

2025 Annual Report to the School Community

School Name: St Albans Secondary College (8330)



- 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 26 March 2026 at 02:36 PM by Craig Jennings (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 26 March 2026 at 02:36 PM by Craig Jennings (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

St Albans Secondary College, located 17 km to the west of Melbourne, is a 7 to 12 co-educational school with an enrolment of approximately 1700 students. The College's vision, values, and guiding principles combine to create a safe, supportive, and structured environment where every student is guided and inspired to achieve to the best of their ability. Our College community values respect, integrity, leadership, and the pursuit of excellence. We are proud of our school community's achievements, and this is supported by the school's 2025 School Performance Report which placed us in the Medium group for Learning, High group for Wellbeing and High Overall. St Albans Secondary College has regularly been recognised as a high-performing school in studies undertaken by the Department of Education and the University of Melbourne, and has been recognised as such in the media. In 2025, the school's VCE, VCE VM and pathways outcomes were well above state benchmarks in most measures. The College achieved a median VCE study score of 30, marking the 6th consecutive year where we have achieved, or exceeded, the State benchmark of 30. These outcomes, together with excellent attendance rates, continued achievement in students' literacy and numeracy skills, and significant improvement in students' sense of connectedness and safety, are a testament to the combined efforts of staff, families and students. Our commitment to foster the academic and personal development of each student, to provide a high-quality education, and to guarantee a broad range of programs to challenge and enrich all students, is a significant factor in these achievements. In 2025 our foci areas were Literacy and Numeracy. We also continued the implementation of the School Wide Positive Behaviours Support program (SWPBS) and continued the implementation of the Disability Inclusion initiative. Creating a strong community is an important part of the College's strength. We actively seek the contributions and participation of families, as well as business and community partners. Together with our vibrant and successful Alumni program, we aim to create the best possible environment for our students to learn and grow. Our staff are deeply committed to fostering the learning and well-being of each student. Parent satisfaction with the school was well above the state average and reflects the confidence parents and families have in the work we do together.

Progress towards strategic goals, student outcomes and student engagement

Learning

2025 was an excellent year for learning outcomes at the College.

Although the VCE median study score dipped slightly from 31 in 2024 to 30 in 2025, it equalled the state VCE median study score. The VCE completion rate increased significantly from 94% in

2023 to 98.4% in 2025. VCE VM results improved considerably with 97% completion rate compared to 84 % in 2024.

VCE Mathematics results were strong. Twenty-two percent of students performed significantly above network and similar schools, and 7% performed above the state.

In Year 9 Numeracy, we met our target, with 67% of students achieving Exceeding or Strong proficiency levels. This was significantly above similar and network schools, and 5% above the state. In response to NAPLAN data over recent years, the mathematics faculty continued to focus on extending high-achieving students and building targeted resources to support this group.

English and EAL teachers renewed their focus on a consistent and explicit approach to the teaching of reading. This approach was closely aligned with the Year 7 Literate Practices program, where a new curriculum was introduced based on the Big 6 framework and the Department's literacy statement. This initiative included professional learning for all Literate Practices teachers and the introduction of DIBELS and MAZE assessments.

Following triangulation of Year 7 data (PAT-R, DIBELS, and NAPLAN), students identified as requiring Additional Support were targeted for Sounds Write intervention. This initiative included training for two Education Support staff members.

The English KLA also began reviewing the teaching of writing in collaboration with an external consultant.

AIP reading targets were met, with 61% of students achieving Exceeding or Strong proficiency in reading. This result was above similar and network schools and 2% below the state. Writing results were stronger, with 66% of students achieving Exceeding or Strong proficiency, above network and similar schools and 5% above the state.

AIP targets to reduce the percentage of students identified as requiring Additional Support were exceeded in both Numeracy and Literacy. In Numeracy, the proportion decreased by 5% to 31% in 2025. In Literacy, the proportion decreased by 6% to 38%.

Staff Opinion Survey results indicated strengths across all areas of teaching and learning, with most areas significantly above the state. Student voice and agency remained a focus of professional learning. Our second Curriculum Day included an SRC led "Teach the Teacher" initiative.

All AIP target areas for the Staff Opinion Survey were met:

- Academic Emphasis: 64%
- Use Student Feedback to Improve Practice: 78%
- Plan Differentiated Learning Activities: 83%

The highest positive endorsement areas were:

- Belief that Student Engagement is Key to Learning: 91%
- Understanding of Curriculum: 91%

Areas showing slight declines remain significantly above the state. For example, Professional Learning Targeting Literacy and Numeracy declined by 6% but remains 19% above the state. Our work in 2025 was much more focused on teachers of literacy and numeracy, perhaps explaining the declining perception of this measure by all staff.

