

# 2025 Annual Report to the School Community

School Name: Victoria University Secondary College (8891)



- 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 13 March 2026 at 11:29 AM by Elaine Hazim (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 13 March 2026 at 11:30 AM by Elaine Hazim (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

Victoria University Secondary College is a Year 7-12 co-educational secondary college with three campuses: a 7-9 Junior Campus in Deer Park, a 10-12 Senior Campus in Cairnlea and an iCan Campus in St Albans. A trade training centre is also located on the Cairnlea site. A total of 1347 students were enrolled at our school in 2025 - 603 females and 744 males. 9 percent of students had English as an additional language and 1 percent identified as Aboriginal or Torres Strait Islander. The college's workforce comprised 172.12 full-time equivalent staff.

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 parent/carers of students enrolled at VUSC. 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. The College's Student Family Occupation and Education Index (SFOE) is High.

Victoria University Secondary College prides itself on setting high standards for its staff and students. Our vision is for students to be educated and enabled to 'Create the Future' – their own future, their communities' future, and the global future. Our college values 'Aspire to Achieve', 'Strengthen the Community' and 'Respect Ourselves and Others' underpin everything that we do and inspire students to create their future. Wide ranges of courses are offered so that every individual can develop their talents and explore their own areas of interest and ability. The College structure is designed around Junior and Senior Campuses, where each class has their own home group teacher and this in turn provides a safe, inclusive and caring community environment for students in which to learn and develop. The iCan Campus continued to provide an alternative, more personalised educational setting for selected VUSC students who were at risk of disengaging.

The College has a strong focus on academic achievement, especially improving our students' literacy and numeracy outcomes. A focus on positive, respectful relationships is an essential part of a safe, enjoyable learning environment and has contributed to the College's excellent results, as has our strategy of enhancing student voice, agency and leadership across the school, and providing a rich extracurricular program. Activities including a comprehensive Instrumental Music program, Drama and Music Production, Interschool Sports, Rugby League Academy, AVID program, Scholarships program at Year 7, STEM programs, Debating teams, SEAL and Deep Learning acceleration programs, extensive VCE/VM/VET curriculum and HeadStart program provide ample opportunities for all students to excel in their area of choice. In 2025 the College had 10 international students who were offered the same learning program and co-curricular opportunities as all other students at the College.

Creating a strong community is an important part of the College's strengths. We actively seek the contributions and participation of families, as well as business and university partners, to create the best possible surroundings for our students to learn and grow. Parent satisfaction with the school at 88% is well above the state average of 74.1% and reflects the confidence parents and families have in the work we do together. Our students benefit from a range of high-quality opportunities to engage with business and community partners through our mentoring and

leadership programs developed and run by ABCN (Australian Business and Community Network).

The Student Wellbeing Team at the College work tirelessly to ensure the promotion of positive well-being across the student population and broader school community, in line with our Strategic Plan goal to strengthen the engagement and wellbeing of all students.

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

### Learning

In 2025 our school's Annual Implementation Plan focussed on a number of Key Improvement Strategies to work towards the achievement of our Strategic Plan goals - to maximise the learning growth of every student, and to strengthen the engagement and wellbeing of all students. Strategies included enhancing teacher practice to embed a consistent instructional model including the use of High Impact Teaching Strategies, building staff capability to effectively use and analyse student data, developing policies and classroom practices to support student inclusion, and developing and embedding a multi-tiered approach to support positive student behaviour, attendance and wellbeing. Throughout the year, the leadership team supported the teaching staff with professional learning and coaching to continue to improve their pedagogy and implement the instructional model across all classes. Staff continued to work in Professional Learning Teams for two hours each week, analysing student data and moderating student work, and setting and working towards professional practice goals with the view to improving student outcomes. New teachers were provided with strong mentors within their subject domain and completed a comprehensive induction program. Pleasingly, 75.7% of our staff positively endorsed our School Climate, compared to 59.3% of staff across the state and 56.2% of staff in similar schools.

The College performed very well in terms of many of the student learning outcomes in areas measured in the Performance Summary, including our highest ever ATAR study score of 98.15. In 2025, our VCE mean study score was again above the state mean, at 29.14. In addition, our VCE English mean study score was 30.7, significantly higher than the State mean of 28.5. Overall nine students achieved an ATAR score in the 90s and 30% of the VCE cohort achieved an ATAR over 80. VCE VM students also enjoyed strong success with several students obtaining full time apprenticeships in their chosen fields, with others going on to TAFE or obtaining full time employment. These achievements have enabled our students to transition into high quality pathways and is the result of the commitment of staff who hold high expectations for their students and continually support them in their studies.

