2025 Annual Report to the School Community

School Name: Strathmore Secondary College (8345)

- 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 09:37 PM by Susanne Prosenica (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 09:44 PM by Susanne Prosenica (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

At Strathmore Secondary College (SSC) we aim to foster the intellectual growth of students and nurture the shared values of our school community. These values are PRIDE - Perseverance, Respect, Integrity, Diversity and Excellence. Our community's focus on achievement and success, together with our emphasis on support and connection provides students with every opportunity to proceed to a variety of post-secondary school options. Strathmore Secondary College is a school of 1961 students, is proud of its tradition of providing an orderly and purposeful learning environment; of the fact that students feel safe and supported within the college; that we encourage achievement and the development within students of personal worth and identification with the college. Strathmore Secondary College's ongoing success reflects the support of parents and the sustained commitment and involvement of staff. The school has 192.9 equivalent full time staff, consisting of 5 Principal class, 147.9 Teachers and 40 Education Support Staff. We value our teachers and recognise the complexity of their work. In our practice, we have emphasised the importance of using research-based classroom strategies and encourage the use of a common lesson format. We aim to establish a shared, common language, that describes good instruction. We also aim to foster learning habits which include resilience, self-motivation, curiosity, communication and creativity. As a school it is our responsibility to ensure our graduating students are properly equipped to face the many challenges and exciting opportunities that lie ahead.

Strathmore Secondary College has a highly regarded International Student Program. It fosters international links with students coming from countries such as China, Vietnam, Japan, Thailand, and Malaysia.

Strathmore Secondary College is the home of the Victorian Space Science Education Centre (VSSEC), a centre of Science, Technology, Engineering and Mathematics (STEM) excellence

Progress towards strategic goals, student outcomes and student engagement

Learning

Strathmore Secondary College is performing at a high level, and analysis of available teacher judgement data via school-based assessments indicates that students are consistently achieving at or above expected standards. This exceeds the state average by a considerable margin and is on parity with similar schools. In 2025, more students completed the Victorian Certificate of Education (VCE) Vocational Major (VM), an increase to 34 students compared to 10 students in 2024. The 3 year average VCE/VCE VM completion rates is above state average and on parity with similar schools. The 2025 mean VCE study score is slightly higher compared to 2024. This included an increase in the percentage of students achieving a VCE English Study Group score at

or above 37 from 14% in 2024 to 17% in 2025, which was higher compared to state average and similar schools.

Our 2025 NAPLAN Reading results for Year 9 indicate that the number of students achieving strong or exceeding has increased in excess of 10% compared to 2024, and is well above the state average. The 2025 Year 7 NAPLAN Reading results are also well above state average. It was also pleasing to see that the 2025 Year 9 NAPLAN Writing data for strong and exceeding, whilst not included in this report, increased to 76%, an improvement of 8% compared to 2024. The literacy support programs in the junior years have a focus on reading and writing, and support student growth in these areas.

Our 2025 NAPLAN Numeracy results indicate we are well above the state in both Year 7 and Year 9, with an increase in the percentage of students in exceeding and strong at both year levels compared to 2024. We have implemented differentiated learning menus and extension programs for high ability students in the area of mathematics, which should support student growth into the strong or exceeding proficiency levels in NAPLAN in future.

All students involved in Disability Inclusion (Tier 3) showed progress at a satisfactory or above level in achieving their individual goals. Students achieved higher than expected levels of growth in numeracy and literacy when involved in the Tutor Learning Initiative and the Middle Years Literacy and Numeracy Support program.

Wellbeing

The Student Attitudes to School Survey results show an increase in the percentage of positive student endorsement for both *sense of connectedness* and *managing bullying* compared to 2024. However, the 2025 results remain below the four year average. In order to address these results the school reviewed the leadership structure and introduced a new Learning Specialist role - Leader of Student Wellbeing and Connection. This leadership role is focused on data driven and evidence based improvement related to *engagement in the classroom* and *student connection to school*. There are a number of initiatives that are being rolled out to target these areas, including but not limited to the implementation of predictable and consistent school wide classroom routines, school events to build community such as the Harmony Week events in Term 1, and the continued growth of the student leadership program.

The school values form the cornerstone of much of the work in this space. The values are Perseverance, Respect, Integrity, Diversity and Excellence (PRIDE). We are continuing our review of the PRIDE framework to identify areas for strengthening and to address emerging needs at SSC. We implemented the Mental Health First Aid program with our Year 8 cohort from term 2, 2025, supported by the appointment of an accredited instructor for this program. This training will continue for all year 8 students in 2026. The students in the Respectful Relationships group continue to work alongside staff to address some of the issues highlighted in the Attitudes to School Survey. The students presented to staff on issues they identified as significant to their experiences at school, which included *feedback* and the *classroom environment.*

Engagement

The data for student retention and students exiting to further studies or full-time employment continues to be very positive. This illustrates the success of the college in retaining a very high percentage of our students through to the end of secondary school education. These results are positive given the ability of our school to maintain a mean VCE Study Score above the state average. The 4 year average for Year 7-10 real retention rates remain much higher that the state average and higher than similar schools. In 2024 data showed 99.49% of students exiting to further study or full-time employment. This result is well above the state average and similar schools. A comprehensive career education program has been embedded in line with government policy. Data for the average number of *student absence days* is positive, with an improvement compared to 2024; and indicates there are less *student absence days* at the college compared to the average of all Victorian Government Secondary Schools. Common reasons for non-attendance include illness and extended family holidays. The four-year average indicates that Strathmore Secondary College has fewer student absences when compared with the state average.