Teaching and Learning targets for the Attitudes to School Survey (AtoSS) were also achieved.

A significant focus throughout the year was the review of current reporting practices. Following broad consultation, planning commenced to improve clarity and communication in reporting to parents.

Wellbeing

In 2025, our commitment to ensuring that every member of our community feels Connected, Protected and Respected (CPR) continued to guide and shape our work. Wellbeing remains a cornerstone of our College Strategic Plan, embedded not only in our policies and programs, but in our daily practice and culture.

This year, we moved from implementation to consolidation of our School-Wide Positive Behaviour Support (SWPBS) framework and the Department of Education Disability Inclusion reforms. Our focus has been on strengthening consistency across classrooms, building staff capability, and ensuring that high expectations are matched with high levels of support. Ongoing professional learning in evidence-based classroom management, and inclusive teaching strategies has further strengthened staff confidence and collective efficacy.

Our Student Attitude to School Survey data continues to affirm the positive impact of this work. Our four-year average for Sense of Connectedness is now 51.5% positive endorsement, well exceeding both state and similar school averages. Similarly, our four-year average for Managing Bullying sits at 56.4% positive endorsement, also exceeding state and similar schools. These results reflect a sustained and deliberate focus on fostering belonging, strengthening relationships, and equipping students with the skills and confidence to seek help and resolve conflict constructively.

A major highlight of 2025 was the delivery of Mental Health First Aid training to all Year 9 students, approximately 280, for the first time. This significant investment of time and money, which will continue each year, ensures our students are equipped with practical skills to recognise signs of mental health challenges, respond appropriately, and support peers and family members. This initiative reinforces our belief that wellbeing education is not an add-on, but a core life skill that empowers young people beyond their school years.

Our CPR Ambassador program continued to grow, providing student leaders with opportunities to promote help-seeking behaviours, model positive coping strategies, and strengthen peer support networks across the College. Whole-school events, including We Are Better Together Week, further celebrated our diversity and reinforced our inclusive culture.

Wellbeing at our College is not a standalone portfolio, it is integrated into learning, leadership, and community engagement. We are proud of the sustained progress reflected in our data and, more importantly, in the everyday experiences of our students. We remain steadfast in our commitment to creating a safe, orderly and inclusive environment where every student can thrive.

Engagement

We have improved attendance rates and continue to track well above the state averages for 2025, with Year 9 the only year level below a 90% average Attendance Rate. The average number of

days absent per student in 2025 was 18.4, an improvement from 20.8 days in 2024, and well below the state and similar school numbers of 30.2 and 30.0 days respectively. Twice each term, our Sub School teams, Wellbeing team, and a Principal Class Officer, through our Case Management process, meet to discuss students whose attendance has fallen below 90%, to put in place strategies to address this. The proportion of Year 7 students who remain at the College through to Year 10 was 79% in 2025, well above the state retention rate of 69.6%. Our percentage of students exiting to further studies or full time employment sat at 90.8 in 2024 (2025 data not yet available), well above similar schools and the State sitting at 79.5 and 82.6% respectively.

We have a comprehensive Managed Individual Pathways planning process that commences at Year 7 and continues to provide high-quality support to all students, even after they exit the College. The Year 6 to Year 7 program provides a very supportive transition process including taster days at our school, Primary School visits from the transition team staff, and parent information evening sessions. In Term 4, we conducted a comprehensive orientation program for Year 10 and 11 students entering Years 11 and 12 in 2026. In 2025, the percentage positive endorsement for the transitions variable in the Parent Opinion Survey maintained 85% positive endorsement, well above the state level of 74%. Returning to hard copy surveys since 2024 has enabled us to continue to maintain a greater number of parents completing the survey, in 2025 this was 224 participants. Our extensive work with our business and community partners in support of our students, including Year 10 work experience continued. We again provided an onsite program for students unable to secure a placement in a workplace. Our annual Business Partners' breakfast included representation from alumni as well as a broad range of community businesses who work with the school. We have continued a strong partnership with Western Chances, The Smith Family, and ABCN and these have all enhanced the opportunities and experiences for our students.

Course counselling ran for all Year 9, 10, and 11 students with individual student meetings held with a staff member who was able to assist them identify the pathways that would best meet their needs. Pathways for our Tier 3 and PSD funded students were a regular point of focus for the Engagement Team and we were able to secure appropriate pathways for each of those moving beyond the college. We ran several targeted careers programs including Morrisby for Year 9 and the Careers Development Program for Years 7 and 8. Parent evenings for each Year Level assisted with transitioning to new year levels and providing an opportunity to build connections with parents. In 2025, students at the College had access to a range of extracurricular activities to support engagement and connection including the Swimming and Athletics Carnivals, Year 12 Focus Days, Year 11 Team Building Day, proactive program days for each of Years 8, 9 and 10 and we also ran Year 7 and 8 Camps for each individual home group in those levels.