Teacher judgement of student achievement against the Victorian Curriculum reflects the percentage of students working at or above age expected standards in English and Mathematics. The percentage of VUSC students in Years 7 to 10 working at or above age expected standards in English was 76.4% compared to Similar Secondary Schools in Years 7 to 10 only being 68.4% and the State average being 75.3%. The percentage of VUSC students in Years 7 to 10 working at or above age expected standards in Mathematics was 70.3%, similar to the State at 70.7% but significantly higher than the Similar School average of 64.2%.

Our NAPLAN data at Year 7 and Year 9 for Reading and Numeracy was slightly lower than the State average, but higher than students in Similar Schools. However, the percentage of students achieving High or Medium Relative Growth over the two year period from Year 7 to Year 9 was above both the State and Similar Schools averages, with Reading at 79.4% high or medium relative growth and Numeracy at 75.9% high or medium relative growth. Teachers used NAPLAN and other assessment data to monitor student progress, identify skill gaps and plan targeted interventions to support low performing students, as well as extend and challenge high performing students.

All students with Disability Inclusion profiles also achieved satisfactory progress towards their individual learning goals, as indicated by multiple formative and summative data sets.

The learning progress of all students is reported to parents via the College's continuous reporting procedure on Compass, including details of homework, assessment tasks, grades and suggested comments for improvement. Parents receive timely information about their child's learning as assessments are marked, as well as six-weekly student progress reports and semester reports. Parents are also invited to contact their child's teachers via email and/or via appointment at the College to discuss their child's learning progress during the year, or attend face to face parent teacher interviews.

## Wellbeing

The College core values of Respect Ourselves and Others, Strengthen the Community and Aspire to Achieve have been embedded as the framework for relationships and actions within the school community. A common language is present and visible within the College community with students and staff using the College values to guide their decisions and actions. A School Wide Positive Behaviour Support (SWPBS) matrix identifies the expected behaviours based on our core values and is embedded within the school. The matrix is used to support the building of a positive learning environment at Victoria University Secondary College. Students are consistently rewarded with commendations for positive behaviours and are encouraged to achieve and live the school values through awards and recognition at campus and year level assemblies.

Student wellbeing, as measured by the Student Attitudes to School survey, showed that students at the College are generally very positive, resilient and adaptable. In 2025, 78.2% of students from Years 7-12 positively endorsed the College's management of bullying, well above Similar Schools at 51.3% and the State at 50.7%. For Sense of Connectedness from Years 7-12, our school's positive endorsement is at 68.4%, again well above Similar Schools at 50.1% and the State at 49.7%. It is clear that VUSC students feel safe, respected and connected at school.

2025 continued to see a strong commitment to addressing the mental health needs of our students and staff and promoting positive behaviours around the College. The focus of our work in 2025 was to enhance the extent to which all students felt connected, included, protected and respected within and beyond the College. As educators we understand that what creates resilience varies at different stages of our lives. The clear indication is that students thrive when they relate to one another, when they protect one another and when they respect one another.

Student wellbeing is supported at the school through the employment of Youth Workers, Social Workers, Community Nurse, Mental Health Practitioners, Doctors in Schools program and a Student Wellbeing Leader who is also a psychologist. In 2025 we also employed a part-time Speech Pathologist. Year level coordinators support student attendance and positive behaviours, and are further supported by a Middle and Senior School Leader. Teaching staff also support student wellbeing within the classroom using the LIFT lesson plan, collaborative learning strategies and assessment success criteria. Senior students are supported with an online study support program called Edrolo, with weekly lessons in study techniques, exam preparation, reflective practices and relaxation techniques. The school hired several tutors to support students in all subject areas to achieve greater success. We closely monitored and responded to student wellbeing concerns and reinforced the wellbeing referral processes in place at the school, including referrals to the Doctors in School program available at the Senior Campus which the Junior Campus students can also access. Our school also held a "Be Well, Stay Well Day" initiative across the college at all three campuses to promote mental and physical health fitness for students. Staff undertook professional learning in Neurodiversity and Language Based Disorders to build their knowledge in Disability Inclusion and inform them on the best ways to support improvement, wellbeing and engagement for these students.

The College in 2026 will continue to monitor the wellbeing of students and implement preventative strategies to support positive mental health, along with intervention strategies in response to identified needs. Weekly home group programs with a focus on engagement, wellbeing and respectful relationships will continue, and we will also continue to monitor student wellbeing and engagement data through Compass and responded to emerging needs.

