

2025 Annual Report to the School Community

School Name: Narre Warren South P-12 College (8839)



- 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 30 April 2026 at 08:59 PM by Lachlan Yeates (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 30 April 2026 at 09:00 PM by Lachlan Yeates (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.

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

Narre Warren South P-12 College is a large, co-educational government school located in the South Eastern suburbs of Melbourne. The college offers a unique Prep to Year 12 learning environment, enabling a seamless and continuous education journey for students from early childhood through to their final years of secondary education. The current 2025 enrolment was around 2,300 students. 63% of students had English as an additional language and 2% were Aboriginal or Torres Strait Islander. The Student Family Occupation [SFO] index is 0.6652. The college operates on a single campus divided into three Sub Schools: Primary Prep–Year 6, Secondary Years 7–9 and Senior Secondary Years 10–12. Each sub-school is led by an Assistant Principal, with dedicated roles focusing on teaching and learning, wellbeing, inclusion, and intervention.

The college is known for its commitment to academic excellence, inclusion, and student wellbeing. It caters to a diverse student population, reflecting the multicultural nature of the local community. Narre Warren South P-12 College places strong emphasis on personalised learning, student voice and community engagement. With dedicated and experienced staff, Narre Warren South P-12 College strives to empower every student to achieve their full potential in a safe, supportive and respectful environment. Narre Warren South P-12 College emphasises the development of young people into fulfilled and positive members and leaders within the community. The college fosters a harmonious environment by celebrating diversity, promoting high aspirations, and encouraging positive relationships. All members of the school community are committed to enthusiastic engagement in student learning. Narre Warren South P-12 College is dedicated to upholding a core set of values, where Perseverance, Respect, Integrity, Dedicated Teamwork and Excellence (PRIDE) are an integral part of all interactions. Students, staff and parents all endeavour to build positive relationships using the PRIDE values. Narre Warren South P-12 College promotes and maintains our vision of "getting the best from and for our students". Facilities at the college are modern and well-resourced, supporting a broad curriculum that includes academic, vocational, and co-curricular programs. The college also has a strong focus on developing global citizens through programs that foster leadership, social responsibility and cross-cultural understanding.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College had some positive learning outcomes in the Primary School, with out Grade 1 Phonics Check data outperforming both similar and state measures. This was supported by a strong Structured Synthetic Phonics (SSP) program, explicit teaching and strong interventions.

The Curriculum of the College is going through a transitional phase, with low VCE and NAPLAN results indicating the need for significant improvements. The College started to codify the curriculum, finalised plans to embed Explicit Teaching in the Primary School and ran a number of trials of Explicit Direct Instruction in the Secondary School. These demonstrated strong positive impacts, and will be extended in 2026. The College now has a clear approach to intervention in the middle years, and expects to see strong improvements in the coming years.

VCE results were an area of particular concern. A number of factors were identified that led to lower than expected results, including low student attendance, poor course counselling and particularly acute impacts of the teacher shortage for that cohort of students. The school has a new Assistant Principal of the Senior School, staff and student handbooks and stronger VCE policies that we anticipate will reverse the declining trend from the last 5 years. Of particular importance is the overhaul of the Vocational Major (VM) program, moving to a model that was previously successful in the College and the appointment of a VM Learning Specialist. We are confident there will be significant improvements in learning outcome measures in the coming years.

Wellbeing

In 2025, the college continued to build on our strong Wellbeing team. We also embedded our partnership with Monash Health, which sees a Paediatrician and Paediatric Fellow attending onsite once per week. Our Paediatricians had 130 appointments booked across the year and were able to observe students in the classroom and yard to help inform diagnoses and suggested strategies and supports.

The expansion of our Allied Health team and our partnership with Monash Health has supported our transition from Program for Students with Disabilities (PSD) to Disability Inclusion (DI) and has enabled us to provide significant assessments and reports to support funding applications. In particular, our Disability Inclusion approach underwent significant improvements, with a 6-fold increase in the rate of successful applications. The Wellbeing Centre itself remained a busy space, with 580 students being supported on team member caseloads throughout the course of the year.

In 2025 the College created youth worker roles who are attached to the sub-school teams, and provide immediate support for students needing regulation assistance.

Engagement

2025 saw a change of direction in our engagements improvement approach, with significant positive impacts.

The school paused implementation of the Berry St Education Model, and instead focused on building a safe and orderly learning environment, built around core common pillars of behaviour. This led to significant reductions in lateness, violent incidents across the school and a positive improvement in attendance.

In particular, our attendance improved by 4.5% in the Semester 2, 2025. This was supported by improved processes, student engagement strategies and increased communication with parents. The College was able to increase the number of events and activities that built connections between students and staff, and clarify rules around our high expectations. If the College is able to maintain this improvement in attendance through 2026, it will place the College in a positive position.

This improvement was also demonstrated through the Attitudes to School Survey results. There were small improvements across all of the Secondary School, and the Primary School continues to demonstrate performance significantly higher than state and similar schools.

Financial performance

The College significantly improved its financial position over the course of 2025. This included moving from a significant projected deficit at the start of the year to a small surplus at the end of the year, and setting the College up for a projected surplus in 2026 despite funding reductions and a decline in student numbers. Critical to this was increases in Disability Inclusion Funding, a reduction in leadership time allocation and more efficient allocation of staffing resources. A particular item of note was the reduction in expenditure of Casual Replacement Teachers (CRTs) from approx. \$4m in 2024 to \$1m.

The school also moved to a user-pays model for extra-curricular activities such as camps, excursion and academy programs. Significant changes to the BYOD and Instrumental Music programs also supported the College's budget position.

