

2025 Annual Report to the School Community

School Name: Broadford Secondary College (7655)



- 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 25 February 2026 at 10:55 AM by Tania Pearson (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 19 March 2026 at 10:07 AM by Tania Pearson (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

Broadford Secondary College is a co-educational secondary college located in the township of Broadford, 70km north of Melbourne. The College draws students from Broadford and Kilmore Primary schools as well as other primary schools, including Wandong, Pyalong and Willowmavin.

The Broadford Secondary College vision is to give every person, every opportunity, everyday. YAAWINBU YANANINON, translating to "Enjoy Your Journey". The values our College community embraces are: Respect, Responsibility, Organisation, Persistence and Excellence.

In 2025 the school's enrolment was 813.8 students, divided into three sub-schools: a Junior School comprising 6 classes of Year 7 students, 6 classes of Year 8 students, a Middle School 6 classes of Year 9 students, and 6 classes of Year 10 students; and a Senior School comprising of 6 classes of Year 11 students and 5 classes of Year 12 students, including VCEVM & VPC. The college has 44 indigenous students and 69 NCCD students enrolled.

The College offers a wide range of subjects at VCE and has an established VCEVM & VPC program. There are opportunities for students to be offered access to VCE subjects in year 10. VET courses offered on site include Building and Construction, Sports Coaching and Engineering. The school is a member of the Central Ranges Trade Training Centre (CRTTC) which gives students access to outstanding facilities for Automotive VET studies and Hospitality VET studies. Other VET courses are delivered at TAFE Colleges which are accessible by train.

The College also ran a Flexible Learning Option program for 15 students aged 15-18 years called RESET. This onsite program is run fully by BSC staff with the intention of engaging vulnerable students back into school. The course focuses on Literacy, Numeracy and building resilience and confidence of these individuals, with the aim to fully integrating them into mainstream learning. The program has improved the schools student attendance data by successfully enticing school refusers back to school.

The school's transition program is coordinated by an Assistant Principal who works with all students and their families moving into Year 7; the role provides opportunities for feeder schools and new parents to converse with the College. A hand-over to the Year 7 coordinator and advocates occurs early in the new academic year. This process allows for a smooth, well-planned community-based approach.

The College Student Family Occupation and Education (SFOE) index is: 0.4549, the staffing profile is made up of 1 Principal, 3 Assistant Principals, 8 Leading Teachers, 3 Learning Specialists, 55 teachers (44.85 EFT), 37 Educational Support Staff (31.25 EFT), a Business Manager and 2 maintenance people.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the teaching and learning focus was to maximise learning growth for every student. Lessons were planned and conducted using the BSC Instructional Model to ensure a strong and consistent foundation for classes across the school. Teaching and Learning strategies were combined with High Impact Wellbeing Strategies to ensure the student remained at the centre. Peer Observations were encouraged and supported throughout the year and linked in with inquiry cycles undertaken across Professional Learning Teams using the PLC model. The entire school embarked on an initiative of Low Stakes Writing in an attempt to improve student writing. This initiative was highly successful and will continue in 2026.

Building staff capacity to construct student profiles using the online platform Maestro was a focus for 2025. Individual student profiles displayed students learning and wellbeing data. Staff continued to build Developmental Rubrics to form meaningful assessment and feedback and gave students awareness of where they sat on the learning continuum. Staff received professional learning on implementing Disability Inclusion initiatives related to teaching and learning into their unit and lesson plans. A whole school Numeracy Plan was developed and Numeracy resources shared with all PLT areas.

BSC continued to support intervention programs for our learners such as Middle Years Literacy and Numeracy Support (MYLNS), Victorian High Achievers Program VHAP, EAL supports and the Tutor Learning Initiative (TLI) which was a highlight in 2025 with targeted reading/literacy groups at year 7 and 8. This year we had students enrolled in the Centre for Higher Education Studies (CHES) program to extend VCE options with subjects such as Extended Investigation. A VCE committee continues to work on our VCE policies and practices. This committee was extremely effective and will be re-established in 2026. A Network VCE CoP was initiative by BSC's Senior School to support staff within individual VCE subjects.

Wellbeing

In 2025, we continued to prioritise student wellbeing by embedding structured, evidence-based initiatives to support student engagement, inclusion, and mental health. The school focused on three key areas: building staff capacity to use data-driven wellbeing strategies, strengthening the whole-school approach to social and emotional learning, and enhancing attendance supports to improve student engagement.

A key achievement was the implementation of structured professional learning for staff, including Disability Inclusion (DI) training, School-Wide Positive Behaviour Support (SWPBS), and mandatory reporting. These sessions strengthened teachers' ability to identify and support student wellbeing needs in classrooms. The introduction of regular data collection and analysis ensured that student learning needs were effectively monitored, informing targeted tiered interventions.

The Wellbeing and Engagement Team continued to track behaviour and engagement data, allowing for earlier identification of students needing additional support.

Another significant development was the redesign of homeroom activities into sub-schools with activities that were age specific and relevant to the cohort of students. To ensure the programs meet student needs, feedback was collected through focus groups and surveys, with adjustments planned for the following year.

The school also enhanced attendance support, the Mental Health Practitioner provided targeted interventions and worked closely with the re-engagement officer to monitor and support students at risk of disengagement. Fortnightly review meetings between key staff members helped track student progress, leading to informed decisions about support and reintegration strategies.

Looking ahead, Broadford Secondary College remains committed to strengthening wellbeing initiatives, ensuring student voice informs key decisions, and continuing to refine its support structures to enhance student inclusion, engagement, and mental health.