Financial performance

The school is in a strong financial position. All figures related to the financial position as presented in the Performance Summary have been reviewed and confirmed as correct. All funds received from the Department, 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. The school has an active Finance Committee with non-DET School Council member representation, overseeing a representative Program Budget sub-

committee. The school has developed and continues to refine its financial management policies and practices.

We have been able to set aside just over \$5 million to rebuild the Performing Arts Centre in the future. The College leases a bus to support the camps program, at a cost of \$4200 per month.

We have a licence agreement with the Canteen which provides the College \$52,000 per year.

The College has a high percentage of equity funded students. This provides the school with over \$2.5 million to support extra programs such as Literacy Practices, reduced class sizes in VCE and staff to support wellbeing and attendance..

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

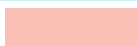


A total of 1,712 students were enrolled at this school in 2025, 822 female and 887 male. 70% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

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	86.4%	
	Similar schools	77.5%	
	State	74.1%	

School Staff Survey


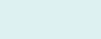

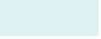

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	68.3%	
	Similar schools	55.9%	
	State	59.3%	

LEARNING


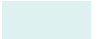


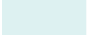


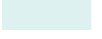


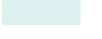

Teacher Judgement of student achievement against the Victorian Curriculum

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	84.6%	
	Similar schools	67.2%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	Similar schools	63.2%	
	State	70.5%	

NAPLAN

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


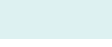


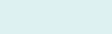

		2025		3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	65.9%		66.5%
	Similar schools	58.9%		59.3%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	60.9%		58.4%
	Similar schools	54.4%		51.5%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	73.3%		69.8%
	Similar schools	58.1%		55.3%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	66.9%		65.6%
	Similar schools	52.1%		50.4%
	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	74.6%	
	Similar schools	74.5%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	71.4%	
	Similar schools	72.4%	
	State	73.5%	

Victorian Senior Secondary Certificate

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




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

		2025	3-year average
VCE/VCE VM completion rate	School	97.5%	95.3%
	Similar schools	97.0%	96.3%
	State	97.2%	96.9%
Mean VCE study score	School	30.4	NDA
Total VCE VM students	School	48	NDA
Total VPC 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	54.8%		51.5%
	Similar schools	48.9%		47.3%
	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	56.4%		56.4%
	Similar schools	49.3%		47.7%
	State	50.8%		48.6%

ENGAGEMENT


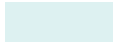

Students exiting to further studies or full-time employment

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	91.3%		93.6%
	Similar schools	77.5%		81.4%
	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
Real retention rate	School	79.0%		79.7%
	Similar schools	72.7%		74.3%
	State	68.8%		68.7%







Average absence days per student

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

		2025		4-year average
Year 7 - 12	School	18.4		18.8
	Similar schools	30.0		29.3
	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	92.0%	
Year 8	School	90.2%	
Year 9	School	88.7%	
Year 10	School	90.2%	
Year 11	School	90.6%	
Year 12	School	92.9%	

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	\$22,008,055
Government Provided DET Grants	\$4,704,182
Government Grants Commonwealth	\$53,690
Government Grants State	\$15,111
Revenue Other	\$520,768
Locally Raised Funds	\$750,528
Capital Grants	\$0
Total Operating Revenue	\$28,052,334

Equity	Actual
Equity (Social Disadvantage)	\$2,687,832
Equity (Catch Up)	\$179,927
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$2,867,759

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

Expenditure	Actual
Student Resource Package ¹	\$22,642,932
Adjustments	\$477,032
Books & Publications	\$25,526
Camps/Excursions/Activities	\$284,258
Communication Costs	\$40,283
Consumables	\$402,713
Miscellaneous Expenses ²	\$253,605
Agency Staff	\$164,902
Professional Development	\$97,759
Equipment/Maintenance/Hire	\$487,796
Property Services	\$739,753
Salaries & Allowances ³	\$881,887
Support Services	\$679,252

Expenditure	Actual
Trading & Fundraising	\$22,881
Motor Vehicle Expenses	\$57,369
Travel & Subsistence	\$33,166
Utilities	\$182,708
Total Operating Expenditure	\$27,473,822
Net Operating Surplus/-Deficit	\$578,511
Asset Acquisitions	(\$251,361)

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	\$10,216,674
Official Account	\$40,633
Other Accounts	\$173,036
Total Funds Available	\$10,430,343

Financial Commitments	Actual
Operating Reserve	\$725,643
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$3,283,220
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$393,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,441,863

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.