

2025 Annual Report to the School Community

School Name: Mooroolbark College (8071)



- 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 11:41 AM by Ann Stratford (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 04 May 2026 at 06:58 PM by Ann Stratford (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

Mooroolbark College's vision is to remain a place where students and staff are inspired to explore, learn and grow. Our core values—respect, resilience, endeavour and compassion—guide all members of our college community. By living these values each day, we foster a supportive and inclusive environment where every individual is encouraged to thrive and succeed.

The College is situated in Melbourne's outer east, at the base of Mt Dandenong, providing a beautiful and welcoming setting for learning.

Mooroolbark College is proud of its achievements and its strong focus on students. Our teachers are highly professional, enthusiastic and deeply committed to supporting every student to reach their full potential. Quality teaching and engaging learning experiences sit at the heart of our positive and successful approach. The expertise of our staff, combined with the size of the College, allows us to offer a broad and flexible curriculum that reflects the needs and aspirations of our community.

In the senior years, students are supported through a balanced curriculum, with pathways including VCE, VET and VCE (Vocational Major). The College has 107.2 full-time equivalent staff, comprising 4 Principal Class, 73.7 teaching staff and 33.5 education support staff. Each member of the Principal Class team maintains a teaching role, ensuring strong connection to classroom practice. We are also proud to have staff who identify as Aboriginal and Torres Strait Islander.

Pastoral care is a defining strength of Mooroolbark College, supported through our House System. This structure promotes strong, enduring connections between students, staff and families. With vertical Houses and home groups, students build meaningful relationships across year levels, while each family is supported by a dedicated staff mentor within their House.

We are proud of our academic outcomes and our commitment to a balanced education. Our students are encouraged to become thoughtful, responsible and caring individuals who contribute positively to the wider community. School life is enriched through a wide range of co-curricular opportunities, including the performing arts, STEM programs, camps and excursions including its commitment to the Yarra Ranges Tech School experience.

Our students are vibrant, energetic and full of potential. Embedded throughout college life are many opportunities for student leadership and voice. We place a strong emphasis on developing independence and confidence, preparing young people to navigate the challenges and opportunities beyond school. As our EAL student population continues to grow, we are committed to providing targeted support, including tailored programs for students from refugee backgrounds.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teaching and Learning – VTLM 2.0

In 2025, the College undertook a focused approach to strengthening explicit teaching practices across all classrooms, as part of the Mooroolbark College instructional model. This model is structured around four key phases: Engage, Explain, Action and Review.

To support this work, staff engaged in whole-school professional learning, building their collective capacity to deliver high-quality teaching and improve student learning outcomes.

Our approach reflects the belief that explicit teaching is most effective when it sits within a balanced learning framework. By combining clear instruction with opportunities for practice, application and reflection, we support all students to build confidence, deepen understanding and achieve success in their learning.

Literacy

In 2025, the College demonstrated a strong commitment to whole-school literacy by expanding the work of the Literacy Improvement Team and providing ongoing professional learning for staff. This learning focused on strengthening the teaching of literacy across all subject areas, recognising that literacy is a shared responsibility across the College.

The impact of this approach is reflected in teacher judgement data, with 81% of students achieving at or above the expected standard for their age.

Our Year 9 NAPLAN Writing results further highlight this success. The proportion of students achieving in the Strong or Exceeding categories was comparable to network schools at 56%, achieving 66% and outperforming network schools by 3% in the area of spelling, and exceeded similar schools in the area of grammar and punctuation.

Numeracy

In 2025, Mooroolbark College Mathematics staff continued to strengthen their approach to teaching numeracy, demonstrating a strong commitment to ongoing improvement. Their work focused on developing students' independent problem-solving skills, enhancing mathematical reasoning, persistence, and the ability to apply knowledge across a range of contexts.

The introduction of Numeracy Week further reinforced the College's whole-school approach, promoting the shared responsibility for numeracy development across all learning areas.

The impact of this work is reflected in the College's Year 9 NAPLAN Numeracy results, where the three-year average proportion of students achieving in the Strong or Exceeding categories exceeded that of similar schools by 1.1% reaching 64.4%

Post Compulsory Student Learning Outcomes

The College is proud of its VCE results and the dedication of both staff and students. Highlights from 2025 include:

- **Mathematics:** 14% of scores were 37 or above, exceeding both Similar and Network schools by 7%. General Maths was a standout, with 17% of students achieving 37+, 11% higher than Similar schools, 7% above the Network, and surpassing statewide results.
- **Health and Physical Education:** 13% of scores reached 37+, outperforming Similar and Network schools by 4% and exceeding the State average. Outdoor and Environmental Studies was a particular highlight, with 27% of students achieving 37+, 13% above the State and 16% higher than Similar schools.
- **The Arts:** 14% of scores were 37+, surpassing Similar schools by 7% and Network schools by 10%. Art Making and Exhibiting achieved 21% of scores at 37+, 10% higher than Similar schools, 14% higher than Network schools, and 7% above the State average.

