

2025 Annual Report to the School Community

School Name: Healesville High School (7900)



- 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 03 April 2026 at 03:49 PM by Allan Rennick (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 27 April 2026 at 11:21 AM by Allan Rennick (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

Healesville High School is a small semi-rural school in the Yarra Valley with a 2025 student population of 330, 165 female, 164 male, one self-described. The school's Student Family Occupation and Education index band value is medium. In 2025 no data was published for the percentage of students with English as an additional language; eight percent of students were Aboriginal or Torres Strait Islander. We aim to provide engaging and effective learning experiences for all students within a caring school community that nurtures and motivates individuals to reach their full academic and personal potential. The school's values of community, opportunity, respect and endeavour are fundamental to our core principles.

Student needs are paramount. The school offers programs to extend and support learning, with advanced classes at Years 7-9 and Year 10 students encouraged to undertake one, or occasionally two, VCE studies. Students may study Japanese, become members of the hugely successful instrumental music program, participate in numerous sports, develop leadership skills, and perform in our annual school production. Students in 2025 were given the opportunity to be involved in the three-month long School For Student Leadership experience at Year 9, participate in an interstate trip to Central Australia at Year 10, to the Gold Coast, Queensland at Year 11 and participate in year level camps at each other year level. A highlight was a study trip to Japan for those students studying Japanese as a Language other than English.

The school has outstanding physical facilities, structured around hubs for specific year levels, a bright and functional administrative building, library, and specialist facilities including a Media Centre, a Performing Arts Centre, and a Trade Training Centre. These facilities complement excellent sporting and other facilities including an indoor swimming pool managed by an external aquatic facility management company, indoor basketball courts, gymnasium, and music rooms. Our sporting and recreation facilities provide access for students both within and outside school hours, further enhancing the close links between the school and the broader community.

The clear focus throughout the lifespan of the current School Strategic Plan has been on improving student academic outcomes, student wellbeing and student and parent engagement, with a particular emphasis on inter-personal connections. The overriding priorities have been the development of a culture of excellence in teaching and learning and the creation of a positive climate for learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

The percentage of students in Year 7-10 performing at or above age expected standards in English was 76.8%, well above similar schools (64.0%) and marginally above the state average (74.9%). The percentage of students in Year 7-10 performing at or above standards in Mathematics was 58.5%, marginally above similar schools at 55.8% and below the state average of 70.5%. All later year students have Career Action Plans, ensuring access to a full range of educational and vocational options. The percentage of students in the Strong or Exceeding proficiency levels category for NAPLAN reading at Year 7 was 56.6%, below similar schools (59.3%) and well below the state average (65.9%). The percentage of students in the Strong or Exceeding category for numeracy at Year 7 was 52.8%, below similar schools at 57.3% and well below the state average of 65.6%. The percentage of students in the Strong or Exceeding proficiency levels category for reading at Year 9 was 48.4%, below similar schools (55.6%) and well below the state average (62.7%). The percentage of students in the Strong or Exceeding category for numeracy at Year 9 was 40.0%, below similar schools at 51.9% and well below the state average at 61.9%. The school uses NAPLAN data and school-based testing such as Progressive Achievement Testing to target student extension and support provision, and especially middle years literacy and numeracy support. The school's VCE study score mean was 26.1, a decrease from the 2024 mean of 27.4, although an improvement from the 2023 mean of 24.8. Completion of studies was achieved by 91.2% of VCE/VCE VM students, below similar schools at 95.2 % and state at 97.2%. The completion rate of 91.2% was marginally below than the school's 3-year average of 91.8%. Twelve Year 12 students undertook the recently introduced VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE.

Wellbeing

The core wellbeing focus for 2025 remained student engagement with and connectedness to school, with a strong emphasis on the benefits of regular school attendance. A concentration upon the physical, mental, and emotional health of every student and every staff member, supported by a whole-of-school concentration on the attainment of excellence in teaching and learning underpinned every aspect of school operations. Respectful, timely and beneficial communication between the school and all stakeholders in our school community was emphasised and prioritised. Further refinements in the use of the Compass management system supported timely and effective communication between staff members, parents and carers, and students. The immediate access to lesson plans and resources via Compass is viewed as a significant benefit to teaching and learning, and the use of positive chronicle entries was reinforced due to the motivational influence on student engagement and connection. The school's cross-year level daily home group program, aligned to the existing four-House structure continues to strengthen the connections between students and staff members, and within the student body. The percentage endorsement (positive responses - agree or strongly agree) on the Sense of Connectedness

