

2025 Annual Report to the School Community

School Name: Pakenham Secondary College (8223)



- 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 06 May 2026 at 09:14 AM by Aaron Smith (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 06 May 2026 at 09:18 AM by Aaron Smith (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

Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe and serves a large and diverse community within a designated urban growth corridor. The population of the Pakenham Municipality continues to grow with many new housing developments in the area.

The College is committed to providing all students with learning opportunities designed to develop socially responsible citizens and to build pathways that best support their future.

Our College Motto, 'We Grow Through Connection', demonstrates our commitment to developing positive and meaningful connections with others to drive further growth and improvement. The key Values that underpin all work at the College is based around the acronym SOAR - Social and personal responsibility, Opportunities for all, Achieving personal best and Respectful relationships

The school community has become increasingly diverse with students from a variety of cultural and religious backgrounds. The College aims to provide all teachers with the professional and moral support to develop their practice so that they can best support growth in student learning outcomes. Our College is recognised throughout the community as a place that provides each and every student with a high quality education whereby learning growth is our priority.

The four areas important to our College Community include:

Learning Growth and Pathways

Sport

The Performing Arts

Student Leadership and Our Community

Student enrolment numbers were 1030. Our students are supported by 115 effective fulltime staff, including three Assistant Principals, five Leading Teachers and five Learning Specialists. The school's Student Family Occupation and Education Index indicates a high level of socio-educational disadvantage. The curriculum across Years 7 to 10 is based around a core plus elective model. Students in Year 10 have the opportunity to access VET and / or VCE subjects, and more elective choice has been provided to our Middle School students.

We have implemented our curriculum and programs to support the Senior School Certificate Reform. Senior students (Year 11 and 12) are able to access the new Victorian Certificate of Education - General (or VCE) - the VCE Vocational Major (or VCE VM) and / or the Victorian Pathways Certificate (VPC). A variety of VET courses (including as part of the Cardinia VET Mini Cluster with surrounding Secondary Schools) and School Based Apprenticeships are also available to students and these programs can compliment the VCE. The school is committed to supporting students in achieving at least one qualification upon the completion of their secondary education. Students also had access to Headstart and other supports at the College.

The school has continued to follow its Strategic Plan which was completed in 2021. The Strategic Plan has at its focus, improving student achievement, engagement and well-being. The resultant Key Improvement Strategies and actions that were derived from the review are based around: Maximising student learning in literacy and numeracy by developing, implementing and

embedding a whole-school approach to formative and summative assessment, Building capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning, Building teacher capability to differentiate learning tasks to meet students at point of need, Strengthen students' agency, engagement and connectedness to school and peers by strengthening opportunities for student voice, agency, and leadership, Developing teacher capability to support students to set goals and monitor their own learning progress, Engaging students to support the development of learning opportunities that are engaging and promote curiosity, Improving social and emotional wellbeing of all students by developing and implementing a tiered and responsive approach to support student wellbeing and inclusion (SWPB). Strengthening the partnership between staff, students, carers, and families to create a shared responsibility for student wellbeing. Pakenham Secondary College strives to implement the Child Safe Standards as outlined in Ministerial Order No.870 to ensure the safety and wellbeing of all students at the College and promote an organisational culture that manages the risk of child abuse and neglect. The school has developed policies and procedures specifically aimed at keeping children safe.

The school's Strategic Plan supported the development of the school's Annual Implementation Plan for 2025, and the Goals within the school's Annual Implementation Plan (or AIP) for 2025 were linked to Student Learning and Wellbeing:

- Maximise Student Learning in Literacy and Numeracy
- Strengthen student's agency, engagement and connectedness to school and peers

The Key Improvement Strategies as documented in our 2025 AIP to support students were:

- Further building the capacity of staff to capture, analyse and utilise assessment data to evaluate the impact of teaching, and to then determine the next steps of our practice in the support of staff to meet student need
- Strengthen opportunities for student voice, agency and leadership, and to engage students to support the development of learning opportunities that promote engagement and curiosity

Pakenham Secondary College strives to implement the Child Safe Standards as outlined in Ministerial Order No.870 to ensure the safety and wellbeing of all students at the College and promote an organisational culture that manages the risk of child abuse and neglect. The school has developed policies and procedures specifically aimed at keeping children safe.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continued to have a strong focus on enhancing student learning in 2025. We further developed teacher practice with respect to Explicit Instruction as part of our Professional Learning Communities (PLC) Program with staff. Data was used by staff as part of our PLC Program to identify areas for growth in teacher practice to further improve student learning outcomes. Reading and Numeracy Programs were employed to further the learning growth of

students in these key areas, and our Senior School Improvement Plan was reviewed and implemented. Professional Development and Learning activities were provided to staff to support our leadership and work, and our Curriculum Documentation was further developed to support our Teaching and Learning Program.