## Engagement

The school continued to prioritise attendance by emphasising the importance of coming to school to students in home groups and assemblies, and to parents and carers via our school newsletter and parent meetings. We continuously promoted awareness that an absence results in quantifiable lost learning time and opportunities; we talked about absences in terms that students and parents can easily understand - for example, 'missing one day each week means that you miss out on two weeks of lessons each term'. We informed parents about the current research that links attendance with student achievement levels and long-term health and wellbeing outcomes. Unexplained absences were followed up daily by our attendance officer and Coordination team, and chronic absences were managed with parent meetings and attendance improvement plans. Attendance is a key indicator of student engagement with the school and with their learning. In 2025, the average number of absence days for students in Years 7 to 12 was 25.6, well below the Similar School average of 30.7 and the State average of 30.2. The College worked extremely hard to ensure students were attending school every day and engaged in their learning. The College has created a positive school culture by developing an instructional model that focuses on high-quality teaching and learning – classes that are stimulating and organised to support student engagement and attendance. In the Student Attitudes to School survey, we were pleased to see that 89% of students stated that they always try to attend school, and positive endorsement of Stimulated Learning was at 80% across the college.

The Attendance rate refers to the average proportion of formal school days students in each year level attended. Our average 2025 attendance rate by year level was between 85% & 90%

for Years 7 to 12. Student retention refers to the percentage of Year 7 students who remain at the school through to Year 10. Our school percentage of Year 7 students who remained at the college through to Year 10 in 2025 was 74%, which was above the State level of 69.6% and also above similar government secondary schools at 73%. The percentage of students from Year 10 to 12 going on to further studies or full-time employment in 2025 was 81.8%, with a further 8.3% of students obtaining part-time employment. We continue to monitor this closely to ensure appropriate pathways are in place for students leaving the College before the end of the year.

Supporting students in their transitions into and within the College continued to be a focus in 2025. The Grade 6 to Year 7 program provided a very supportive process for students as they made the important transition in secondary school. Students participated in a range of events on orientation day, and a three day induction program was conducted in the first week of Term 1 to further support Year 7 students with a smooth transition. Our Step-Up program in Term 4 allowed students in Years 7 to 11 to begin classes in the next year level with the teacher taking the class that they would have the following year.

Our extensive work with our business and community partners continued to support our students in many ways. These partners include the Australian Business and Community Network (ABCN), Western Chances, Beacon Foundation, NRL, Western Health, Western Edge Youth Arts, Victoria University, Monash University and University of Melbourne. Students from Years 9, 10 and 11 had the opportunity to participate in a range of mentoring, leadership and career focused programs such as iTrack, GOALS, Focus and Aspirations. The College also offered several co-curricular programs to support student engagement including Instrumental Music, Concert Band, Interschool Sport, Theatre Production, Debating, Homework Club, Rugby League Academy and Structured Workplace Learning, as well as a range of lunchtime clubs and activities. A sister school program established with the High School Affiliated to Yangzhou University in China has been very successful with reciprocal visits between schools providing a rich cultural and educational experience for students and teachers.

The College ensures that each campus environment is safe, inclusive and caring for all members of the school community. Our home group structure from Year 7 to 12 provides increased connectedness between teachers and students, resulting in positive relationships which play a significant factor in student engagement. Teachers at the College show concern for students who have been absent and have returned to school by ensuring that help is given regarding the work that was missed. Teachers at VUSC pride themselves on building positive relationships with parents/guardians which assists in improving student attendance and parent engagement.

## Other highlights from the school year

2025 was an exciting year for VUSC, with numerous successes achieved by students both academically and as part of our co-curricular programs.

A record number of Year 7 students enrolled in the Instrumental Music and Concert Band programs which significantly grew our whole college Music program to over 165 students. These students gave outstanding performances throughout the year, including the Junior and Senior Soirees, Annual Concert and Victorian Schools Music Festival (VSMF). Both the Year 8 and Year 9 Concert Bands were awarded a Gold Shield for their performances at the VSMF, while the Jazz Band, Stage Band and College Choir all received Silver Shields for their performances. The VUSC

Honours Band competed in the Australian National Band Championships over Easter, with impressive performances placing them second overall. The Honours Band was then invited to participate in Bandstand Sunday at Federation Square in November, where they played a 30 minute set to a huge audience. The success of our Music program is testament to the hard work and talent of our students and staff, and our school's reputation for excellence in music continues to grow in the community.

