

# 2025 Annual Report to the School Community

School Name: Featherbrook P-9 College (8899)



- 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 01:56 PM by Kerry Clayton (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 19 March 2026 at 01:56 PM by Kerry Clayton (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)
- 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.

## 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

Featherbrook P – 9 College opened in 2017 and has experienced considerable enrolment growth throughout the last 9 years. The school promotes and enjoys a diverse and inclusive learning environment. The school's values of Respect, being Safe, Collaboration and promoting High Expectations underpin our culture.

At school census February 2025, the college's enrolments were 1,223. There were 573 female and 650 male students. 54% of students had English as an additional language and 1% were Aboriginal or Torres Strait Islander. The college's overall socio-educational profile measured as low, which represented a low level of socio-educational disadvantage.

Home groups continued to be small in size to support transition to school, personalised learning and the school's continued growth. The college's focus in 2025 as described in the AIP for our second year of our School Strategic Plan was to ensure the core areas of literacy and numeracy continued to be foundational to all other learning programs. The college invested in building teacher capacity in the early years to adopt and adapt to the Department of Education's focus on phonics. This required a major shift in the literacy sessions. The teachers were supported with the roll out ARC resources and Department resources informing literacy acquisition provision. The Assistant principal leading the English/Literacy portfolio supported teachers in their instructional transition. There was stability in the leadership of the school with 5 Assistant Principals leading respective portfolios to drive school improvement from Prep – Year 9. Further, Leading Teachers were allocated to sub-portfolios informing and enriching the literacy, numeracy and well being provision.

The school also embarked on professional learning underpinned by the Science of Learning, Cognitive Load Theory and implementing a revised Instructional Model which reflected the VTLM 2.0 inclusive of explicit teaching, worked examples, think alouds and guided practice. All teachers began to adopt the 'gradual release of responsibility' model of 'I do, We do and You do'.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

The college's pleasing student learning achievement data is in part, indicative of the professional collaboration teachers engage in to undertake their work to ensure learning for all students. Equity and inclusion are pivotal to provision. Professional Learning inclusive of Foundational Classroom Management (FCM), Cognitive Load Theory (CLT) and Checking for Understanding (CFU) strategies such as the use of formatively generated data to adjust in 'real time' teaching and instruction, featured in our practices in 2025.

NAPLAN data was overall, reflective of the considerable teaching impact of the teachers and leadership of the key areas of Mathematics and English.

Year 3, 7 and 9 students in READING were above both similar schools and state schools in the average percentage of achievement deemed as exceeding or strong.

Year 5 READING in the strong or exceeding proficiency levels were above the state and slightly lower than similar schools by 1.2%.

Year 3, 7 and 9 students in NUMERACY were above both similar schools and state schools in the average percentage of achievement deemed as exceeding or strong.

Year 5 NUMERACY in the strong or exceeding proficiency levels was above the state and only 1.5% below similar schools.

Featherbrook College students exceeded the state and similar schools with high or medium relative growth in READING in Years 3 – 5, 5 – 7 and 7 – 9.

Featherbrook College students exceeded the state and similar schools with high or medium relative growth in NUMERACY in Years 5 – 7 and 7 – 9. The relative growth in Years 3 – 5 in NUMERACY was well above the state and was only 0.7% below similar schools

## Wellbeing

The Wellbeing Team is led by an AP, in the Wellbeing portfolio role, with the team having established successful processes to ensure identified students receive the necessary support for their learning and wellbeing. By the end of 2025 the Disability and Inclusion processes were well in place. Teachers became increasingly confident in capturing the 10 weeks of evidence and data to demonstrate adjustments for identified students that in turn, informed profile meetings. Having these processes in place, ensured teachers were providing substantial and extensive adjustments with optimal learning, and a safe and orderly environment for all students.

The satisfaction perception element in the parent/ caregiver opinion survey illustrated a positive view of the school, which was measured at 73.5%, exceeding similar schools and the state percentages of 69.7% and 70.6% respectively.

Additionally, staff positively endorsed school climate at 68.1% compared to similar schools at 59.6% and the state at 59.8%.

In recognition of the heartening results, the school consistently operates with an intention to be transparent and to act with integrity and responsiveness when needing to address or manage concerns.

The school has established a respectful and collaborative culture for all staff, with explicit and supportive structures in which to work and to express concerns. Edusafe, OHS processes and the Consultative Committee are all vehicles to support staff well-being.