Some highlights in this area of the College for 2025 include:

- The development and implementation of our Reading Program to support students
- The use of regular assessments to effectively monitor the learning progress of students
- The further development of our Curriculum Program to meet student need
- Our PLC Program and Professional Learning Activities to further support teacher practice

Furthermore, we would also note the following:

- Reading Year 7 to 9% of students High or Medium relative growth was 79.2% - 5.1% above the State
- Numeracy Year 9% of students Strong or Exceeding proficiency levels was 52% - 8.3% higher than the 3 - year average
- Teacher Judgements in English and Mathematics for Year 7 - 10% students at or above age expected standards - above that of Similar Schools

Wellbeing

Our College Motto of 'We Grow Through Connection' continues to support our College Community and it will hold us in great stead for the years to come. Our College continues to follow our SOAR Values to support the development of each student:

- Social and Personal Responsibility
- Opportunities for All
- Achieving Your Personal Best
- Respectful Relationships

We successfully reviewed our Student Representative Council (SRC) and Student Leadership Program. We further improved our existing House System to involve other aspects of the College, and we reviewed and added to our Co-Curricular Program. We continued to provide Student Events or Celebration Days allowing students to showcase their efforts and achievements, and we strengthened our Pathways Support of students. Our School Wide Behaviour Support Program (SWBSP) continues to provide our College with the requirements that can allow for the ongoing recognition of our of positive student behaviours.

Some highlights in this area of the College for 2025 include:

- The outstanding support provided to students and families from our Wellbeing Department
- The success of our Student Clubs throughout the College
- The implementation of proactive wellbeing activities and programs to support students

- Establishing a focus on an Orderly Learning Environment to support consistent and predictable routines throughout the College

Furthermore, we would also note the following:

- Sense of Connectedness For Students - Years 7 to 12% positive endorsement (43.2%) is above the 4 - year average (42.5%)
- Emotional Awareness and Regulation For Student - Years 7 to 12 positive endorsement is at a high performance rating

Engagement

We are committed to engaging our students to further support their learning and wellbeing. Our College Motto of 'We Grow Through Connection', highlights the importance of developing positive and meaningful connections with others to support further growth and improvement. At our College, we want to be able to provide learning and wellbeing opportunities for all of our students in areas important to them:

- Learning Growth and Pathways
- Sport
- Performing Arts
- Student Leadership and Our Community

Student engagement is strongly linked to learning and wellbeing. As mentioned previously in this Report, we have developed a number of opportunities in key areas to further engage our students. For example, our Curriculum and Co-Curricular Programs, together with Wellbeing activities and support, are designed in such a way to further engage our students.

Some highlights in this area of the College for 2025 include:

- Sporting Carnivals
- Our College Production
- Attendance Competitions
- Peer Support
- Camps, Excursion and Incursions
- Key Events / Activities Supporting Diversity and Inclusion

Furthermore, we would also note the following:

- % of students exiting to further studies or full - time employment was 84.7% (NB - 2024) - 7.6% above our 4 - year average
- Percentage of Year 7 students who remain at the school through to Year 10 was 67.9% - 5% above our 4 - year average
- Average absence days per student was 30.8 days - 0.8 days below the 4 - year average

Other highlights from the school year

We are a great school at Pakenham Secondary College offering outstanding opportunities to our students, and there have been so many highlights in 2025:

- Our high quality Teaching and Learning Program continues to support high level outcomes for our students, including Learning Growth
- Our Swimming and Athletics Carnivals were very successful allowing for high levels of participation and engagement
- Our Interschool (Various Sports) and Sports Development Programs (Netball, Basketball) were outstanding throughout the year
- Our College Production of The Beauty and The Beast Jnr was an outstanding success and well received by our College Community
- The Visual Arts and Technology Exhibitions were a tremendous display of the incredible efforts and achievements of our students
- The STEM Exhibition was another highlight throughout the year allowing our students to showcase their skills and knowledge
- Our first Interstate Trip as a College in some time to the Northern Territory allowed our students to experience
- The progress of our Multi Million Dollar Capital Works Program was another highlight for our College Community
- Our State Schools Spectacular, Year 12 Farewell Assembly and Valedictory Dinner and our Presentation were also fabulous highlights throughout the year.

Financial performance

All Funds received from the Department, 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. The annual result was a net surplus, but this was not a significant amount when considering the overall expenditure and revenue available to the College. Funding for the Capital works project was paid in November 2025 creating surplus funds in the bank account at the end of 2025. CRT costs continued to be high to due to teacher shortages when trying to cover the program.

