

# 2025 Annual Report to the School Community

School Name: Bellarine Secondary College (8250)



- 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 23 April 2026 at 07:50 AM by Wayne Johannesen (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 23 April 2026 at 07:50 AM by Wayne Johannesen (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

Bellarine Secondary College is the only public secondary school on the Bellarine Peninsula, located in the coastal communities of Ocean Grove and Drysdale, approximately 20 kilometres from Geelong. The College's vision is to provide an inclusive, high-quality education that enables every student to thrive in their learning and their lives. This is underpinned by the College's core values of Respect, Responsibility, and Resilience, which guide expectations for learning, behaviour, and relationships across the school community.

In 2025, the College enrolled 1,141 students, with 487 female and 649 male students.

The College reflects the diverse coastal and rural communities of the Bellarine Peninsula and maintains a strong commitment to being an inclusive school that serves its local community.

The College operates across two campuses, with Years 7 and 8 located at the Ocean Grove Campus and Years 9 to 12 at the Drysdale Campus. This structure supports a developmentally appropriate transition into secondary schooling and provides access to specialist programs and senior pathways as students progress.

The socio-educational profile of the College is classified as 'Medium' based on the Student Family Occupation and Education index, indicating a broad range of family backgrounds.

The College is supported by a dedicated team of teaching and education support staff who work collaboratively to deliver a broad curriculum, including academic, vocational, and applied learning pathways.

Bellarine Secondary College is proud of its strong community partnerships, commitment to student wellbeing, and focus on continuous improvement, ensuring students are well prepared for further education, employment, and active participation in their community.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2025, Bellarine Secondary College continued to progress its strategic goal of improving student learning outcomes through a sustained focus on evidence-based teaching, explicit instruction, and targeted support in literacy and numeracy. This work was supported by professional learning aligned to the Bellarine Classroom Model, strengthening teacher capacity to clarify learning intentions (goals), monitor student progress, and respond to learning needs.

A key highlight was the strength of student achievement in English, with 73.9% of students in Years 7–10 assessed at or above age-expected standards, exceeding similar schools (71.9%) and approaching the state benchmark (75.3%).

This reflects the College's consistent focus on reading and writing across all learning areas.

NAPLAN results demonstrated positive progress, particularly in Year 9. In Reading, 64.4% of students achieved in the Strong or Exceeding proficiency levels, above similar schools (60.2%). Similarly, in Numeracy, 62.4% of students achieved Strong or Exceeding, exceeding similar schools (58.3%).

These outcomes highlight the impact of targeted teaching and intervention programs implemented between Years 7 and 9.

Student learning growth also remained a focus, with 70.7% of students achieving High or Medium relative growth in Reading and 68.6% in Numeracy, demonstrating the College's effectiveness in supporting students to improve from their individual starting points.

At the senior level, the College maintained strong completion outcomes, with a VCE and VCE Vocational Major completion rate of 96.7%, reflecting the strength of pathways support and a commitment to ensuring all students successfully complete their secondary education.

These outcomes demonstrate continued progress and provide a strong foundation for further improvement.

## Wellbeing

In 2025, Bellarine Secondary College continued to progress its strategic goal of improving student learning outcomes through a sustained focus on evidence-based teaching, explicit instruction, and targeted support in literacy and numeracy. This work was supported by professional learning aligned to the Bellarine Classroom Model, strengthening teacher capacity to clarify learning intentions (goals), monitor student progress, and respond to learning needs.

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## Engagement

Student engagement remained a key focus for Bellarine Secondary College in 2025, with targeted strategies implemented to strengthen attendance, retention, and connection to school. While attendance remains an area for continued improvement, the College has prioritised proactive monitoring, family communication, and wellbeing support to maximise student engagement in learning.

In 2025, the average number of absence days was 41.2 per student, above similar schools (33.0 days) and the state average (30.2 days). Attendance rates varied across year levels, ranging from 76.3% in Year 10 to 88.8% in Year 12.

The College continues to address this through clear attendance expectations, early intervention processes, and support from Sub-School and Wellbeing teams to reduce barriers to attendance and strengthen student connection.

A key highlight was the College's strong student retention, with 74.6% of students remaining from Year 7 through to Year 10, exceeding the state average of 69.6%.

This reflects the strength of the College's transition programs, inclusive culture, and commitment to supporting students throughout their secondary schooling.

The College also continued to support students to successfully transition beyond school, with 71.5% of exiting students moving to further education or full-time employment.

This was supported by the College's careers and pathways programs, including VCE Vocational Major, work-related learning, and partnerships with local industry and training providers.

Student voice and participation in co-curricular programs remained a significant strength, with students actively engaged in leadership opportunities, House activities, sport, music, and community-based programs. These opportunities strengthen students' sense of belonging and connection, which are critical enablers of engagement, wellbeing, and learning.

The College will continue to prioritise attendance and engagement as key improvement areas, recognising their importance in achieving positive student outcomes.

## Financial performance

At the conclusion of 2025, Bellarine Secondary College maintained a sound financial position, recording a net operating surplus of \$84,116. This reflects careful financial management and alignment of expenditure with the College's strategic priorities to support student learning and wellbeing. Total operating revenue for the year was \$20,239,847, with the majority derived from the Student Resource Package (\$16,512,609), supplemented by Department of Education grants, locally raised funds, and equity funding.