Engagement

During 2025 BSC held a number of Wellbeing community events, including a Mother's Day afternoon tea, and Father's Day breakfast. Breakfast club continued 3 mornings a week for students throughout the year. This requires staff to volunteer their services and donations from a variety of food sources. The Wellbeing team held regular LGBTQIA+ forums for students to attend and offer support to these students. The College hosted a welcome Whole School BBQ at the beginning of the year for new and returning families. New staff to the college are offered a thorough induction process throughout term 1 and matched with a mentor for ongoing support. All staff are invited to attend a dinner at the restaurant where BSC students study VET Hospitality. Students enjoy seeing staff take an interest in their studies after hours. New students to the college are offered an extensive and thorough transition, particularly Year 6 students. Students entering the Senior School undergo an Orientation program at the end of the year, in preparation for VCE and are individually conferenced to determine how best the college can support each student reaching their chosen career pathway. At the end of the school year students in Year 12 students are celebrated with a whole school assembly, a graduation dinner and a presentation of their time capsules from Year 7. Pleasingly, the rate of Year 7 students remaining at our school through to Year 10, remained high and above the state and similar schools average. The College received more applications for enrolments than what it could accommodate in 2025, resulting in the need to adhere to an enrolment management plan. An established SRC was established giving students the opportunity to voice any concerns or suggestions on improvements. An extended lunch occurs each Monday to allow for House based activities to occur. Students earn house points through participation, encouraging student connectedness to school. The competition for house points has continually increased over the year. A very successful international tour to Europe occurred in 2025 with planning underway for a tour to Italy in 2026.

Other highlights from the school year

In 2025 the college conducted two camps, year 7 visited Camp Howqua at the beginning of Term 2, year 8 attended the Surf Camp at Angelsea at the end of the year. Many excursions occurred throughout the year, including end of year activities. The school production was "Alice in Wonderland". The college's Japanese Sister School visited the college once again. Broadford Secondary College students were very eager to volunteer to be hosts and have Japanese students stay in their homes. The annual school Swimming Carnival and Athletics Carnivals were well attended and enjoyed, with students connecting to the Houses by dressing up in House Coloured costumes. Monday lunchtime activities continued to promote house spirit and included music playing, a talent quest, sports competitions, the annual Zwar regatta and debating. Wellbeing proactive programs included: RAISE mentoring, making connections, Blue Light Victoria and various sporting activities. Many sporting teams competed in the Round Robin sports carnivals with a few progressing to the next level. Fundraising helped support local and other charities. Three modular 10 portables replaced old and outdated portables, and were officially opened at the beginning of the new school year by Jaclyn Symes MP (Treasurer for Victoria). Koorie students attended a couple of leadership camps to Rubicon Outdoor Education Centre, along with some day adventure activities of their choice. This program is designed to help the students connect to their culture and to build leadership skills and self confidence. A mural was designed and painted onto the Sports shed, displaying the College House Mascots in a Koorie design.

Financial performance

The College has managed its funds in a professional and diligent manner. It finished 2025 with a slight surplus in the staffing budget due to our employment management planning. The College has continued with its streamlined accounting practices and continued to find ways to reduce charges to families. Families would have also observed a more streamlined fee payment method with online payment options through Compass. The College utilizes a large part of the Equity funding to support the RESET program to encourage vulnerable students to reconnect with school. The College also financially manages the Central Ranges Trade Training Centre Consortium (CRTTC). This represents \$8100.00 in our High Yield Account, this is capital which is audited and not available for the College. A large proportion of funds in 2025 supported the Tutoring Learning Initiative and CRT wages and incentive due to a shortage of staff.

**For more detailed information regarding our school please visit our website at
<https://broadfordsc.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

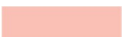


A total of 830 students were enrolled at this school in 2025, 418 female and 407 male. 2% had English as an additional language and 5% were Aboriginal or Torres Strait Islander.

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	82.6%	
	Similar schools	64.3%	
	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	67.6%	
	Similar schools	55.2%	
	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	58.1%	
	Similar schools	64.5%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	48.5%	
	Similar schools	58.2%	
	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	60.4%		56.9%
	Similar schools	57.9%		57.0%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	52.6%		50.5%
	Similar schools	53.6%		51.7%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	45.6%		47.2%
	Similar schools	54.9%		52.1%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	44.3%		43.0%
	Similar schools	50.4%		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 7 to 9 % of students High or Medium relative growth	School	71.4%	
	Similar schools	68.1%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	66.1%	
	Similar schools	66.7%	
	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	98.7%		97.0%
	Similar schools	95.7%		95.6%
	State	97.2%		96.9%
Mean VCE study score	School	24.6		NDA
Total VCE VM students	School	20		NDA
Total VPC students	School	6		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	46.8%		46.9%
	Similar schools	41.7%		38.4%
	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	50.9%		52.4%
	Similar schools	45.8%		41.7%
	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	87.1%	<div style="width: 87.1%;"></div>	87.4%
	Similar schools	78.2%	<div style="width: 78.2%;"></div>	78.4%
	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	82.0%	<div style="width: 82.0%;"></div>	81.1%
	Similar schools	72.7%	<div style="width: 72.7%;"></div>	73.7%
	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
Year 7 - 12	School	38.7		37.8
	Similar schools	38.8		37.1
	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	81.5%	<div style="width: 81.5%;"></div>
Year 8	School	80.1%	<div style="width: 80.1%;"></div>
Year 9	School	78.2%	<div style="width: 78.2%;"></div>
Year 10	School	76.9%	<div style="width: 76.9%;"></div>
Year 11	School	84.1%	<div style="width: 84.1%;"></div>
Year 12	School	85.6%	<div style="width: 85.6%;"></div>