

2025 Annual Report to the School Community

School Name: Carrum Downs Secondary College (8423)



- 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 23 February 2026 at 11:53 AM by Chad Ambrose (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 23 February 2026 at 11:53 AM by Chad Ambrose (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

Carrum Downs Secondary College fosters a supportive learning environment that empowers all students to develop confidence and achieve their full potential. The College offers an extensive range of pathway opportunities and co-curricular programs designed to maximise students' prospects for success, strengthen their connection to the College and their peers, and foster meaningful engagement within the wider community.

In 2026, the College has undergone several significant and exciting developments, including the introduction of the Scholars Program, which will be further expanded in 2027. The program is designed to extend and accelerate high-achieving and aspirational students by providing targeted resources and support to enable excellence in future studies. In alignment with this initiative, the College has also introduced the Aspire Program, which provides students with specialised pathways in three athletic disciplines: basketball, mountain biking, and volleyball. The College's Instrumental Music, Performing Arts, and Peer Support programs are cornerstone initiatives that reflect our values and inspire great pride, as they support students' personal growth and the development of strong, positive peer relationships. The College's on-site, student-run café enables students to develop practical, real-world skills and engage in hands-on learning, creating pathways into the hospitality industry. These initiatives represent just some of the ways in which Carrum Downs Secondary College is enhancing the provision of a well-rounded education for every student.

In 2025, the College achieved some of its strongest NAPLAN results to date, reflecting a whole-school focus on the development of every student's literacy and numeracy skills. This success is underpinned by the College's commitment to the ongoing professional growth of its emerging staff as exceptional teachers and educational leaders, and by strong collaboration with parents and carers to ensure that every student is supported to achieve their best.

This year, the College introduced electives from Year 8 onwards and, in consultation with students, expanded subject offerings across Years 7–12. Our Vocational Major Program continues to achieve one of the highest completion rates in Victoria, equipping graduates with pathways into traditional trades, TAFE, and employment beyond secondary school. At the same time, VCE outcomes are steadily improving, with a record number of students from the 2025 cohort progressing to university—demonstrating the College's commitment to providing diverse and meaningful pathways for every student.

The College's STEAM Centre is a contemporary, state-of-the-art facility that houses subjects focused on developing students' technical expertise and problem-solving capabilities, equipping them to excel in the modern workforce. The College supports students' confidence and connectedness through a range of services, including the Doctors in Secondary Schools Program and a dedicated Student Wellbeing Team, ensuring that all students can fully engage in their learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

Carrum Downs Secondary College has undergone a period of significant change as we aim to build on the aspects of our curriculum and programs that support improved learning outcomes and update and modernise practices to bring in a new era of outstanding learning. Whilst the impact of many of the initiatives are not yet evident it is pleasing to note that the percentage of students achieving high or medium growth for Year 7 - Year 9 NAPLAN exceeded the state average for both Numeracy and Reading.

- CDSC had 79% of students achieving high or medium growth for Reading, compared to the State Average of only 74.1%.
- CDSC had 81.1% of students achieving high or medium growth for Numeracy, compared to the State Average of only 73.5%

Other highlights include a 100% completion rate of VCE and VCE VM students and an increase in the college's median VCE study score from 25 to 26. This marks the fourth year in a row that the college has achieved improved VCE outcomes.

Wellbeing

In 2025, the college continued to deliver strong wellbeing outcomes for students through the many services on offer as part of our approach to wellbeing. Our Wellbeing Team provides access such to counselling, group activities and specialist mental health support from our Mental Health Practitioner, psychologist, and Doctors in Schools. In addition, our Pastoral Care and Health programs continued to focus on resilience and the college values of Respect, Integrity and Effort. The college worked towards improving student wellbeing in significant ways. This included a focus on teacher professional development and consistent approaches to support our students to achieve their very best. Our Student Attitudes to school data collected in term 2 showed improved management of bullying, with 42.3% of students responding positively about this factor, an improvement from previous years (up from 39.6% in 2025) and another area of focus in 2026. In 2026 we will also have an increased focus on student connectedness and the establishment of a safe and orderly environment, underpinned by consistent high expectations and a range of extra and co-curricular offerings to support student connection.

Engagement

From 2025 to 2026 the college undertook significant structural change with a key focus on improving student engagement across the college. Increased access to elective choice from Year

8 onwards, implementation of the Scholars Program and the Aspire Program which specialises in: mountain biking, volleyball and basketball and implementing an expanded model of student leadership to include the peer support program.