These outstanding results reflect the College's ongoing commitment to high standards and the consistent implementation of effective teaching and learning practices from Year 7 through to Year 12.

Wellbeing

The House system at Mooroolbark College plays a central role in providing strong pastoral care and fostering a sense of belonging for all students. Its vertical structure encourages continuous support and the development of friendships from Year 7 through to Year 12, creating a nurturing environment as students progress through their academic journey. Dedicated House coordinators build meaningful connections with students, ensuring that every individual feels valued, supported, and connected to the College community. At the heart of the House system is the emphasis on relationships, community, and student well-being.

Mooroolbark College's focus on student engagement and wellbeing is underpinned by a clear and transparent student management system and a positive culture of connection. In 2025, the College celebrated seven years of implementing School-Wide Positive Behaviour Support alongside a commitment to effective teaching and learning practices. Our learning culture promotes the College's core values of **respect, resilience, endeavour, and compassion**, with a clear focus on the development of the whole student. This is supported through collaboration, high-quality curriculum delivery, and values education embedded in personalised engagement programs. In 2025, over 9,000 individual merits were awarded in recognition of students demonstrating these values.

The College's Welfare Team is a dedicated group of professionals committed to the wellbeing of all students. This team includes the Assistant Principal – Student Wellbeing and Engagement, the Student Welfare Coordinator, two Mental Health Practitioners, two Student Counsellors, a Chaplain, a College Nurse, Multicultural Aides, and a First Nations Advocate. House staff also play a critical role in overseeing student welfare, ensuring that every student has access to the support they need to thrive both academically and personally.

Cyber safety is a key priority at Mooroolbark College. Year 8 students engage in an ICT unit designed to enhance digital skills while promoting discussions on online safety and responsible technology use. In 2025, students in Years 7 and 8 benefitted from the expertise of cyber safety specialist Suzanne McLean, gaining practical strategies to protect themselves and their peers online. Cyber safety is also reinforced through Health Education and Peer Support programs, reflecting the College's commitment to a safe and responsible digital environment.

Particular highlights from 2025 include:

- **Connectedness:** School-wide results of 57.9%, 13.3% higher than similar schools.
- **Emotional and relational engagement:** 73% of students achieved high engagement, exceeding the Network by 8%, Similar schools by 6%, and the State by 4%.
- **Positive endorsement of bullying management:** 60.1%, 12.2% higher than similar schools and 10.9% above the State.
- **Teacher Concern:** Mooroolbark College staff were recognised for demonstrating concern for students' wellbeing and learning, 12% higher than the State and 13% higher than Network and Similar schools.

These results reflect the College's commitment to creating a safe, inclusive, and supportive environment where students are encouraged to grow, learn, and succeed.

Engagement

Mooroolbark College provides a comprehensive range of post-compulsory pathways, including VCE and VET options for students in Years 10, 11, and 12. Year 10 students undertake compulsory Work Experience, ensuring early exposure to career and industry contexts. The College's highly regarded VCE and VCE Vocational Major programs cater to Years 11 and 12, complemented by access to an array of vocational education and training certificates through the Yarra Valley VET Cluster. Students are supported to make informed decisions about their post-compulsory pathways through personalised course counselling, involving both students and parents. The College's dedicated Pathways and Transitions team, alongside Career Practitioners, provides a nurturing environment that recognises and fosters each student's aspirations.

Mooroolbark College places a strong emphasis on monitoring student attendance. Attendance Officers ensure parents and guardians have access to real-time attendance data via Compass, the College's Learning Management System. Attendance expectations are clearly defined: 95% for VCE students and 90% for Years 7–10 and VCE VM students. In cases of extended absence, personalised learning absence plans are implemented to support students and re-engage them in the learning program. Attendance is further encouraged through regular awards and positive communication with families.

A targeted, personalised approach to attendance in 2025 delivered significant outcomes:

- 27% of students across Years 7–12 achieved an attendance rate 10% higher than network schools and 7% higher than comparable schools, reflecting a 17% improvement on 2024 and a 32% improvement on 2023.
- The proportion of students with more than 20 days absence was 10% lower than network schools and 7% lower than similar schools, marking an 18% decrease from 2024.

