

2025 Annual Report to the School Community

School Name: Rowville Secondary College (8734)



- 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 29 April 2026 at 06:05 PM by Nicole Pryor (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 29 April 2026 at 06:05 PM by Nicole Pryor (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

Rowville Secondary College's mission is to "Nurture strengths to grow curious and powerful learners." We believe everyone can reach their full potential when they feel genuinely supported within their community. At the heart of our approach is a belief that all individuals have skills, talents and passions that represent their strengths, and that a growth mindset allows us to understand that the journey of learning matters as much as the destination. Curiosity drives motivation for life-long learning, and powerful learners have agency and ownership of their learning. We also believe deeply that students' academic growth is equally important as their physical, social and emotional health and wellbeing. These beliefs shape everything we do.

RSC has adopted a strengths-based approach to education that values diversity and uses students' passions to motivate them to become curious and powerful learners. Our focus is on high expectations, mastery, and a strong sense of the importance of learning.

Our Learning Programs

Students enrol in one of four specialist learning programs, each designed to immerse them in curriculum tailored to their individual strengths and passions.

The Rowville Institute of the Arts (RIA), located at our Eastern Campus, offers integrated arts and academic education for students who love dance, drama, music, media and visual art. Students spend one-third of their curriculum in specialist arts subjects, with experiences enriched through Artists in Residence, industry workshops and regular excursions. Our 500-seat Performing Arts Centre and specialist dance studios provide world-class facilities to support their development.

The Rowville Sports Academy (RSA), also at the Eastern Campus, is a full-time integrated academic and sporting program for students who love Football (Soccer), Basketball, Golf, Australian Rules Football, Volleyball, Tennis, Cricket and Netball. Students spend one-third of their curriculum with qualified sporting coaches, and have access to support from physiotherapists, exercise psychologists, dieticians and podiatrists, as well as an intensive leadership program that develops them as athletes and people.

The Rowville Maths and Science Academy (MSA), located at our Western Campus, promotes academic excellence and innovative thinking through an integrated, practical STEM curriculum. Students spend one-third of their curriculum on mathematics and science, engaging with robotics, scientific research methods, and acceleration and enrichment opportunities from Years 7 to 10.

The Rowville General Excellence (GE) program, located at the West campus, provides a broad academic program that celebrates diversity of talent and interest. It offers the widest range of core curriculum and elective subjects — from arts, sports, mathematics and science to languages, literature, technology and humanities — giving students the freedom to explore their strengths and passions across multiple disciplines.

Senior Secondary Pathways

In Years 11 and 12, students choose from a range of senior pathways including VCE, Vocational Major, School Based Apprenticeships and VDSS, ensuring every student has a pathway that suits their goals and ambitions.

Inclusive Education

Inclusion is a cornerstone of our school culture. All students with Disability Inclusion profiles have individual learning plans, supported by our Director of Inclusion and School Wide Positive Behaviour, an integration coordinator and a dedicated team of integration aides. We are committed to building the capacity of all staff to implement inclusive practices across both campuses.

Student Support

Our Vertical House model creates strong and lasting connections between students and teachers across all year levels. Every student has a Learning Mentor who acts as their personal advocate at school, and Learning Mentor Groups run every morning, with activities designed to build student confidence, encourage risk-taking and develop student agency as a fundamental component of our school culture.

International Student Program

RSC offers a comprehensive program for International Students from Years 7 to 12, with support provided through local homestay arrangements and an effective wellbeing program. We celebrate and value our International Student community through regular gatherings and events that enrich the cultural life of the whole school.

School Profile

In 2025, Rowville Secondary College has 204.72 FTE staff supporting 1,805 students across our Eastern and Western Campuses in the eastern suburbs of Melbourne, Victoria.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 we continued to build on the foundations established in 2024, with our focus on Professional Learning Communities, instructional coaching and high-quality feedback driving genuine improvement in student learning outcomes.

Our Teacher Judgement data shows strong growth, with 82.1% of Years 7–10 students working at or above age-expected standards in English and 80.7% in Mathematics — improving on 2024 results of 78.5% and 78.8% respectively, and sitting above both similar schools and the state average. PLCs ran fortnightly across both campuses in 2025, with a common Teacher Journal introduced to build consistency and a structured share-back process ensuring insights reached all learning areas. Moving PLCs to a campus-based model removed a significant barrier for staff and increased engagement with the process.

Our NAPLAN results were particularly encouraging at Year 9, where 66.8% of students achieved Strong or Exceeding in Reading (up from 54.4% in 2024) and 68.0% in Numeracy (up from 54.7%). At Year 7, results remained strong with 70.6% in Reading and 72.3% in Numeracy, both above similar school averages. The new NAPLAN relative growth data — reported for the first time in 2025 — showed 77.8% of students making High or Medium growth in Reading and 75.2%

in Numeracy from Year 7 to Year 9, exceeding similar school comparisons. This gives us greater confidence that our students are making real progress, not just performing well at a point in time.