The college also moved from a house to a year level structure and appointed an additional three Leading Teachers and five positions of responsibility, putting in place a staff that is focused on and structured to support our students to achieve their very best. And the initial results are encouraging with improvements across all heading of the Attitude to School Survey.

Financial performance

The college ended the year in a healthy financial position with surpluses in both our cash and staffing budget. We have used this surplus to invest in the collective capacity of our staff, implementing several new Leadership positions and employing Pitsa Binnion and Murray Sydenham as external consultants to work with staff to improve classroom practice. The college continued to support student learning by heavily subsidising several learning programs including Education Perfect and Edrolo, and families experiencing financial hardship were supported to access computers, textbooks and uniform. Some other large expenditure items included school contributions towards the construction and resourcing for our new STEAM building as well as the redevelopment of our new Senior School Precinct. Our students undertook charity fundraising for several causes at large school wide activities for events such as the Greatest Shave for a cure, which was well supported by several local businesses who donated their time and hair shaving/cutting skills. In addition, our Year 8 and Senior volleyball team undertook fundraising to support them competing in the Australian Schools Volleyball Cup, in which they won their division. The college also active school grants which will support funding of air conditioning for the college gymnasium.

**For more detailed information regarding our school please visit our website at
<https://www.cdsc.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 930 students were enrolled at this school in 2025, 441 female and 488 male. 13% 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 **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	50.0%	
	Similar schools	68.0%	
	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	43.8%	
	Similar schools	54.1%	
	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	51.4%	
	Similar schools	67.6%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	50.2%	
	Similar schools	60.4%	
	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	53.9%		56.6%
	Similar schools	61.4%		60.9%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	59.3%		51.0%
	Similar schools	57.5%		55.3%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	53.2%		49.3%
	Similar schools	59.8%		57.1%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	60.6%		54.2%
	Similar schools	55.6%		53.1%
	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	79.0%	
	Similar schools	69.9%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	81.1%	
	Similar schools	69.7%	
	State	73.5%	

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025	3-year average
VCE/VCE VM completion rate	School	100.0%	97.0%
	Similar schools	96.2%	95.8%
	State	97.2%	96.9%
Mean VCE study score	School	26.0	NDA
Total VCE VM students	School	38	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	42.3%		39.0%
	Similar schools	45.0%		41.5%
	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	42.4%		39.5%
	Similar schools	47.5%		43.3%
	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	70.7%		84.7%
	Similar schools	79.4%		79.8%
	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	76.9%		76.3%
	Similar schools	72.5%		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	32.4		31.8
	Similar schools	34.2		32.9
	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	86.6%	
Year 8	School	81.7%	
Year 9	School	81.7%	
Year 10	School	77.3%	
Year 11	School	88.0%	

		2025	
Year 12	School	88.4%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 01 April 2026.

Revenue	Actual
Student Resource Package	\$12,371,212
Government Provided DET Grants	\$2,137,611
Government Grants Commonwealth	\$9,066
Government Grants State	\$12,046
Revenue Other	\$64,231
Locally Raised Funds	\$768,435
Capital Grants	\$0
Total Operating Revenue	\$15,362,599

Equity	Actual
Equity (Social Disadvantage)	\$582,954
Equity (Catch Up)	\$167,431
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$750,385

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

Expenditure	Actual
Student Resource Package ¹	\$12,275,596
Adjustments	\$0
Books & Publications	\$1,766
Camps/Excursions/Activities	\$279,563
Communication Costs	\$18,348
Consumables	\$267,096
Miscellaneous Expenses ²	\$66,980
Agency Staff	\$225,417
Professional Development	\$75,394
Equipment/Maintenance/Hire	\$118,118
Property Services	\$267,288
Salaries & Allowances ³	\$267,808
Support Services	\$426,865

Expenditure	Actual
Trading & Fundraising	\$170,731
Motor Vehicle Expenses	\$135
Travel & Subsistence	\$0
Utilities	\$124,091
Total Operating Expenditure	\$14,585,198
Net Operating Surplus/-Deficit	\$777,401
Asset Acquisitions	\$213,667

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	\$755,035
Official Account	\$154,869
Other Accounts	\$72,076
Total Funds Available	\$981,980

Financial Commitments	Actual
Operating Reserve	\$384,934
Other Recurrent Expenditure	\$4,293
Provision Accounts	\$26,000
Funds Received in Advance	\$7,000
School Based Programs	\$258,761
Beneficiary/Memorial Accounts	\$72,076
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$50,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$833,064

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.