2025 Annual Report to the School Community

School Name: Upper Yarra Secondary College (8410)

- 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 04 March 2026 at 09:51 AM by Scott Tully (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 01 May 2026 at 02:53 PM by Scott Tully (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

Upper Yarra Secondary College is located in Yarra Junction in the Yarra Valley, approximately 65 kilometres from Melbourne. Our current enrolment is 736 students. Many of our students travel extensive distances to attend school from outer regional and rural communities. The College is well regarded for supporting its students with a safe, healthy and supportive environment that nurtures self-esteem, leadership qualities, talent, curiosity and optimism for the future, providing them with a base to become responsible members of the college and the broader community. Our students come from a wide range of socio-economic backgrounds, with an SFOE of high signifying significant disadvantage in the community. The College employs more than 100 staff, many from the local community including a school advocate for first nations students. The College leadership profile includes 3 Assistant Principals, 9 Leading Teachers (Curriculum x 4, Year 7-10 and Senior-Sub-School). The college staff support our students by working in year level teams led by a Team Leader. The teams are responsible for overseeing curriculum, pedagogy, well being and student management for students within their Year Level. We have a strong well being team and run a Doctors in Schools program one day per week, supported by Educational Psychologists, Social Workers and a School Adolescent Health nurse. The College operates on a five day timetable consisting of five 60 minute periods. We provide a range of curriculum choices including VCE, VET and VCE VM that support pathways to a wide range of destinations including Universities, TAFE, apprenticeships and employment. The College continues to provide educational pathways designed to enhance employment opportunities within the local and broader community including wine industry operations and remote pilot licensing. Students develop close relationships with staff via daily contact in our Year Level Teams approach. Student leadership is promoted within a range of opportunities within the college, in SRC, College Captains, Peer Support, Advance, Duke of Ed and Sports Leadership programs. The College completed their review in 2022 with future directions linked to student voice and choice in Middle School and seeking further improvements in VCE outcomes with further links to community engagement and promotion of high expectations in all areas of the College. A model of Inquiry Learning developed at Upper Yarra Secondary College is now well established in Year 7 and 8 FLIP (Future Learners Inquiry Program) has elements of an Open Plan learning environment, an integrated inquiry based approach to curriculum delivery and enhanced processes that focus on more personalised learning for students through engagement of activities that relate to a variety of learning styles. Recent innovations have led to an Outdoor Learning focus which incorporates STEAM thinking through activities such as Aviation, Agriculture and Viticulture. The College values innovation and broad experiences for its students, including the introduction of a coffee van run by students.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College continue to swell with student numbers requiring additional staffing to be sought in a challenging employment environment. Learning Outcomes are generally positive and illustrate a consistent approach to the implementation of the VTLM 2.0 and the College instructional model. Generally, all data sets are consistent with similar schools and the 4 year average trending higher than similar schools. Challenges in attracting suitably qualified staff have had an immediate impact on the learning program in the middle years; however the College has achieved outstanding results in the senior school in both VCE and VCE VM. The College has invested time and resources into the implementation and alignment of the VTLM 2.0 in preparation for full embedding by 2028.

Wellbeing

The College has a well-regarded welfare supports, ensuring students learn within a safe, healthy and supportive environment. Student leadership and other proactive programs are key strategies to address social issues. Student support staffing includes: a Mental Health Practitioner, 4 school counsellors, a school Nurse for three days, SSS access and a social worker engaged through Medicare Local. The College operates a Doctor in School program one day per week. This involves a GP, Community Health Nurse, a Youth Services social worker and well being dog, working with the school wellbeing team on site. We have established a “Respectful Relationships” program that will be implemented as part of sustainable Year 8 & 9 program. Our Koori students are supported and the school identifies as being open and inclusive, establishing a confident group of students, recognizing the cultural heritage of the families within our community. The College environment is characterised by very high levels of student safety as seen in the Student attitude to school survey data. Programs such as Peer Support, Student Leadership options, Duke of Ed. and extensive extra curricular activities all contribute to a supportive student community environment. Whole school events such as Swimming and Athletics days, Camps program, Interschool sport and music, Art and Student Representative Council are but a few on offer for student participation. To ensure the students have a good transition to high school, we offer a Supported Transition Program at Year 6/7, which is an extended program for those who may need further support in moving to high school. We continue to strengthen the school’s well being programs and positive school culture to improve student pride and connectedness to, and sense of belonging to the school. Our Support Teacher program gives all students in Years 7-12 a teacher that they and their parents can communicate with as a “first port of call”.