Our VCE/VCE VM completion rate of 97.2% is a strong result. A revised Teaching and Learning model aligned with VTLM 2.0 has been drafted for implementation with staff across 2026/27. Our instructional coaching program continued to develop, with further refinements planned to better embed it within the whole-school learning plan.

Wellbeing

Wellbeing is an underpinning factor in our improvement journey, and 2025 has seen genuine and measurable progress across our key wellbeing indicators.

Our Student Attitudes to School Survey data showed our Sense of Connectedness score rise to 51.0% — up significantly from 42.5% in 2024 and above our four-year average of 46.1%. This improvement reflects the sustained work of our SWPBS team, the continued development of our Learning Mentor program and the strength of our Vertical House system in building meaningful relationships between students and staff. Management of Bullying endorsement also rose substantially, from 36.4% in 2024 to 45.9% in 2025, meeting our AIP target and exceeding our four-year average of 40.7%. The audit of our college bullying policy and protocols was completed in Term 2, and a communication strategy rolled out to students and families supported improved student understanding of how the college responds to bullying.

Our Learning Mentor curriculum was reviewed, refined and embedded into lesson plans on Compass, making it visible to both students and families. Variance in delivery across classes was observed, however, and ensuring consistent fidelity to the LM curriculum remains a key focus heading into 2026, where it sits as a central Tier 1 strategy for connectedness and wellbeing.

Parent satisfaction was recorded at 60.0%, broadly in line with similar schools (59.6%). We are committed to continuing to strengthen our engagement with families as partners in their children's learning.

Engagement

Student engagement in 2025 reflects both real gains and areas where further focused effort is needed. Our attendance rates across year levels were Year 7 (87.8%), Year 8 (85.4%), Year 9 (83.4%), Year 10 (80.0%), Year 11 (86.0%) and Year 12 (87.1%). Our AIP target of reaching 86% overall attendance was partially met, with stronger results in senior year levels. Throughout the year we increased proactive family communication, strengthened House Leader use of attendance data and ran a whole-community campaign on the importance of attendance. Our average absence days of 30.2 remains slightly above our four-year average of 29.4, and we recognise there is more work to do — particularly ensuring Learning Mentor classes are consistently used as a touchpoint for attendance follow-up, which was not fully achieved in 2025. This is a priority for 2026.

Our Tier 2 programs continued to provide targeted support for students needing additional engagement. Student focus groups were conducted to benchmark progress and inform our

SWPBS strategies, and the BPA (Behaviour Point Average) review team began work that will continue and strengthen the system in 2026.

Our VCE/VCE VM completion rate of 97.2% reflects the dedication of our senior students and the quality of support available to them. Our students exiting to further studies or full-time employment (79.0% from 2024 exit data) is an area we are actively working to lift through stronger careers education, VET pathway support and connections with tertiary and industry partners. Our Year 7 to Year 10 retention rate reflects the strength of our specialist programs and the connections students build through our House and Learning Mentor systems.

Other highlights from the school year

2025 was a year full of outstanding achievements across our school community, and we are incredibly proud of what our students and staff accomplished.

Our Rowville Sports Academy had a remarkable year on multiple fronts. In August, our students claimed both the Division 1 Herald Sun Shield Intermediate Boys and Girls titles on the same day at ETU Stadium — our Girls securing back-to-back titles and our Boys producing a thrilling come-from-behind win over Scotch College. Our RSA Basketball program also dominated the Champions Cup, taking out three championships (U15 Boys, U20 Girls and U20 Boys) and two runners-up finishes heading into Nationals. In December, the Herald Sun ran a feature article on the RSA, recognising its unique fully-integrated model as one of a kind in Victoria.

We were also thrilled to welcome Channel 9's Today Show to our East Campus, where presenter Tim Davies broadcast live weather crosses from our basketball courts to launch the new WNBL season — featuring basketball legend Carrie Graf and two of our own RSA alumni, Manny Puoch and Nya Lok, who now play at the elite level. A proud moment for our whole community.

Our 2025 College Production, *We Will Rock You*, played to sold-out crowds across five performances in our PAC with standing ovations every night, and the principal guitarist from the original world production attended opening night and praised it as outstanding. Four of our RIA Dance students were also accepted into full-time dance training programs for 2026, including placements at Brent Street in Sydney.

In Mathematics, 129 students participated in the national competition with 7 earning Distinction certificates, placing them among the best in the country. Forty Year 10 students embarked on our annual Central Australia Trip, spending eleven unforgettable days exploring the heart of our country and forming connections that will last a lifetime.

We are proud of everything our students and staff have achieved in 2025 — these highlights reflect the very best of what it means to be part of the RSC community.

