

2025 Annual Report to the School Community

School Name: Bentleigh Secondary College (7255)



- 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 19 March 2026 at 01:04 PM by Tristan Lanarus (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 25 March 2026 at 09:46 AM by Tristan Lanarus (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

Bentleigh Secondary College is located 15 kilometres south east from the Melbourne CBD. Bentleigh Secondary College has a total of 933 students. Enrolments reflect our school's positive reputation within

the local community. Bentleigh continues to develop a culture of high expectations with a focus on creating an environment that enables learning and supports wellbeing. Our college has 4 Principal class, Teachers: Full-time 64 people, Part-time 16 people, total FTE is 9.8, Education Support Staff : Full-time: 20 people, Part-time: 21 people, total FTE is 10. Based on the school's Student Family Occupation and Education index we have a low socio-educational disadvantage profile.

A key educational priority is to ensure students have access to curriculum activities that broaden and deepen their learning experiences. We value personal effort, perseverance, and excellence. Bentleigh Secondary College's philosophy is to recognise and build a culture of high expectations

in education. This is reflected in the historical merging of schools from the college motto of 1956 Quaere Veritatem, 'Seek the Truth' and current motto Optimum Esse Vos Esse, 'Being the Best You Can Be'. We enact our School Vision through:

- students engaging in their learning to become lifelong learners who will develop resilience and optimism
- using student data to achieve learning growth and extension.
- a range of evidence-based pedagogy used by teachers in our classrooms
- collaboratively designed and innovative curriculum delivered in our classrooms
- feedback provided to students about their learning and where to go to develop the next steps
- focus on Growth Mindset
- extra-curricular programs, such as House (Bentleigh's Got Talent, Carnivals, Chorals, and Debating), Instrumental Music, Performing Arts, Sustainability and STEAM, Interschool Sport and Sport Academy
- programs developed for student voice where opportunities are provided for students to show initiative
- the work within Bentleigh Secondary College's inclusive and diverse school community.

Our school programs and practices are designed to reflect this vision. We are a school where relationships are highly valued, allowing all to feel engaged and connected as a community of learners. Restorative practices led through the Real School's structure are used to acknowledge conflict and to repair relationships.

We are a community committed to respectful relationships that achieve successful outcomes for all students in a safe, challenged and supportive school culture.

Bentleigh Secondary College's values are:

- Excellence – excellence in education
- Inclusiveness – the right to feel safe
- Respect – the right to be treated with respect
- Responsibility – the right to learn

This Vision, Philosophy and Values Statement ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and

safe, where everyone is empowered to participate in decision-making and learn. There is a genuine focus on student leadership and student voice in all areas of the college and a vibrant

House System. The College works to maximise student learning in an inclusive learning environment that develops independent, creative, resilient and positive individuals; equipped with the personal, social, academic and technological skills necessary.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school continued to focus on improving both literacy and numeracy. The results show that the 2025 Year 7 Reading and Numeracy results were significantly above state average. The results show that the college attracts a relatively high percentage of students who, in Year 7, obtained results in the strong or exceeding proficiency level. In Reading, 81.7% of Year 7 students were in the exceeding or strong category. In

Numeracy, 83.5% of Year 7 students were in the strong or exceeding proficiency level

The 2025 Year 9 Reading and Numeracy results were also significantly above state average. In Reading at Year 9, 71.5% of the students were in the exceeding or strong level. In

Numeracy at Year 9, 74% of the students were in the strong or exceeding proficiency level. Our school achieved strong results in the NAPLAN relative growth data sets. Reading from Years 7 to 9, we had 72.2% of students in the High or Medium relative growth category. Numeracy from Years 7 to 9, we had 72.1% of students in the High or Medium relative growth category

The VCE Strategy to build capability amongst staff and students was further enhanced by continuing to employ additional tutors to support VCE students in 2025. The VCE results show a median study score of 29.4 and a 100% VCE/VM completion rate. We had 90.8% of students exiting to further studies or fulltime employment. It is also noted that the number of VET students has increased, expanding the VET offerings for VCE Senior School Reform and VCE Vocational Major. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects in VCE and university enhancement subjects.

Wellbeing

We have continued to make significant progress in student wellbeing at Bentleigh Secondary College during 2025. If students are feeling unsafe, or anxious, learning can often be a huge challenge. Therefore, the school continued to promote a positive learning environment for all students through School Wide Positive Behaviours Support Strategy and continued to employ a school-based counsellor as well as a mental health and mindset coach.

The four Pillars of Learning – Year 7 Learning GRIT, Year 8 Learning EQ, Year 9 Learning Journey and Year 10 Learning Leadership provide opportunities for students to build

their social and emotional capabilities. Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing positive results. Positive overall parent endorsement of the school through the parent/guardian/caregiver opinion survey was 87.5%, well above state average. Positive overall staff endorsement of the school through the school staff survey was 65.3%, also well above state average. Positive overall student endorsement of the school through the student attitudes to school survey was 44.7%. This is below the state average and an area to focus on in 2026. Student attitudes toward positive management of bullying in the school was 46.1%. This is also below state average. Work in 2026 with students around their wellbeing and positive sense of school, safety and belonging is a focus for us.