The student survey results continue to be a source of concern and incongruency (with our student academic outcomes and positive attendance data being excellent, and when compared with similar schools and the state) where surveyed perceptions of students in Years 4 – 9 remain below similar schools and the state. Student leadership, the work undertaken through the Foundational Classroom Management framework to create safe and orderly classrooms, and routines along with targeted learning adjustments to meet each student at their point of learning

need, should yield improved perceptions. This has informed a number of significant well-being programs scheduled in term 1 and 2 of 2026 to positively impact student sense of connection and peer relationships.

## Engagement

Student absence data for years Prep - 6 indicates that the 2025 average number of absence days exceeded similar schools by a small margin of 0.1 day while the state average exceeded our college absences by 0.5 day. This being due to a combination of illness and long family holidays. When notified by the parents that their child will be absent due to weeks and often months on family holiday, the family receives information regarding the importance of school attendance every day and the impact that absence has on their child's learning. The Department's policy on attendance is also provided to the parents in these cases encouraging family holidays to be taken through term breaks rather than during school terms. Given our diverse school community where many of our families have relatives overseas, absences due to longer family holidays is recognized as a reflection of our diversity.

Student absences data for years 7 - 9 indicates that the average number of absence days for 2025 was less than similar schools by 10.2 days and 6.2 days less than the state average.

Attendance data across our Prep to Year 9 cohorts reflects Year 4 students having the highest attendance at 90.4% while Year 9 had the lowest attendance at 84%.

Engagement of students has been addressed through more explicit teaching instruction, reduced reliance on devices as a learning tool, college-wide implementation of the Foundation Classroom Management framework including routines and transitions that are designed to reduce extraneous cognitive load and enable students to engage more readily with their learning ie being 'seated, settled and silent' so learning can take place optimally in all sessions.

## Financial performance

All funds received from the Department of Education, or raised by the school, have been expended, or committed, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies. School Council has approved the current expenditure and also future projects that will be funded with the money held in the HYIA.

Mid- way through the 2025 school year, to support improved student engagement and teacher's ability to instruct more explicitly to improve educational outcomes, it was decided to cease the BYOD program for years 7 - 9, thereby reduce reliance on devices. The School Council supported this and the subsequent need to purchase textbooks for all key learning areas including English, Mathematics, Science, Humanities and Health. This was an additional cost that was deemed and has proven to be, supportive of student learning and teachers teaching more effectively.

Projects in progress or yet to be invoiced for include : Sensory Garden; Additional CCTV cameras; Mobile Phone Lockers; additional student tables; installation of internal classroom walls

to support the school's implementation of the Department of Education VTLM 2.0; senior Bike Shed; installation of a higher boundary fence to support security of the college; large external LED clocks to support the revised secondary timetable; and additional Casual Relief Teacher resources to support learning programs.

## 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

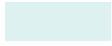
A total of 1,218 students were enrolled at this school in 2025, 574 female and 644 male. 64% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

### 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**.

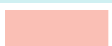


### Parent Satisfaction Summary

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	
<b>% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)</b>	<b>School</b>	<b>73.5%</b>	
	Similar schools	69.7%	
	State	70.6%	

### School Staff Survey


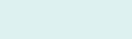


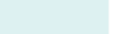


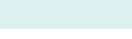




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
<b>% positive endorsement School Climate (School Staff Survey)</b>	<b>School</b>	<b>68.1%</b>	
	Similar schools	59.6%	
	State	59.8%	

## 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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>87.6%</b>	
	Similar schools	89.0%	
	State	86.3%	
<b>English Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>77.2%</b>	
	Similar schools	70.9%	
	State	74.9%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>88.2%</b>	
	Similar schools	86.8%	
	State	84.2%	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>58.4%</b>	
	Similar schools	62.3%	
	State	70.5%	

## NAPLAN

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

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>84.1%</b>	<b>81.3%</b>
	Similar schools	73.2%	74.7%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>79.6%</b>	<b>79.1%</b>
	Similar schools	80.8%	81.3%
	State	73.9%	74.6%
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>72.7%</b>	<b>72.9%</b>
	Similar schools	63.1%	63.7%
	State	65.9%	65.7%

		2025	3-year average
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>75.0%</b>	<b>69.3%</b>
	Similar schools	62.9%	57.3%
	State	62.7%	61.0%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>76.6%</b>	<b>76.0%</b>
	Similar schools	69.7%	71.4%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>77.3%</b>	<b>77.2%</b>
	Similar schools	78.8%	77.6%
	State	69.1%	68.1%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>71.6%</b>	<b>73.0%</b>
	Similar schools	60.5%	60.2%
	State	65.6%	63.5%
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>75.0%</b>	<b>69.3%</b>
	Similar schools	60.1%	55.3%
	State	61.9%	60.2%