factor, as reported in the Student Attitudes to School Survey of 2025 was 56.2% for our school, a significant increase over the past three years; 55.4% in 2024, 49.7% in 2023, and 37.8% in 2022. Our 2025 figure of 56.2% compares highly favourably with 43.5% for similar schools and 49.8%, the state result. These figures reflect the positive influence of recently introduced school programs on student connectedness and encourage school staff in their endeavours. The percentage endorsement on the Management of Bullying factor, as reported in the Student Attitudes to School Survey of 2025 was also pleasingly above similar school and state figures. The result of 58.5% for our school compares favourably with a figure of 47.1% for similar schools and the state result of 50.8%. The positive endorsement of 58.5% for Healesville HS also indicates an improvement on the 4-year average figure of 53.5%.

Engagement

The current School Strategic Plan (SSP) provides a clear and significant focus upon improving student engagement and motivation to learn. The further development and refinement of teacher instructional effectiveness via a whole school approach to instructional practice and an agreed instructional model was emphasised in 2025 as a key improvement strategy. Throughout the lifespan of the current SSP the calm and orderly structure to classes and the overall school day has remained a priority. Data relating to the school's average number of student absence days demonstrated healthy connection between students and school. The school average number of absence days (30.8) compares favourably with the similar school's average of 36.5 and is only marginally poorer than the state average of 30.2. Our average of 30.8 is a weaker result than recent years, however, shown by our four-year average of 22.7. The four-year average of Healesville High School (2022-2025) of 22.7 still compares very favourably with similar school's average (34.7) and the state average of 29.4. Attendance rates by year level remain high at Years 11 and 12, are within a range of 80% to 85% at Years 7-9 and slightly lower at Year 10, as follows: 84.7% at Year 7, 83.1% at Year 8, 81.8% at Year 9, 75.0% at Year 10, 91.9% at Year 11 and 92.5% at Year 12. The percentage of students who commenced in Year 7 in 2022 and remained at the school in Year 10 in 2025 was 72.3%, compared with 71.0% for similar schools and 68.8% for the state. Our four-year average (2022- 2025) was significantly above similar schools and state with our figure being 75.8%, similar schools (71.2%) and state (68.7%). The percentage of students from Years 10-12 exiting to further studies or full-time employment (latest year data- 2024) was 81.6%, compared with similar schools 76.5% and the state figure of 81.5%. Our four-year average was 77.0%, showing our 2024 figure of 81.6% to be a pleasing improvement.

Numerous initiatives addressing student engagement were either continued from 2024 or introduced in 2025, including the further refinement of the home group structure, the maintenance of a strong focus upon student voice, agency and leadership, and individual education plans for all students at risk of disengagement from education. A designated student re-engagement staff member was employed, to connect with students at risk of disengagement, tasked with working closely with those students and their families. Career action plans for Year 9 students, a whole-of-staff focus upon the usage of Compass positive chronicle entries and regular celebratory Year Level assemblies continued. The enhancement of staff and student connection through regular morning tea sessions, staff versus student sporting and academic competitions and fun and engaging lunch-time activities was a feature of 2025.

Other highlights from the school year

The school benefits from a beautiful surrounding environment, spacious grounds and wonderful and generous physical facilities and those facilities were utilised to full advantage to enhance student learning, engagement and growth in 2025. Resourcing and investment has been of paramount importance in recent years and students benefit from small class sizes, supporting the maintenance of an orderly and academically-focused school environment. Outstanding extra-curricular activities included an exceptional school production, brilliant instrumental music events, the annual art exhibition held in the purpose-developed Art Factory, outdoor education, interstate, and international camps. Students benefited from the wealth of opportunities on offer and as a school community we pride ourselves on being connected, caring and supportive. The Talbot Room, a resource developed to support students with particular needs continued to expand the contribution it makes to student outcomes for the 20 students involved. The influence on the promotion of an inclusive school environment extends far beyond the walls of the Talbot Room, however, with the whole school community benefitting from this example of individualised educational programs. Over the past eight years since its inception the program has encouraged a five-fold increase in enrolment numbers in the room and boasts specialized and individualized learning experiences of exceptional quality for students in need of such additional support. The Lilydale District and Yarra Valley Education Plan (LDVYEP) indigenous strategy continued to offer the opportunity for our Koorie students to engage with Koorie students at the other five LDVYEP schools and to support us as we further enhanced the promotion of cultural inclusivity, and focused upon the development of Aboriginal and Torres Strait history and cultural awareness programs. Programs to support and raise awareness for LGBTQ+ students were regularly implemented and RUOK Day is now a fixture on the school calendar. A great strength of this school is the connection between the school and the local community. Numerous programs reinforced this positive connection, from student support and leadership at primary school sports days, through volunteering programs for our students at local aged care facilities, to fund-raising events at school with the targeted beneficiaries being local charitable and service organisations.