We are confident that the school is now in a settled budget position for 2026, that will allow greater flexibility into the future

**For more detailed information regarding our school please visit our website at
<https://nwsc.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 2,364 students were enrolled at this school in 2025, 1,164 female and 1,200 male. 67% 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 **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	55.0%	
	Similar schools	66.7%	
	State	70.6%	

School Staff Survey


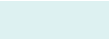


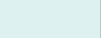


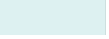


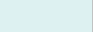

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	43.5%	
	Similar schools	54.6%	
	State	59.8%	

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 Prep - 6 % of students at or above age expected standards	School	70.7%	
	Similar schools	75.2%	
	State	86.3%	
English Year 7 - 10 % of students at or above age expected standards	School	64.9%	
	Similar schools	65.6%	
	State	74.9%	
Mathematics Prep - 6 % of students at or above age expected standards	School	68.0%	
	Similar schools	70.1%	
	State	84.2%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	65.0%	
	Similar schools	60.6%	
	State	70.5%	

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	48.6%	47.8%
	Similar schools	54.4%	53.9%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	54.5%	58.2%
	Similar schools	59.9%	59.8%
	State	73.9%	74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	55.4%	56.9%
	Similar schools	56.9%	57.5%
	State	65.9%	65.7%

		2025	3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	48.0%	48.3%
	Similar schools	52.7%	49.7%
	State	62.7%	61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	38.7%	41.0%
	Similar schools	47.4%	46.9%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	41.3%	44.0%
	Similar schools	52.5%	51.4%
	State	69.1%	68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	54.3%	52.1%
	Similar schools	56.1%	53.4%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	56.0%	53.2%
	Similar schools	50.5%	48.3%
	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 3 to 5 % of students High or Medium relative growth	School	72.0%
	Similar schools	74.6%
	State	74.7%
Reading Year 5 to 7 % of students High or Medium relative growth	School	70.8%
	Similar schools	71.3%
	State	71.9%

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	73.8%	
	Similar schools	73.6%	
	State	74.1%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	72.4%	
	Similar schools	76.7%	
	State	74.0%	
Numeracy Year 5 to 7 % of students High or Medium relative growth	School	68.7%	
	Similar schools	72.7%	
	State	72.2%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	79.7%	
	Similar schools	71.7%	
	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%	95.2%
	Similar schools	97.0%	96.4%
	State	97.2%	96.9%
Mean VCE study score	School	25.0	NDA
Total VCE VM students	School	104	NDA

WELLBEING







Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	88.3%		92.5%
	Similar schools	79.7%		78.9%
	State	77.1%		77.3%
Years 7 to 12 % positive endorsement	School	44.4%		47.7%
	Similar schools	49.7%		47.6%
	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 4 to 6 % positive endorsement	School	86.9%		92.5%
	Similar schools	79.4%		76.8%
	State	76.4%		75.8%
Years 7 to 12 % positive endorsement	School	46.7%		48.4%
	Similar schools	50.7%		48.4%
	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	88.1%	<div style="width: 88.1%;"></div>	92.5%
	Similar schools	79.4%	<div style="width: 79.4%;"></div>	82.3%
	State	81.5%	<div style="width: 81.5%;"></div>	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	70.4%	<div style="width: 70.4%;"></div>	78.7%
	Similar schools	72.6%	<div style="width: 72.6%;"></div>	74.1%
	State	68.8%	<div style="width: 68.8%;"></div>	68.7%

Average absence days per student







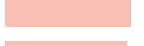




Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Prep - 6	School	23.9		25.0
	Similar schools	23.4		23.9
	State	21.5		21.7
Year 7 - 12	School	37.2		34.8
	Similar schools	29.6		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	
Prep	School	84.5%	<div style="width: 84.5%;"></div>
Year 1	School	88.1%	<div style="width: 88.1%;"></div>

			2025	
Year 2	School	90.7%		
Year 3	School	87.6%		
Year 4	School	88.5%		
Year 5	School	87.4%		
Year 6	School	87.9%		
Year 7	School	86.4%		
Year 8	School	82.4%		
Year 9	School	80.2%		
Year 10	School	78.8%		
Year 11	School	79.4%		
Year 12	School	81.1%		

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	\$33,913,152
Government Provided DET Grants	\$5,926,431
Government Grants Commonwealth	\$7,522
Government Grants State	\$13,010
Revenue Other	\$306,018
Locally Raised Funds	\$587,346
Capital Grants	\$0
Total Operating Revenue	\$40,753,480

Equity	Actual
Equity (Social Disadvantage)	\$5,550,411
Equity (Catch Up)	\$182,426
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$5,732,837

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

Expenditure	Actual
Student Resource Package ¹	\$35,035,275
Adjustments	\$625
Books & Publications	\$11,079
Camps/Excursions/Activities	\$471,164
Communication Costs	\$29,802
Consumables	\$861,495
Miscellaneous Expenses ²	\$128,688
Agency Staff	\$1,022,868
Professional Development	\$133,204
Equipment/Maintenance/Hire	\$465,611
Property Services	\$486,249

Expenditure	Actual
Salaries & Allowances ³	\$244,765
Support Services	\$1,408,107
Trading & Fundraising	\$23,750
Motor Vehicle Expenses	\$4,793
Travel & Subsistence	\$0
Utilities	\$305,449
Total Operating Expenditure	\$40,632,922
Net Operating Surplus/-Deficit	\$120,557
Asset Acquisitions	\$271,928

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	\$3,221,776
Official Account	\$267,031
Other Accounts	\$0
Total Funds Available	\$3,488,807

Financial Commitments	Actual
Operating Reserve	\$932,837
Other Recurrent Expenditure	\$146,267
Provision Accounts	\$0
Funds Received in Advance	\$943,485
School Based Programs	\$390,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,727,589

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.