

2025 Annual Report to the School Community

School Name: Patterson River Secondary College (8725)



- 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 01 May 2026 at 06:49 AM by Adam Slater (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 06:50 AM by Adam Slater (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

Patterson River Secondary College strives to provide a supportive and productive learning community where students are challenged by high expectations to achieve their personal best. In 2025, the College had 1,285 students enrolled. Located in Seaford, adjacent to the Seaford Wetlands and Kananook Creek, the College offers a diverse range of academic, sporting and co-curricular programs.

The College's core values of Persistence, Excellence, Community and Respect underpin our decision-making and programs. A strong focus on relationships supports both student learning and wellbeing. Whole-school initiatives such as Professional Learning Communities (PLC), School-Wide Positive Behaviour Supports (SWPBS), mentor programs and targeted wellbeing supports continue to strengthen teaching practice and student engagement.

The College also continues to progress improvement priorities aligned with our Strategic Plan, including strengthening our instructional model and further developing inclusive practices to support all learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Patterson River Secondary College continued to achieve strong academic outcomes across a range of measures.

NAPLAN results remained above similar schools and state averages in most areas. Year 7 Reading (69.8% of students achieved Exceeding or Strong proficiency levels) and Numeracy (68.4% of students achieved Exceeding or Strong proficiency levels) were both above similar schools and the state. Year 9 results also remained strong, with Reading (64.3%) and Numeracy (62.1%) slightly above or comparable to state averages. These results indicate that the College continues to support strong literacy and numeracy development.

Newly reported NAPLAN relative growth data showed that 72.4% of students achieved medium or high growth in Reading and 70.8% in Numeracy between Years 7 and 9.

Teacher judgement data showed that 74.2% of students were working at or above the age expected standard in English. In Mathematics it was 57.3% of students. The College continues to focus on strengthening moderation processes and aligning assessment practices with the Victorian Curriculum 2.0.

Senior secondary outcomes were also strong. The College achieved a VCE/VCE VM completion rate of 99.4%, exceeding similar schools and the state average. The mean VCE study score increased to 27.5, and the Vocational Major program continued to grow with 49 students completing VCE VM.

Wellbeing

Supporting student wellbeing remains a core priority at Patterson River Secondary College. The College continued to strengthen its multi-disciplinary approach to student support, integrating wellbeing, inclusion and teaching teams to provide coordinated support for students.

Student Attitudes to School Survey results indicated that Sense of Connectedness was 46.7%, while Management of Bullying was 47.9%. While these results were slightly below similar schools and the state in 2025, they remain an important focus for ongoing improvement. In response, the College continued to strengthen student voice initiatives, mentoring programs and targeted wellbeing interventions designed to improve students' sense of belonging and safety at school.

The College also continued to build on its work in Disability Inclusion, ensuring that students requiring additional adjustments receive appropriate support in both academic and wellbeing areas. These initiatives have strengthened staff capacity to meet the diverse learning and wellbeing needs of students.

Engagement

The average number of absence days for students in Years 7–12 was 29.4 days, which is lower than both similar schools (31.9) and the state average (30.2). Attendance rates across year levels ranged from 80.0% to 88.2%, reflecting generally consistent attendance patterns across the school.

Student Retention:

The College recorded a strong Year 7 to Year 10 retention rate of 82.4%, significantly higher than both similar schools (75.6%) and the state (68.8%). This reflects the strong connection many students feel to the school and the breadth of programs available to support their engagement.

Attendance:

The College reported an average of 29.4 non-attendance days per student. This was below both similar schools (31.0 days) and the state average (30.2 days). The College has a number of ongoing strategies to promote attendance, including attendance officers (Tier 1–2), a social worker (Tier 2–3), data monitoring, family communication, and attendance awards.

In 2025, the College also targeted lateness to school in an effort to increase the amount of time students spend in class and minimise the impact of half-day absences on attendance data. In late 2025, the College developed the 'BRIDGE' program, focused on the re-engagement of students with attendance below 70%, with full implementation expected in 2026.

Post-School Pathways:

Data relating to student destinations indicated that 65.7% of students exiting the school progressed to further study or full-time employment. While this result was below similar schools and the state average, the College identified an administrative error in which a deadline was missed for confirmation of post secondary pathways. The school also had a system in place of needing to re-confirm desitations with each student but has been advised by the Department of Education that the school can use the latest information available on file about a student's destination.

Throughout 2025, the College continued to build engagement through its extensive co-curricular program, including sport, performing arts, leadership opportunities and community activities. These programs play an

important role in strengthening students' connection to school and enhancing their overall educational experience.

Other highlights from the school year

With Community being a core value of the College it was pleasing to see so many students involved in the wide range of activities and events available. Students were involved in the annual House Athletics and Swimming with many going on to represent the College at the state level. Participation in interschool sport was excellent with the highlight being the Year 7 Boys AFL team winning through many rounds to become State Champions. Sport EXCEL continued to represent the College with pride and win a number of state titles. Selected students chose to broaden their horizons by participating in World Challenge to Sri Lanka and the German Exchange Program. Closer to home many students were involved in year level camps such as Year 7 in Philip Island, Year 9 at Roses Gap and the Year 12 Study Camp. The College has a strong Performing Arts Program with many students, parents and the wider community enjoying events such as the Spring Concert, The production of 'Charlie and the Chocolate Factory' and Dance & Drama showcases in the PAC. The wider community was also invited to view the annual Art Show that showcases outstanding student work from the Visual Arts Domain.