Financial performance

In 2025, Rowville Secondary College recorded Total Operating Revenue of \$32,106,133, including the Student Resource Package (\$22,907,684), Government Provided DET Grants (\$2,604,892) and Locally Raised Funds of \$6,044,642 — reflecting the strong community support for our

specialist programs and shared-use facilities including our Performing Arts Centre and sporting grounds.

Total Operating Expenditure was \$30,237,560, producing a Net Operating Surplus of \$1,868,573 — a significant turnaround from the deficit of (\$578,127) recorded in 2024. Asset acquisitions totalled \$347,951. As at 31 December 2025, Total Funds Available were \$3,236,595 against Total Financial Commitments of \$2,635,570. As part of that reserve we hold fund for Knox Network Secondary Schools - Senior Secondary partnership, Interact, Voluntary Building Fund, Voluntary Library Fund, Friends of RIA, Friends of RIA and some minor clubs totaling-\$929,982.

All funds received from the Department of Education, or raised by the school, have been expended or committed to support the achievement of educational outcomes and operational needs, consistent with Department policies, School Council approvals and the intent for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at
<https://www.rowvillesc.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 1,898 students were enrolled at this school in 2025, 910 female and 984 male. 10% 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 **Low - 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	60.0%	
	Similar schools	69.6%	
	State	74.1%	

School Staff Survey

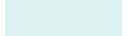
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	42.7%	
	Similar schools	57.6%	
	State	59.3%	

LEARNING

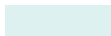
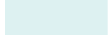
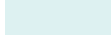
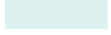
Teacher Judgement of student achievement against the Victorian Curriculum

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	82.1%	
	Similar schools	79.0%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	80.7%	
	Similar schools	76.5%	
	State	70.5%	

NAPLAN

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

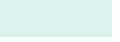
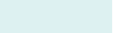
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	70.6%		71.0%
	Similar schools	72.4%		71.9%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	66.8%		60.5%
	Similar schools	67.0%		65.5%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	72.3%		71.7%
	Similar schools	72.5%		70.0%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	68.0%		60.2%
	Similar schools	66.8%		64.5%
	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	77.8%	
	Similar schools	72.6%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	75.2%	
	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
VCE/VCE VM completion rate	School	97.2%	 95.9%
	Similar schools	97.3%	 97.3%
	State	97.2%	 96.9%
Mean VCE study score	School	25.0	NDA
Total VCE VM students	School	94	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	51.0%		46.1%
	Similar schools	49.2%		46.6%
	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 7 to 12 % positive endorsement	School	45.9%		40.7%
	Similar schools	49.8%		47.6%
	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	77.8%		79.0%
	Similar schools	84.7%		81.9%
	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	75.8%		73.3%
	Similar schools	78.4%		78.8%
	State	68.8%		68.7%

Average absence days per student

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

		2025		4-year average
Year 7 - 12	School	30.6		32.2
	Similar schools	28.6		28.1
	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	87.8%	
Year 8	School	85.4%	
Year 9	School	83.4%	
Year 10	School	80.9%	
Year 11	School	83.5%	
Year 12	School	87.1%	

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	\$22,912,897
Government Provided DET Grants	\$2,604,892
Government Grants Commonwealth	\$41,664
Government Grants State	\$39,229
Revenue Other	\$468,022
Locally Raised Funds	\$6,044,642
Capital Grants	\$0
Total Operating Revenue	\$32,111,346

Equity	Actual
Equity (Social Disadvantage)	\$284,983
Equity (Catch Up)	\$113,205
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$398,188

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

Expenditure	Actual
Student Resource Package ¹	\$22,702,963
Adjustments	\$0
Books & Publications	\$23,855
Camps/Excursions/Activities	\$1,546,804
Communication Costs	\$71,141
Consumables	\$285,324
Miscellaneous Expenses ²	\$236,736
Agency Staff	\$344,672
Professional Development	\$24,590
Equipment/Maintenance/Hire	\$388,577
Property Services	\$359,174
Salaries & Allowances ³	\$940,265
Support Services	\$2,867,710

Expenditure	Actual
Trading & Fundraising	\$10,063
Motor Vehicle Expenses	\$3,300
Travel & Subsistence	\$673
Utilities	\$437,969
Total Operating Expenditure	\$30,243,815
Net Operating Surplus/-Deficit	\$1,867,531
Asset Acquisitions	\$347,951

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	\$2,555,059
Official Account	\$382,978
Other Accounts	\$298,558
Total Funds Available	\$3,236,595

Financial Commitments	Actual
Operating Reserve	\$1,256,809
Other Recurrent Expenditure	\$3,440
Provision Accounts	\$41,231
Funds Received in Advance	\$837,046
School Based Programs	\$22,265
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$298,558
Funds for Committees/Shared Arrangements	\$626,861
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,086,210

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.