Financial performance

An modest operating deficit, enabling the school to continue its investment in small class sizes at Year 7 and VCE level was planned for 2025. The resulting deficit of \$50,586, representing 0.67% of total operating revenue also allowed the employment of extra staff members to supplement the government funded Tutor Learning Initiative. In addition the school drew on cash reserves, matching the government funding to the Mental Health Practitioner (MHP) program to double the number of days per week the mental health practitioner was available to students. The school is fortunate to receive funding to employ a MHP for 1.5 days per week and the additional investment allows a MHP to be on-site for additional hours to address the need for the expertise provided by the program. The improvement of and addition to existing physical assets continued to be a focus. A contractor was employed two days per week to beautify gardens and landscapes, supplementing and supporting the existing full-time maintenance manager role. Additional shade sails and outdoor seating facilities further enhanced the already appealing nature of the school site and major improvements to the school's studio arts exhibition space, its student wellbeing

facility and its outdoor play areas were a feature of the enhancements made possible by the strategic utilisation of cash reserves.

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 330 students were enrolled at this school in 2025, 165 female and 164 male. NDP had English as an additional language and 8% 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	57.9%	
	Similar schools	68.7%	
	State	74.1%	

School Staff Survey

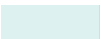
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	66.6%	
	Similar schools	56.7%	
	State	59.3%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Year 7 - 10 % of students at or above age expected standards	School	76.8%	
	Similar schools	64.0%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	58.5%	
	Similar schools	55.8%	
	State	70.5%	

NAPLAN

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

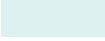
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	56.6%		57.6%
	Similar schools	59.3%		59.3%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	48.4%		48.2%
	Similar schools	55.6%		54.4%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	52.8%		48.9%
	Similar schools	57.3%		54.7%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	40.0%		47.6%
	Similar schools	51.9%		51.0%
	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'.

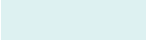
A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 7 to 9 % of students High or Medium relative growth	School	82.8%	
	Similar schools	69.9%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	59.3%	
	Similar schools	69.1%	
	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	91.2%		91.8%
	Similar schools	95.2%		94.6%
	State	97.2%		96.9%
Mean VCE study score	School	26.1		NDA
Total VCE VM students	School	12		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	56.2%		49.8%
	Similar schools	43.5%		40.4%
	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	58.5%		53.5%
	Similar schools	47.1%		43.1%
	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	81.6%		77.0%
	Similar schools	76.5%		75.4%
	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	72.3%		75.8%
	Similar schools	71.0%		71.2%
	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		22.7
	Similar schools	36.5		34.7
	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	
Year 7	School	84.7%	
Year 8	School	83.1%	
Year 9	School	81.8%	
Year 10	School	75.0%	
Year 11	School	91.9%	
Year 12	School	92.5%	

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	\$5,948,157
Government Provided DET Grants	\$865,026
Government Grants Commonwealth	\$0
Government Grants State	\$41,050
Revenue Other	\$283,641
Locally Raised Funds	\$385,973
Capital Grants	\$0
Total Operating Revenue	\$7,523,846

Equity	Actual
Equity (Social Disadvantage)	\$178,908
Equity (Catch Up)	\$86,213
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$265,121

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

Expenditure	Actual
Student Resource Package ¹	\$6,015,291
Adjustments	\$0
Books & Publications	\$2,043
Camps/Excursions/Activities	\$197,626
Communication Costs	\$19,463
Consumables	\$158,538
Miscellaneous Expenses ²	\$119,626
Agency Staff	\$57
Professional Development	\$37,368
Equipment/Maintenance/Hire	\$277,665
Property Services	\$116,066
Salaries & Allowances ³	\$222,578
Support Services	\$223,523

Expenditure	Actual
Trading & Fundraising	\$3,329
Motor Vehicle Expenses	\$7,771
Travel & Subsistence	\$0
Utilities	\$173,488
Total Operating Expenditure	\$7,574,432
Net Operating Surplus/-Deficit	(\$50,586)
Asset Acquisitions	\$233,475

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	\$467,189
Official Account	\$21,326
Other Accounts	\$157,591
Total Funds Available	\$646,106

Financial Commitments	Actual
Operating Reserve	\$277,639
Other Recurrent Expenditure	\$38,609
Provision Accounts	\$40,000
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$356,248

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.