Events with an academic focus such as College Values Award ceremonies and the Valedictory were well supported by the parent body. Student Leadership has also been another area of success in 2025 with many student lead events and student voice bringing about changes to a revamped House System for 2026.

Financial performance

In 2025, Patterson River Secondary College maintained a stable financial position while continuing to invest in programs and resources that support student learning and wellbeing.

Total operating revenue for the year was \$19.5 million, with the majority of funding provided through the Student Resource Package and additional Department grants. The College recorded a net operating surplus of \$303,302. The College had planned for a slight operating deficit in 2025, however a number of factors including late Tier 3 Funding approvals, changes to staffing profile through the course of year and some operational changes resulted in the net surplus.

Locally raised funds increased to over \$1.2 million, supporting a range of school programs and activities. To contribute to improving student learning opportunities, maintaining facilities and expanding co-curricular offerings. This revenue includes the external hire of facilities some of which is allocated to specific use via a JUA.

At the end of 2025, the school held \$1.09 million in available funds, with commitments allocated toward operational reserves, stadium JUA, school programs, parent voluntary contributions for specific projects and planned maintenance works. The College continues to manage its finances carefully to ensure long-term sustainability while maintaining strong educational outcomes for students.

For more detailed information regarding our school please visit our website at www.ppsc.vic.edu.au

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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


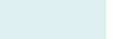

A total of 1,285 students were enrolled at this school in 2025, 567 female and 712 male. 6% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

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	74.2%	
	Similar schools	69.9%	
	State	74.1%	

School Staff Survey


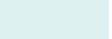


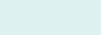

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	61.3%	
	Similar schools	57.7%	
	State	59.3%	

LEARNING




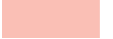
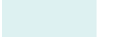


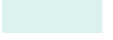


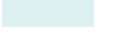

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Year 7 - 10 % of students at or above age expected standards	School	74.2%	
	Similar schools	71.7%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	57.3%	
	Similar schools	66.0%	
	State	70.5%	

NAPLAN

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


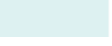


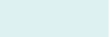

		2025		3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	69.8%		71.0%
	Similar schools	66.0%		65.9%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	64.3%		63.9%
	Similar schools	62.4%		60.7%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	68.4%		66.0%
	Similar schools	66.0%		62.9%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	62.1%		60.6%
	Similar schools	60.9%		59.4%
	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'.


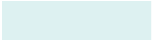

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	72.4%	
	Similar schools	71.4%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	70.8%	
	Similar schools	71.4%	
	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	99.4%		98.6%
	Similar schools	96.9%		96.9%
	State	97.2%		96.9%
Mean VCE study score	School	27.5		NDA
Total VCE VM students	School	49		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	46.7%		46.8%
	Similar schools	47.5%		44.7%
	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	47.9%		48.3%
	Similar schools	49.5%		46.4%
	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	65.7%	<div style="width: 65.7%;"></div>	68.6%
	Similar schools	79.3%	<div style="width: 79.3%;"></div>	79.6%
	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	82.4%	<div style="width: 82.4%;"></div>	79.2%
	Similar schools	75.6%	<div style="width: 75.6%;"></div>	75.8%
	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	29.4		28.8
	Similar schools	31.9		31.0
	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	87.2%	<div style="width: 87.2%;"></div>
Year 8	School	84.4%	<div style="width: 84.4%;"></div>
Year 9	School	80.0%	<div style="width: 80.0%;"></div>
Year 10	School	85.2%	<div style="width: 85.2%;"></div>
Year 11	School	87.7%	<div style="width: 87.7%;"></div>
Year 12	School	88.2%	<div style="width: 88.2%;"></div>

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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	\$16,578,486
Government Provided DET Grants	\$1,493,098
Government Grants Commonwealth	\$1,950
Government Grants State	\$9,009
Revenue Other	\$193,399
Locally Raised Funds	\$1,228,537
Capital Grants	\$0
Total Operating Revenue	\$19,504,479

Equity	Actual
Equity (Social Disadvantage)	\$375,341
Equity (Catch Up)	\$109,954
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$485,295

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

Expenditure	Actual
Student Resource Package ¹	\$16,281,386
Adjustments	\$0
Books & Publications	\$3,713
Camps/Excursions/Activities	\$568,158
Communication Costs	\$12,568
Consumables	\$260,598
Miscellaneous Expenses ²	\$139,176
Agency Staff	\$298,208
Professional Development	\$47,235
Equipment/Maintenance/Hire	\$152,811
Property Services	\$277,658
Salaries & Allowances ³	\$277,972
Support Services	\$750,601

Expenditure	Actual
Trading & Fundraising	\$13,067
Motor Vehicle Expenses	\$5,888
Travel & Subsistence	\$1,865
Utilities	\$110,274
Total Operating Expenditure	\$19,201,177
Net Operating Surplus/-Deficit	\$303,302
Asset Acquisitions	\$95,234

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.

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FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$917,566
Official Account	\$87,077
Other Accounts	\$87,881
Total Funds Available	\$1,092,524

Financial Commitments	Actual
Operating Reserve	\$486,632
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$278,849
School Based Programs	\$198,770
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$301,294
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,665,546

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.