Equity funding totalling \$525,614, including Social Disadvantage and Catch-Up funding, was used to provide additional support for students, including targeted literacy and numeracy intervention programs, wellbeing supports, and additional staffing to improve student outcomes.

Locally raised funds of \$975,855 were generated through family contributions, fundraising activities, and user-pays programs, reflecting strong community engagement and supporting the provision of enhanced learning opportunities, resources, and facilities.

Operating expenditure totalled \$20,150,731, with the largest components being Student Resource Package expenditure, property services, utilities, and targeted program costs including camps, excursions, and curriculum consumables. These investments supported both the ongoing operation of the College and the delivery of a broad and engaging curriculum.

There were no extraordinary revenue or expenditure items during the year. Capital grants of \$5,000 and asset acquisitions of \$35,380 were used to maintain and improve school facilities and equipment.

School Council continued to support the College through its oversight of locally raised funds and its involvement in agreements supporting key programs and facility improvements, ensuring resources were directed to support the College's strategic priorities.

Overall, the College's financial position remains stable, providing a strong foundation to support ongoing improvement in teaching, learning, and student wellbeing

**For more detailed information regarding our school please visit our website at  
<https://bellarinesc.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 1,168 students were enrolled at this school in 2025, 493 female and 670 male. 2% had English as an additional language and 3% 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	67.6%	
	Similar schools	66.2%	
	State	74.1%	

### School Staff Survey

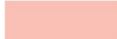





The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	57.0%	
	Similar schools	53.7%	
	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	
<b>English Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>73.9%</b>	
	Similar schools	71.7%	
	State	74.9%	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>63.1%</b>	
	Similar schools	65.6%	
	State	70.5%	

## NAPLAN

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







		2025	3-year average
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>62.4%</b>	<b>64.1%</b>
	Similar schools	64.6%	64.5%
	State	65.9%	65.7%
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>64.4%</b>	<b>62.5%</b>
	Similar schools	60.2%	58.5%
	State	62.7%	61.0%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>60.8%</b>	<b>60.5%</b>
	Similar schools	63.7%	61.1%
	State	65.6%	63.5%
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>62.4%</b>	<b>61.7%</b>
	Similar schools	58.3%	56.7%
	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	
<b>Reading Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>70.7%</b>	
	Similar schools	69.4%	
	State	74.1%	
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>68.6%</b>	
	Similar schools	69.1%	
	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
<b>VCE/VCE VM completion rate</b>	<b>School</b>	<b>96.7%</b>	<b>96.6%</b>
	Similar schools	96.9%	96.7%
	State	97.2%	96.9%
<b>Mean VCE study score</b>	<b>School</b>	<b>26.5</b>	<b>NDA</b>
<b>Total VCE VM students</b>	<b>School</b>	<b>22</b>	<b>NDA</b>

## 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
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>45.2%</b>		<b>43.1%</b>
	Similar schools	44.5%		41.9%
	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
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>53.0%</b>		<b>47.8%</b>
	Similar schools	46.9%		43.8%
	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	70.6%		74.0%
	Similar schools	79.0%		79.5%
	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	74.6%		75.7%
	Similar schools	75.7%		75.2%
	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	41.2		37.2
	Similar schools	33.0		32.1
	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	80.7%	
Year 8	School	78.1%	
Year 9	School	76.7%	
Year 10	School	76.3%	
Year 11	School	79.4%	
Year 12	School	88.8%	



## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$16,512,609
Government Provided DET Grants	\$2,545,073
Government Grants Commonwealth	\$16,040
Government Grants State	\$13,561
Revenue Other	\$171,708
Locally Raised Funds	\$975,855
Capital Grants	\$5,000
<b>Total Operating Revenue</b>	<b>\$20,239,847</b>

<b>Equity</b>	<b>Actual</b>
Equity (Social Disadvantage)	\$369,431
Equity (Catch Up)	\$156,183
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$525,614</b>

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

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>1</sup>	\$16,460,178
Adjustments	\$0
Books & Publications	\$6,099
Camps/Excursions/Activities	\$394,376
Communication Costs	\$29,586
Consumables	\$361,558
Miscellaneous Expenses <sup>2</sup>	\$152,772
Agency Staff	\$6,935
Professional Development	\$61,129
Equipment/Maintenance/Hire	\$242,232
Property Services	\$747,685
Salaries & Allowances <sup>3</sup>	\$868,020
Support Services	\$359,359

Expenditure	Actual
Trading & Fundraising	\$207,056
Motor Vehicle Expenses	\$6,698
Travel & Subsistence	\$0
Utilities	\$247,048
<b>Total Operating Expenditure</b>	<b>\$20,150,731</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$84,116</b>
<b>Asset Acquisitions</b>	<b>\$35,380</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,056,957
Official Account	\$149,955
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,206,913</b>

Financial Commitments	Actual
Operating Reserve	\$615,092
Other Recurrent Expenditure	\$26,228
Provision Accounts	\$3,704
Funds Received in Advance	\$304,649
School Based Programs	\$36,610
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$235,741
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$39,055
Asset/Equipment Replacement > 12 months	\$83,907
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,344,986</b>

*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.*