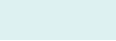





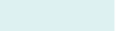




## NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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







		2025
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>80.5%</b>
	Similar schools	79.9%
	State	74.7%
<b>Reading Year 5 to 7 % of students High or Medium relative growth</b>	<b>School</b>	<b>76.4%</b>
	Similar schools	73.6%
	State	71.9%

		<b>2025</b>	
<b>Reading Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>90.0%</b>	
	Similar schools	75.9%	
	State	74.1%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>80.9%</b>	
	Similar schools	81.6%	
	State	74.0%	
<b>Numeracy Year 5 to 7 % of students High or Medium relative growth</b>	<b>School</b>	<b>75.0%</b>	
	Similar schools	74.7%	
	State	72.2%	
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>90.0%</b>	
	Similar schools	76.9%	
	State	73.5%	

## WELLBEING


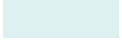




### Student Attitudes to School – Sense of Connectedness

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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>61.9%</b>		<b>66.7%</b>
	Similar schools	79.7%		80.9%
	State	77.1%		77.3%
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>39.2%</b>		<b>34.6%</b>
	Similar schools	54.7%		51.5%
	State	50.3%		48.1%

### 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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>57.3%</b>		<b>59.8%</b>
	Similar schools	75.6%		75.9%
	State	76.4%		75.8%
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>35.6%</b>		<b>34.0%</b>
	Similar schools	55.4%		52.1%
	State	50.2%		47.6%

## 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
<b>% of students exiting to further studies or full-time employment</b>	<b>School</b>	<b>90.4%</b>		<b>97.1%</b>
	Similar schools	80.3%		73.9%
	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
<b>Real retention rate</b>	<b>School</b>	<b>0.0%</b>		<b>0.0%</b>
	Similar schools	56.6%		57.7%
	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
<b>Prep - 6</b>	<b>School</b>	<b>21.0</b>		<b>22.7</b>
	Similar schools	20.9		21.3
	State	21.5		21.7
<b>Year 7 - 12</b>	<b>School</b>	<b>24.4</b>		<b>27.3</b>
	Similar schools	34.6		35.7
	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	
<b>Prep</b>	<b>School</b>	<b>88.3%</b>	
<b>Year 1</b>	<b>School</b>	<b>88.8%</b>	
<b>Year 2</b>	<b>School</b>	<b>88.1%</b>	

			2025
<b>Year 3</b>	<b>School</b>	<b>90.3%</b>	
<b>Year 4</b>	<b>School</b>	<b>90.4%</b>	
<b>Year 5</b>	<b>School</b>	<b>89.8%</b>	
<b>Year 6</b>	<b>School</b>	<b>90.0%</b>	
<b>Year 7</b>	<b>School</b>	<b>89.7%</b>	
<b>Year 8</b>	<b>School</b>	<b>87.2%</b>	
<b>Year 9</b>	<b>School</b>	<b>84.0%</b>	

## 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	\$15,266,320
Government Provided DET Grants	\$886,495
Government Grants Commonwealth	\$0
Government Grants State	\$5,000
Revenue Other	\$184,712
Locally Raised Funds	\$488,482
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$16,831,010</b>

Equity	Actual
Equity (Social Disadvantage)	\$118,586
Equity (Catch Up)	\$28,737
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$147,323</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$13,365,088
Adjustments	\$0
Books & Publications	\$28,981
Camps/Excursions/Activities	\$182,065
Communication Costs	\$5,782
Consumables	\$310,621
Miscellaneous Expenses <sup>2</sup>	\$110,435
Agency Staff	\$0
Professional Development	\$38,682
Equipment/Maintenance/Hire	\$427,945
Property Services	\$26
Salaries & Allowances <sup>3</sup>	\$648,056
Support Services	\$252,721

Expenditure	Actual
Trading & Fundraising	\$14,478
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$119,395
<b>Total Operating Expenditure</b>	<b>\$15,504,274</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,326,736</b>
<b>Asset Acquisitions</b>	<b>\$26</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$3,826,309
Official Account	\$82,886
Other Accounts	\$27,113
<b>Total Funds Available</b>	<b>\$3,936,309</b>

Financial Commitments	Actual
Operating Reserve	\$356,531
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$171,657
School Based Programs	\$1,184,507
Beneficiary/Memorial Accounts	\$0
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	\$108,741
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$350,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,171,436</b>

*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.*