In 2025 the College was able to fund many projects including the construction of a new locker bay outside A Block, Landscaping around Admin, Library, Yawa and the bike shed, Painting of D block and the Gym Walls, B Block Toilet maintenance, Carpet replacement in the lecture theatre and Yawa, line marking around the school grounds, and the construction of several walls to create more teaching spaces. Furthermore, investments were made in our VET, Performing Arts and

Sports Programs to help further engage our students and enhance their experiences at school. The Equity funding that the school has received has supported the school in targeting key activities within its Annual Implementation. There has been a particular focus on the enhancement of the School's Literacy, Numeracy, Engagement and Wellbeing programs. Furthermore, the funds have helped to increase the suite of re-engagement and co-curricular programs offered to students and helped to provide the necessary support for teachers to enhance their practice.??

**For more detailed information regarding our school please visit our website at
<https://www.pakenhamsc.vic.edu.au/>**

PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile




A total of 1,047 students were enrolled at this school in 2025, 470 female and 571 male. 17% had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **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	51.7%	
	Similar schools	69.1%	
	State	74.1%	

School Staff Survey


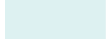


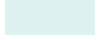

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	54.5%	
	Similar schools	55.1%	
	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	68.2%	
	Similar schools	66.0%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	60.8%	
	Similar schools	59.3%	
	State	70.5%	

NAPLAN

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


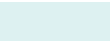


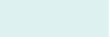

		2025	3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	58.7%	52.2%
	Similar schools	59.2%	58.8%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	51.7%	47.2%
	Similar schools	54.8%	52.1%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	59.2%	50.7%
	Similar schools	57.1%	54.5%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	52.0%	43.7%
	Similar schools	51.2%	49.4%
	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'.


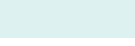

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	78.7%	
	Similar schools	72.9%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	70.3%	
	Similar schools	71.6%	
	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	88.1%		93.9%
	Similar schools	96.4%		96.0%
	State	97.2%		96.9%
Mean VCE study score	School	26.0		NDA
Total VCE VM students	School	22		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	43.2%		42.5%
	Similar schools	49.3%		46.2%
	State	49.8%		47.7%

Student Attitudes to School – Managing Bullying


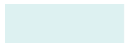

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 7 to 12 % positive endorsement	School	43.4%		45.8%
	Similar schools	51.3%		48.0%
	State	50.8%		48.6%

ENGAGEMENT


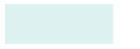

Students exiting to further studies or full-time employment

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	88.2%		77.2%
	Similar schools	78.4%		78.8%
	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	67.9%		62.8%
	Similar schools	71.5%		71.9%
	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	31.1		31.7
	Similar schools	32.0		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	84.5%	
Year 8	School	82.0%	
Year 9	School	82.4%	
Year 10	School	81.4%	
Year 11	School	89.6%	
Year 12	School	89.8%	

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	\$14,671,041
Government Provided DET Grants	\$2,461,470
Government Grants Commonwealth	\$27,758
Government Grants State	\$364,173
Revenue Other	\$46,414
Locally Raised Funds	\$369,581
Capital Grants	\$0
Total Operating Revenue	\$17,940,438

Equity	Actual
Equity (Social Disadvantage)	\$791,254
Equity (Catch Up)	\$232,403
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$1,023,657

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

Expenditure	Actual
Student Resource Package ¹	\$14,041,642
Adjustments	\$0
Books & Publications	\$4,881
Camps/Excursions/Activities	\$357,945
Communication Costs	\$21,394
Consumables	\$268,913
Miscellaneous Expenses ²	\$140,141
Agency Staff	\$649,616
Professional Development	\$64,260
Equipment/Maintenance/Hire	\$247,553
Property Services	\$402,024
Salaries & Allowances ³	\$219,807
Support Services	\$502,484

Expenditure	Actual
Trading & Fundraising	\$15,574
Motor Vehicle Expenses	\$355
Travel & Subsistence	\$8,812
Utilities	\$128,418
Total Operating Expenditure	\$17,073,821
Net Operating Surplus/-Deficit	\$866,617
Asset Acquisitions	\$98,698

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	\$967,539
Official Account	\$116,171
Other Accounts	\$0
Total Funds Available	\$1,083,711

Financial Commitments	Actual
Operating Reserve	\$505,363
Other Recurrent Expenditure	\$14,180
Provision Accounts	\$0
Funds Received in Advance	\$408,341
School Based Programs	\$108,813
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,397
Capital - Buildings/Grounds < 12 months	\$331,920
Maintenance - Buildings/Grounds < 12 months	\$97,235
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,481,249

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.