Engagement

Upper Yarra Secondary College students are engaged and connected to their school and we are proud of the programs which support students in building resilience, respect, excellence and responsibility. This year the College focused on building school pride and empowering student voice. Students regularly met with Support teachers and as a leadership group to influence the College operations. The College was responsive to the needs of students and families. In 2025, Upper Yarra Secondary College continued to work with families to ensure students were at school and learning. Our 2025 attendance data indicates encouraging student attendance continues to be a challenge for similar schools, with all network school combining to implement a consistent approach to encouraging attendance and discouraging absences . The College continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The College works closely with the re-engagement officer to support chronic absences and return to school processes. Real retention of students at the College is a highlight, and a significant improvement over the 4 year average.

Financial performance

Sound financial practices see the school with a surplus. Staffing changes combined with an increased student enrollment have led to a lower overall cost and greater revenue than predicted. Families contribute to the College through the Essential Education levy. Property expenses associated with the age of the school are reducing with the modernisation program. The school continues to move forward into a healthy financial position making responsible decisions for the students and families of the community. The College allows for innovation and excellence through the financial decisions undertaken. The College has been supported by School Council to finalise the completion of 3 stages of a building program. Money has been set aside to ensure the internal facilities are modernised to suit the new building.

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 747 students were enrolled at this school in 2025, 353 female and 391 male. NDA had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **High**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**78.0%**
	Similar schools	66.5%
	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**	**66.7%**
	Similar schools	57.1%
	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**	**65.2%**
	Similar schools	62.5%
	State	74.9%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**53.2%**
	Similar schools	54.2%
	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**	**59.0%**	**68.0%**
	Similar schools	57.5%	58.2%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**58.7%**	**56.8%**
	Similar schools	55.2%	52.5%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**60.9%**	**66.5%**
	Similar schools	54.7%	52.6%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**55.0%**	**55.2%**
	Similar schools	51.8%	49.3%
	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**	**53.4%**
	Similar schools	69.8%
	State	74.1%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**57.5%**
	Similar schools	68.1%
	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
VCE/VCE VM completion rate	**School**	**92.9%**	**91.0%**
	Similar schools	95.0%	94.8%
	State	97.2%	96.9%
Mean VCE study score	**School**	**28.6**	**NDA**
Total VCE VM students	**School**	**27**	**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**	**41.6%**		**42.7%**
	Similar schools	42.8%		38.9%
	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
Years 7 to 12 % positive endorsement	**School**	**46.8%**		**49.0%**
	Similar schools	46.9%		41.9%
	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**	**84.9%**	**74.5%**
	Similar schools	76.1%	77.3%
	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**	**86.7%**	**79.5%**
	Similar schools	71.1%	72.8%
	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**	**36.3**	**33.8**
	Similar schools	37.9	36.3
	State	30.2	29.4

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Year 7	**School**	**85.8%**
Year 8	**School**	**82.3%**
Year 9	**School**	**76.8%**
Year 10	**School**	**78.0%**
Year 11	**School**	**83.5%**

		2025	
Year 12	**School**	**86.7%**	

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	$9,746,272
Government Provided DET Grants	$1,573,319
Government Grants Commonwealth	$12,292
Government Grants State	$49,918
Revenue Other	$166,642
Locally Raised Funds	$703,810
Capital Grants	$0
Total Operating Revenue	**$12,252,253**

Equity	Actual
Equity (Social Disadvantage)	$516,401
Equity (Catch Up)	$96,211
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$612,612**

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

Expenditure	Actual
Student Resource Package[1]	$9,804,093
Adjustments	$0
Books & Publications	$13,296
Camps/Excursions/Activities	$367,845
Communication Costs	$29,035
Consumables	$302,665
Miscellaneous Expenses[2]	$63,512
Agency Staff	$0
Professional Development	$36,893
Equipment/Maintenance/Hire	$159,905
Property Services	$359,290
Salaries & Allowances[3]	$257,968
Support Services	$458,062

Expenditure	Actual
Trading & Fundraising	$34,070
Motor Vehicle Expenses	$3,447
Travel & Subsistence	$1,067
Utilities	$109,325
Total Operating Expenditure	**$12,000,474**
Net Operating Surplus/-Deficit	**$251,780**
Asset Acquisitions	**$0**

[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	$1,879,256
Official Account	$74,514
Other Accounts	$0
Total Funds Available	**$1,953,770**

Financial Commitments	Actual
Operating Reserve	$366,063
Other Recurrent Expenditure	$0
Provision Accounts	$2,207
Funds Received in Advance	$299,361
School Based Programs	$539,450
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$515,000
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	**$1,722,081**

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.