Other highlights from the school year

Strathmore Secondary College values excellence in all areas of the student experience. The college provides opportunities for extension, enrichment and engagement in the broader life of the school. This includes:

- PRIDE (Perseverance, Respect, Integrity, Diversity, Excellence) Framework activities including Year 7 Transition Camp, Year 8 Teen Mental Health First Aid, Year 9 Naarm Program, Year 10 Work Experience.
- School Production- Bi-annual performance where students have the opportunity to sing, dance, act and work behind the scenes on the production. They are accompanied by high achieving music students who also play the score. In 2025, the school production of *Freaky Friday* was held at the Clocktower in Moonee Ponds and was a great success with over 70 students involved from Years 7 to 12.
- Music Performance Concerts–Several music concerts including *Performance Soiree*, *Jazz Nights*, the *Mid-Year Concert* which is held at the Clocktower in Moonee Ponds, and the *Chamber Concert* which was held at The Edge in Federation Square. There are over 25 different instruments taught at Strathmore Secondary College.
- Inter-school Sports - A wide variety of athletics and sporting opportunities are available. This includes school carnivals in swimming and athletics as well as high level performance in the regional and state competitions.
- Art Exhibition - Senior students exhibit their work in a public gallery.
- Creative Arts Exhibition - A whole school exhibition to showcase student work across the creative arts and technology, performing arts and music faculties

- Sustainability and Working Bee – Students actively contributed to the care and improvement of the school environment through student-led sustainability initiatives, including the introduction of a recycling program called Reggie and participation in the school's working bee.
- The provision of challenge and enrichment and high ability programs through VSSEC - Astronomy and Astrophysics programs and Specialised STEM programs based on project-based learning.

Financial performance

Strathmore Secondary College is in a good financial position at the end of 2025 even after posting a net operating deficit. The school's Strategic Plan and Annual Implementation Plan continue to provide the framework for efficient and effective resource allocation to support the school and to achieve positive student outcomes.

The Student Resource Package (SRP) is the school's main source of income, with the remainder collected in locally raised funds including the family voluntary contributions and donations; funds raised through the out-of-hours hire of facilities; and the extensive music program and highly regarded International Student Program which are both supplemented by Department cash funding and locally raised funds. In 2025, we operated in a net deficit due mostly to an overspend in staffing compared to funding provided in the Student Resource Package.

The school's ongoing cash operating surplus can largely be attributed to money allocated and funding provided by the Department related to targeted Department initiatives. This unspent money is carried forward to 2026. Strathmore Secondary College's Equity Funding was used towards teachers, professional learning, special programs and student resources to help support an equitable environment for all students.

For more detailed information regarding our school please visit our website at https://www.strathmore.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 1,961 students were enrolled at this school in 2025, 901 female and 1,058 male. 18% 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**.

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**	**65.3%**
	Similar schools	74.2%
	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**	**59.0%**
	Similar schools	62.3%
	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**	**93.2%**
	Similar schools	90.4%
	State	74.9%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**85.2%**
	Similar schools	87.9%
	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**	**78.2%**	**81.2%**
	Similar schools	84.2%	83.7%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**76.4%**	**68.5%**
	Similar schools	79.4%	77.6%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**79.9%**	**78.3%**
	Similar schools	84.5%	82.6%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**74.7%**	**73.1%**
	Similar schools	79.7%	77.7%
	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**	**70.9%**
	Similar schools	76.4%
	State	74.1%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**70.5%**
	Similar schools	75.0%
	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**	**96.4%**	**97.8%**
	Similar schools	98.1%	98.1%
	State	97.2%	96.9%
Mean VCE study score	**School**	**30.4**	**NDA**
Total VCE VM students	**School**	**34**	**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 7 to 12 % positive endorsement	**School**	**44.9%**	**47.1%**
	Similar schools	50.0%	48.7%
	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**	**40.3%**	**42.3%**
	Similar schools	49.4%	48.2%
	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**	**99.4%**	**77.8%**
	Similar schools	90.0%	87.1%
	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**	**83.1%**	**84.5%**
	Similar schools	81.1%	80.7%
	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**	**24.7**
	Similar schools	24.5	24.0
	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**	**87.3%**
Year 8	**School**	**85.3%**
Year 9	**School**	**83.0%**
Year 10	**School**	**84.9%**
Year 11	**School**	**88.0%**
Year 12	**School**	**87.8%**

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	$22,914,445
Government Provided DET Grants	$3,879,595
Government Grants Commonwealth	$27,384
Government Grants State	$0
Revenue Other	$222,981
Locally Raised Funds	$1,719,041
Capital Grants	$0
Total Operating Revenue	**$28,763,447**

Equity	Actual
Equity (Social Disadvantage)	$116,031
Equity (Catch Up)	$127,449
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$243,480**

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

Expenditure	Actual
Student Resource Package[1]	$24,056,812
Adjustments	$0
Books & Publications	$22,268
Camps/Excursions/Activities	$634,460
Communication Costs	$51,091
Consumables	$559,977
Miscellaneous Expenses[2]	$372,419
Agency Staff	$8,206
Professional Development	$195,897
Equipment/Maintenance/Hire	$501,045
Property Services	$464,650
Salaries & Allowances[3]	$934,467
Support Services	$769,380

Expenditure	Actual
Trading & Fundraising	$208,808
Motor Vehicle Expenses	$9,689
Travel & Subsistence	$75,993
Utilities	$264,207
Total Operating Expenditure	**$29,129,370**
Net Operating Surplus/-Deficit	**($365,923)**
Asset Acquisitions	**$440,067**

[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	$2,554,832
Official Account	$142,245
Other Accounts	$253,840
Total Funds Available	**$2,950,917**

Financial Commitments	Actual
Operating Reserve	$844,699
Other Recurrent Expenditure	$74,183
Provision Accounts	$0
Funds Received in Advance	$260,664
School Based Programs	$260,057
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
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	**$1,439,603**

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.