Our College and Campus Captains attended the Melbourne Youth Leadership Conference for the first time, where they enjoyed an amazing experience, embarking on a journey of self-discovery, empowerment, and leadership development. With keynote speakers including Natalie Suleyman MP, interactive activities and reflective sessions, the students heard inspiring stories about personal agency, triumph over adversity and self-leadership, equipping them with skills for success, both for secondary school and beyond.

A record number of students volunteered to join the Student Representative Council at both the Junior and Senior Campuses in 2025. SRC students represented the student voice during meetings with the Principals and as Student and Community members on the College Board (School Council). SRC students organised and ran several assemblies and activities throughout the year, including RU OK Day and Harmony Day.

Our interschool sport program and Rugby League Academy saw a number of outstanding achievements in 2025, with many students winning championships across the Keilor Division and Western Metro Region in athletics, volleyball, badminton, basketball and table tennis. Our Rugby League Academy entered Girls teams for the first time in NRL competitions, with the U16 Girls Rugby League (9s) taking out the State Championship and both the U14 Boys and Girls teams winning through to the State Finals. A record 18 boys and girls were chosen to represent Victoria in 2025, and two of our Year 12 Rugby League students were offered contracts with Melbourne Storm at the end of the year.

In Term 3 we welcomed 17 Year 10 students and 3 teachers from our sister school, the High School Affiliated to Yangzhou University, from the Jiangsu Province of China. Over the course of the week, the students attended classes with their VUSC buddies and learnt about the Victorian education system, while spending their lunchtimes playing basketball and mixing with our students. In the evenings they stayed with host families from our school community, learning about the Australian way of life and trying some different cuisines. Students from the host families also joined the sister school at the official Victorian Government Welcome Event at the MCG, where our Year 11 student Greta McCoy presented a speech in Chinese in front of hundreds of guests, including the Governor of Victoria.

In September our students were given the opportunity to participate in a reciprocal visit to China, visiting cultural landmarks and spending time at our sister school. Students reported that the tour was an amazing experience, leaving them with priceless memories of breathtaking sights, delicious food, and lifelong new friendships. Students joined in classes at our sister school where they shared gifts and stories, discovered Chinese school traditions, and developed new friendships with the students. Additionally, the group visited some of China's most famous locations, such as Disneyland, the Great Wall, Qianmen Street, and the Hutong tour, all of which provided enlightening perspectives on the rich history and culture of China. Again, one of our students Elisa Notario was selected to give a speech in Chinese at the official welcome event in China in front of hundreds of guests.

A new issue of the school's *Felicity* magazine was published later in the year. *Felicity* is a student-run literary magazine with a compilation of outstanding student writing across varying year levels from 7 to 12. *Felicity* showcases some of our students' best writing from 2025, including short-form fiction and poetry, as well as a diverse range of academic writing, such as essays and

reports. The annual *Felicity* launch night was a wonderful celebration of creativity and expression. The event showcased an excellent range of poetry and short stories from students across the college, featuring work from both English and Literature classes. The evening highlighted the power of student voice through heartfelt readings. Each performance reflected the depth of thought and imagination that *Felicity* continues to nurture within our writing community.

Throughout the year, the school offered a comprehensive range of school events and activities which students participated in, including the Year 7 Anglesea Camp, Year 8 Grampians Camp, Falls Creek Ski Camp, Year 9 Enrichment Excursions and Amazing Race, Career Expos, Chinese Culture Activities Week, Harmony Day, RU OK Day, Athletics Carnival, Chess Club, Gardening Club, lunchtime board games, School Production, various ABCN Programs and the Virtual Victorian Young Leaders to China program among others.

## Financial performance

In 2025, the school rolled over the lease arrangement once again with Big Childcare who hires the Brimbank Campus for outside school hours care, childcare and school holiday programs. Big Childcare continues to allow our school to access the gym at the Brimbank Campus for senior exams and some PE classes.

An Active Schools Grant of \$17,000.00 was approved and received. These funds are allocated to a consultant to run female gym sessions, an athlete development program with strength & conditioning sessions, purchase of more gym equipment and to convert one of the tennis courts at the senior campus to a volleyball court. This funding is used to promote and encourage students to be more active and spend time away from their screens and devices.

The school also received a School Sports Victoria grant of \$2,500 each term which enabled us to hire Tennis Coaches, AFL Coaches etc. for the Junior Campus.

The College received a Landcare Grant \$5,000.00 to enhance knowledge and understanding of the natural environment and to educate students about land care. Garden beds were created and cared for around the school grounds.

The College funded the replacement of turf and new seating around the grounds, the construction of an off-street carpark for staff use at the Cairnlea Campus and the extension of the car park and refurbishment of the staff toilet block at Deer Park Campus.

