly beneficial to the school community
- Increased Instrumental Music program support, above the SRP allowance, which we believe to be highly beneficial to the school community
- Increased staffing in our Careers program, above the SRP allowance, which we believe to be highly beneficial to the school community
- Camp and Extra Curricular Activity- Time in Lieu payments, with the policy changes in 2023 to automatically pay staff for an overnight allowance and to pay out Time in Lieu not used, the College spent more than what the SRP funding allowed due to our rich offering of Extra Curricular opportunities
- Continued growth of our Leadership profile, and Teaching and Education support team thus enhancing student outcomes

The college and School Council Finance Sub Committee will continue working towards measures to implement in 2026 and beyond to reduce the deficit by way of review of class sizes, teaching staff positions with time allowance, a deep dive into student enrolment data at the local primary schools and out of boundary enrolments as key strategic actions.

The college will continue to invest in rich and diverse learning experiences for our students, recognising the value in these opportunities for student learning and, due to our proximity to many Independent schools, a key component of the school's appeal to local families.

**For more detailed information regarding our school please visit our website at
www.beaumarissc.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 900 students were enrolled at this school in 2025, 382 female and 518 male. 6% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	80.0%	
	Similar schools	72.5%	
	State	74.1%	

School Staff Survey

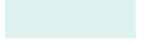
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	64.7%	
	Similar schools	62.0%	
	State	59.3%	

LEARNING

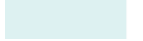
Teacher Judgement of student achievement against the Victorian Curriculum

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	88.3%	
	Similar schools	90.0%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	82.0%	
	Similar schools	85.1%	
	State	70.5%	

NAPLAN

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

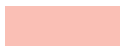
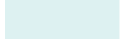
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	86.7%		82.9%
	Similar schools	85.1%		83.9%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	82.8%		80.3%
	Similar schools	79.8%		78.5%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	88.4%		83.4%
	Similar schools	84.1%		81.8%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	81.4%		77.9%
	Similar schools	79.3%		77.3%
	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	78.5%	
	Similar schools	76.2%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	75.2%	
	Similar schools	74.8%	
	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	99.3%		98.8%
	Similar schools	98.8%		98.6%
	State	97.2%		96.9%
Mean VCE study score	School	30.2		NDA
Total VCE VM students	School	13		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	59.2%		53.9%
	Similar schools	49.7%		48.2%
	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	56.1%		51.1%
	Similar schools	49.7%		48.5%
	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	92.5%		89.5%
	Similar schools	87.4%		86.8%
	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	78.4%		74.7%
	Similar schools	79.0%		78.8%
	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	29.7		28.9
	Similar schools	25.4		24.8
	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	89.1%	
Year 8	School	86.6%	
Year 9	School	83.3%	
Year 10	School	81.9%	
Year 11	School	84.6%	
Year 12	School	86.6%	

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	\$10,590,380
Government Provided DET Grants	\$588,156
Government Grants Commonwealth	\$36,630
Government Grants State	\$0
Revenue Other	\$112,186
Locally Raised Funds	\$1,713,583
Capital Grants	\$0
Total Operating Revenue	\$13,040,935

Equity	Actual
Equity (Social Disadvantage)	\$32,713
Equity (Catch Up)	\$34,985
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$67,698

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

Expenditure	Actual
Student Resource Package ¹	\$11,122,344
Adjustments	\$0
Books & Publications	\$15,171
Camps/Excursions/Activities	\$1,057,987
Communication Costs	\$10,472
Consumables	\$213,368
Miscellaneous Expenses ²	\$414,334
Agency Staff	\$134,849
Professional Development	\$42,443
Equipment/Maintenance/Hire	\$97,798
Property Services	\$99,534
Salaries & Allowances ³	\$347,998
Support Services	\$289,987

Expenditure	Actual
Trading & Fundraising	\$44,293
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$4,408
Utilities	\$101,974
Total Operating Expenditure	\$13,996,960
Net Operating Surplus/-Deficit	(\$956,025)
Asset Acquisitions	\$86,244

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	\$732,431
Official Account	\$18,256
Other Accounts	\$32,771
Total Funds Available	\$783,458

Financial Commitments	Actual
Operating Reserve	\$479,103
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$86,770
School Based Programs	\$137,547
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,073
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$51,700
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	\$761,193

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.