Students with lower engagement or difficulty connecting with learning are supported by Learning Mentors, ensuring every student receives tailored guidance. To further promote engagement, Mooroolbark College offers a vibrant co-curricular clubs program. In 2023, 15 clubs operated, including Breakfast Club, Dungeons & Dragons, Board Games, Art Club, Tournament of Minds, and Music Club. These opportunities enable students to connect with peers sharing similar interests, fostering engagement and encouraging regular attendance.

Financial performance

Mooroolbark College has finished the year in a positive position with an adequate cash surplus. These funds will provide operating stability for the College in 2025.

Funds will also allow small projects to be undertaken to improve both student wellbeing and student learning.

In 2025 the College use of grants included further additions to our grounds under the Active Schools Grant.

Mooroolbark College has expended its equity funds by supporting the College Strategic Plan, specifically in the areas of literacy, numeracy, and student wellbeing including the employment of additional counsellors and supporting the transition of students from Year 6 into Year 7 through smaller class sizes and dedicated staff.

**For more detailed information regarding our school please visit our website at
<http://www.mooroolbarkcollege.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 944 students were enrolled at this school in 2025, 481 female and 462 male. 19% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	62.5%	
	Similar schools	68.6%	
	State	74.1%	

School Staff Survey

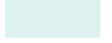
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	55.3%	
	Similar schools	55.1%	
	State	59.3%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Year 7 - 10 % of students at or above age expected standards	School	81.3%	
	Similar schools	69.5%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	74.3%	
	Similar schools	62.6%	
	State	70.5%	

NAPLAN

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

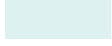
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	58.9%		64.4%
	Similar schools	63.5%		63.0%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	52.1%		53.6%
	Similar schools	59.5%		57.3%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	69.3%		64.2%
	Similar schools	62.5%		59.6%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	50.0%		56.4%
	Similar schools	57.6%		55.3%
	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	60.9%	
	Similar schools	70.7%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	68.3%	
	Similar schools	70.1%	
	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	95.3%	
	Similar schools	96.8%	
	State	97.2%	
Mean VCE study score	School	27.2	NDA
Total VCE VM students	School	41	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	57.9%		43.5%
	Similar schools	45.4%		42.2%
	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	60.1%		47.7%
	Similar schools	47.9%		44.3%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	72.4%		72.7%
	Similar schools	78.4%		79.9%
	State	81.5%		81.2%

Student retention

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

		2025		4-year average
Real retention rate	School	79.2%		77.4%
	Similar schools	73.8%		73.8%
	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	27.7		32.2
	Similar schools	33.1		32.2
	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	85.4%	
Year 8	School	84.9%	
Year 9	School	81.1%	
Year 10	School	85.3%	
Year 11	School	90.4%	
Year 12	School	91.7%	

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	\$12,396,851
Government Provided DET Grants	\$1,733,222
Government Grants Commonwealth	\$26,351
Government Grants State	\$0
Revenue Other	\$64,032
Locally Raised Funds	\$814,824
Capital Grants	\$0
Total Operating Revenue	\$15,035,280

Equity	Actual
Equity (Social Disadvantage)	\$536,969
Equity (Catch Up)	\$126,197
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$663,166

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

Expenditure	Actual
Student Resource Package ¹	\$12,113,147
Adjustments	\$0
Books & Publications	\$2,124
Camps/Excursions/Activities	\$515,926
Communication Costs	\$40,378
Consumables	\$302,046
Miscellaneous Expenses ²	\$48,789
Agency Staff	\$174,254
Professional Development	\$50,056
Equipment/Maintenance/Hire	\$190,796
Property Services	\$245,221
Salaries & Allowances ³	\$256,971
Support Services	\$631,698

Expenditure	Actual
Trading & Fundraising	\$215,754
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$137,261
Total Operating Expenditure	\$14,924,419
Net Operating Surplus/-Deficit	\$110,862
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$646,478
Official Account	\$99,804
Other Accounts	\$52,183
Total Funds Available	\$798,466

Financial Commitments	Actual
Operating Reserve	\$468,545
Other Recurrent Expenditure	(\$663)
Provision Accounts	\$13,498
Funds Received in Advance	\$51,768
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,547
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$269,500
Maintenance - Buildings/Grounds < 12 months	\$139,790
Asset/Equipment Replacement > 12 months	\$35,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,015,985

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.