The school received approx. \$2.2M in Equity (Social Disadvantage) funding as part of our student-based funding; the school receives this extra money due to our high Student Family Occupation and Education Index (SFOE). Students with the highest level of need are targeted with the most funding to ensure we have the resources to support them, and to boost student engagement, attendance and retention. The funds are spent on Core Student Learning, Disability & Inclusion Tier 2 Funding, Targeted Initiatives such as MYLYNS, Careers, Professional Learning Communities, Respectful Relationships, Schools Mental Health Funds and Student Wellbeing etc.

Our school uses Social Disadvantage funding to deliver tailored educational programs that meet the needs of students, such as homework club, the Positive Behaviour Support framework, Wellbeing programs and support via the employment of Youth Workers, Social Workers and a

Psychologist. This funding is also used to run whole school programs such as Be Well Stay Well day, RUOK day and Anti-bullying day at both campuses.

Locally raised funds totalled \$709,711.00 for the 2025 calendar year. These funds comprised school bus fees and leases for Big Childcare and the Canteen provider.

As part of the school's financial commitments, \$5M has been set aside to partially fund the construction of a future double gym and undercover walkways at our Cairnlea Campus.

**For more detailed information regarding our school please visit our website at  
[www.vusc.vic.edu.au](http://www.vusc.vic.edu.au)**

## PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

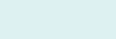
A total of 1,350 students were enrolled at this school in 2025, 609 female and 741 male. 53% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

### 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 **High**.




### 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	88.0%	
	Similar schools	78.0%	
	State	74.1%	

### School Staff Survey


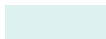




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	75.7%	
	Similar schools	56.2%	
	State	59.3%	

## LEARNING

### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>76.4%</b>	
	Similar schools	68.4%	
	State	74.9%	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>70.3%</b>	
	Similar schools	64.2%	
	State	70.5%	

## NAPLAN

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


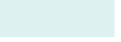


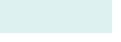

		2025	3-year average
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>65.3%</b>	<b>67.1%</b>
	Similar schools	58.3%	58.5%
	State	65.9%	65.7%
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>59.2%</b>	<b>62.9%</b>
	Similar schools	53.9%	51.5%
	State	62.7%	61.0%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>68.0%</b>	<b>64.4%</b>
	Similar schools	57.7%	54.9%
	State	65.6%	63.5%
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>55.9%</b>	<b>60.5%</b>
	Similar schools	51.4%	49.9%
	State	61.9%	60.2%

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




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

		2025	
<b>Reading Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>79.4%</b>	
	Similar schools	74.0%	
	State	74.1%	
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>75.9%</b>	
	Similar schools	72.2%	
	State	73.5%	

### Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).




This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025		3-year average
<b>VCE/VCE VM completion rate</b>	<b>School</b>	<b>97.1%</b>		<b>98.3%</b>
	Similar schools	97.1%		96.2%
	State	97.2%		96.9%
<b>Mean VCE study score</b>	<b>School</b>	<b>29.1</b>		<b>NDA</b>
<b>Total VCE VM students</b>	<b>School</b>	<b>56</b>		<b>NDA</b>

## WELLBEING




### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>68.4%</b>		<b>68.5%</b>
	Similar schools	50.2%		48.4%
	State	49.8%		47.7%

### Student Attitudes to School – Managing Bullying




The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>78.2%</b>		<b>79.3%</b>
	Similar schools	51.5%		49.5%
	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
<b>% of students exiting to further studies or full-time employment</b>	<b>School</b>	<b>81.8%</b>		<b>87.1%</b>
	Similar schools	77.4%		80.4%
	State	81.5%		81.2%

### Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
<b>Real retention rate</b>	<b>School</b>	<b>74.0%</b>		<b>76.5%</b>
	Similar schools	72.9%		74.2%
	State	68.8%		68.7%

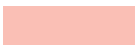




### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
<b>Year 7 - 12</b>	<b>School</b>	<b>25.6</b>		<b>24.5</b>
	Similar schools	30.7		29.5
	State	30.2		29.4

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
<b>Year 7</b>	<b>School</b>	<b>89.7%</b>	
<b>Year 8</b>	<b>School</b>	<b>87.8%</b>	
<b>Year 9</b>	<b>School</b>	<b>85.2%</b>	
<b>Year 10</b>	<b>School</b>	<b>86.1%</b>	
<b>Year 11</b>	<b>School</b>	<b>86.2%</b>	
<b>Year 12</b>	<b>School</b>	<b>86.2%</b>	