Engagement

Bentleigh Secondary College places the importance of engagement as a key priority. We enjoyed some strong results in this area and some results to review further and improve. We had 90.8% of students exiting our school to further studies or fulltime employment. This is an excellent result and is above the state average of 82.6%. Student retention is also a strength. 83.3% of students at Bentleigh Secondary College remain at the school from Year 7 through to Year 10. The State average is 69.6%. Our absence data is similar to State averages but is something we want to improve. Average absence days per student at Bentleigh is 30.8 days and the State Average is 30.2 days. Overall attendance rates are 88% at Years 7 and 12, dropping to a low of 81% at Year 9. Sub School teams have and will continue their focus to work with families to ensure student learning is maximised by engagement and strong attendance. The College continues to send SMS messages to parents, requesting them to notify the school of any absences, send out reports to parents with unexplained absences and make phone calls after extended periods of absence. The College works closely with the Wellbeing Team to support chronic absences and return to school processes.

We will keep empowering and engaging students in building school pride and improving attendance and connection.

Our Presentation Night celebrated the achievement of our 7 - 12 students and is a highlight of our school calendar. The school had a focus on improving students' sense of 'Student Voice and Agency', 'Goal Setting' and 'Connectedness to School'. Students participated in selection panels, reviewed the AToSS data, participated in focus groups and were members of School Council, sharing their collective views and insights.

Financial performance

Bentleigh Secondary College maintains a sound financial position due to strong financial management and efficient use of college resources. The 2024-2027 School Strategic Plan (SSP), along with the 2025 Annual Implementation Plan (AIP), continued to provide the framework for the allocation of funds to support school programs and priorities. Financial resources, obtained via locally raised funds in particular, are committed to supplement government funding in providing an engaging, supportive and safe learning environment, delivering significant benefits to students. In

addition to locally raised funds, the college received funding from the Department of Education (DE) including the regular cash SRP funding, equity funding, school infrastructure funding, instrumental music program funding and other targeted initiative funding during the year. Annual results show a deficit which was used to support school programs and priorities, upgrade facilities and equipment, and delivery of significant benefits to students. The deficit was funded by reduction in the operating reserve and also funded through our International Student Program.

**For more detailed information regarding our school please visit our website at
<https://www.bentleighsc.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 933 students were enrolled at this school in 2025, 398 female and 531 male. 13% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

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

2025			
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	87.5%	
	Similar schools	72.7%	
	State	74.1%	

School Staff Survey

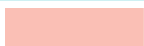
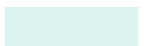
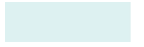
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

2025			
% positive endorsement School Climate (School Staff Survey)	School	65.3%	
	Similar schools	60.4%	
	State	59.3%	

LEARNING

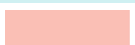
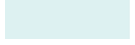
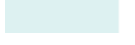
Teacher Judgement of student achievement against the Victorian Curriculum

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	91.2%	
	Similar schools	87.2%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	88.3%	
	Similar schools	81.7%	
	State	70.5%	

NAPLAN

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

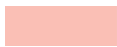
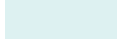
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	81.7%		76.0%
	Similar schools	81.4%		80.6%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	71.5%		75.7%
	Similar schools	75.9%		74.8%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	83.5%		78.4%
	Similar schools	81.0%		78.6%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	74.0%		75.9%
	Similar schools	74.7%		72.9%
	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	72.2%	
	Similar schools	74.6%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	72.1%	
	Similar schools	73.1%	
	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	100.0%		98.2%
	Similar schools	98.4%		98.0%
	State	97.2%		96.9%
Mean VCE study score	School	29.4		NDA
Total VCE VM students	School	25		NDA

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 7 to 12 % positive endorsement	School	44.7%		44.2%
	Similar schools	48.9%		47.3%
	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	46.1%		47.2%
	Similar schools	50.7%		48.9%
	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	90.8%		94.5%
	Similar schools	84.9%		84.1%
	State	81.5%		81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	83.3%		77.5%
	Similar schools	77.9%		77.8%
	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	30.8		29.8
	Similar schools	26.2		26.0
	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	88.2%	
Year 8	School	82.7%	
Year 9	School	81.2%	
Year 10	School	84.0%	
Year 11	School	82.9%	
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.

Revenue	Actual
Student Resource Package	\$10,854,603
Government Provided DET Grants	\$1,434,597
Government Grants Commonwealth	\$31,484
Government Grants State	\$52,885
Revenue Other	\$190,144
Locally Raised Funds	\$1,340,665
Capital Grants	\$0
Total Operating Revenue	\$13,904,377

Equity	Actual
Equity (Social Disadvantage)	\$62,990
Equity (Catch Up)	\$54,726
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$117,716

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

Expenditure	Actual
Student Resource Package ¹	\$11,210,770
Adjustments	\$0
Books & Publications	\$2,965
Camps/Excursions/Activities	\$361,534
Communication Costs	\$14,812
Consumables	\$253,014
Miscellaneous Expenses ²	\$110,258
Agency Staff	\$89,596
Professional Development	\$64,654
Equipment/Maintenance/Hire	\$212,316
Property Services	\$363,761
Salaries & Allowances ³	\$486,545
Support Services	\$421,058

Expenditure	Actual
Trading & Fundraising	\$93,799
Motor Vehicle Expenses	\$2,703
Travel & Subsistence	\$18,648
Utilities	\$131,189
Total Operating Expenditure	\$13,837,623
Net Operating Surplus/-Deficit	\$66,754
Asset Acquisitions	\$110,438

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$2,097,682
Official Account	\$51,154
Other Accounts	\$299,635
Total Funds Available	\$2,448,471

Financial Commitments	Actual
Operating Reserve	\$437,809
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$731,336
School Based Programs	\$911,789
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$238,312
Repayable to the Department	\$200,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$56,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,575,246

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.