

# 2025 Annual Report to the School Community

School Name: Ashwood High School (8743)



- 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 03:24 PM by Megan McLellan (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 03:24 PM by Megan McLellan (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

Ashwood High School is a Years 7-12 co-educational government school in the inner east of Melbourne (North-Eastern Victoria Region (NEVR) in the Department of Education (DE). The school provides an outstanding holistic educational experience led by educators who inspire students to be positive global contributors. Our \$54.3 million state-of-the-art facilities situated on 17-hectares of landscaped grounds include contemporary and innovative building designs; multiple sporting ovals; 12 full sized competition grade netball courts; Performing Arts Centre and the Ashwood Wetlands, offering an unparalleled educational environment. In 2020, further funding of \$9.742 million (Total Estimated Investment (TEI) or \$10.3 million including planning funding) through the Capital Works Program was announced. This funding enabled the construction of a new Science, Technology, Engineering, Arts and Mathematics (STEAM) and Research Centre, which opened in 2023.

It is widely recognised that Ashwood High School has undergone significant transformation and is experiencing the highest demand for enrolment at Year 7 since opening in 1958. In 2025, Ashwood High School experienced an enrolment increase for the ninth successive year with 989 students. *'The Path Forward'* – New Direction at Ashwood High School has involved not merely a change of school name and uniform, but a focus on enhancing our school's shared sense of community, with high expectations, authentic relationships, and clear discipline processes.

Ashwood High School offers a prestigious Accelerated Curriculum and Enrichment (ACE) Program for academically able students. Introduced in 2016, the ACE Program is an approved SEAL Program with select-entry enrolment. This high demand program extends students through a challenging curriculum that includes early commencement of at least one VCE subject in Year

10. Ashwood High School is also an accredited International Student Program provider (CRICOS Provider No. 00861K) with 60 International Students enrolled in 2025. Our commitment to diversity, cultural literacies and understandings is reflected in the significant growth and the success of our International Student Program (ISP), largely at Years 10-12.

In 2025, our school comprised an Executive Principal, two Assistant Principals, five Leading Teachers and four Learning Specialists. Our overall staff breakdown in 2025 was 71.3 Full Time Equivalent Teaching Staff, 3.8 Full Time Equivalent Instrumental Staff, and 24.4 Full Time Equivalent Education Support Staff. No staff members identify as Aboriginal or Torres Strait Islander.

Ashwood High School is an academic school with a strong emphasis on the core subjects: English, Mathematics, Science and Humanities which are complemented by rigorous programs in the Arts, Music, Languages Other than English (French and Chinese as a First Language - Mandarin), Health/Physical Education and Technology including inter-disciplinary electives in Science, Technology, Engineering, Arts and Mathematics (STEAM). The vast scope of the elective program, in addition to rigorously taught core subjects, equips students for their senior years of schooling. A wealth of VCE subjects are available to our Senior School students (Years 10, 11 and 12). The breadth of VCE offerings continues to expand as our student population increases. Across all Learning Areas, our teachers deliver engaging lessons using evidence-based explicit curriculum, pedagogy, and assessment.

Ongoing Growth and Sustained Success

Our students are provided with an outstanding array of curricular and co-curricular programs to cultivate student talent across what we believe are the four elements of a GREAT school and these pillars are reflected in our School Crest.

- Strong Emphasis on Academic Excellence
- Sporting Excellence Program
- Significant Commitment to the Creative Arts
- Focus on Civics, Citizenship and Leadership.

The 2025 Annual Report reflects the third year of the Strategic Plan (2023 – 2026), representing an exciting period of ongoing growth, improvement and prosperity for our school. The goals of the Strategic Plan (2023 – 2026) are as follows:

- Goal 1: To maximise achievement for all students
- Goal 2: To enhance student voice and agency in their learning
- Goal 3: To improve student wellbeing and holistic learning growth for all students.

#### Ashwood High School *CHOIR* Values

At Ashwood High School, students and staff behaviours are guided and informed by our belief and commitment to our School Vision and *CHOIR* Values:

- Community (community of learning and trust)
- High Expectations (aspire to your personal best)
- Optimism (reflection and resilience)
- Innovation (creativity and sustainability)
- Respect (respect for teachers, students, school, and self-respect).

Our school motto, *Vision Inspired Action*, is reflected in the behaviours and actions of staff, students, parents, and partners. Together, we are committed to creating and sustaining a proud school culture of empowerment and excellence based on mutual respect. Deep learning is facilitated through outstanding teaching that is strengthened by supportive and authentic relationships. The Ashwood High School community is proud of our students' achievements, contributions to the community, conduct, personal presentation, courtesy, and manners.

Ashwood High School is committed to realising student achievement, engagement, and wellbeing through a focused effort on the School's four key priorities to ensure continuous school improvement:

- Enhancing student culture
- Growing pride and achievement
- Valuing staff and building capacity
- Increasing positive parental and community engagement.

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

### Learning

Strong and decisive school leadership with a clear focus on the safety, health, and wellbeing of the school community, continued to build a community of high trust at Ashwood High School in 2025. Ashwood High School's shared sense of community, with high expectations, authentic relationships and clear discipline processes, results in the continuation of a highly engaging and rigorous academic environment, delivering high social and academic outcomes for all students.

The Parent Opinion Survey yields a 90% endorsement by parents on their school satisfaction level, a result significantly above the state average of 77% for secondary schools.

The theme of the school's Strategic Plan (2023-2026) is *Ongoing Growth and Sustained Success*.

Unprecedented enrolment growth and prosperity at Ashwood High School has provided a platform to fortify the strength of the school's workforce, a critical factor in realising our school strategic goals, and has enabled an opportunity to strengthen and diversify the quality of the school workforce in support of the school *Vision*. 13 newly appointed teachers commenced at Ashwood High School in 2025. Growth in quality teachers and education support staff continues to strengthen student achievement through the School's focus on retaining, attaining and developing quality teachers.

In light of the significant growth at the school, the school-wide teaching and learning model; *PIVOT* (Planning, Intentional Learning, Voice, Optimise and Transform), informed by current best practice, evidence, and research, implemented in 2022 was reviewed, refined and reinforced within the school community to achieve consistency of implementation. The Teaching and Learning Model reflects the school's agreed principles on teaching and learning, including the use of learning intentions and success criteria in every classroom and is reflective of the Victorian Teaching and Learning Model (VTLM) 2.0. Our teachers are committed to building practice excellence through curriculum planning, testing, research, and review; with effective teaching and learning protocols across the school, including VCE moderation of assessment and coursework to ensure consistency of practice. In 2025, Ashwood High School's elective and VCE Study Design offerings grew to enable our students greater innovative learning opportunities. A STEAM Framework was conceived and interdisciplinary curriculum designed to develop greater critical and creative thinking, ethical understanding and sustainability, to be delivered in Ashwood High School's newly unveiled, state-of-the-art STEAM and Research Centre. Year 9 Engineering and Medical Science were the first STEAM Electives offered to students. In 2025, Year 10 Engineering was also offered as well as the addition to the elective program at Year 10 Outdoor Education. Additions were also made to our VCE Study Design offerings with VCE Literature Units 3 and 4 and VCE Geography Units 1 and 2.

The school's use of *Compass* continues to ensure transparency of teaching and learning, enhancing parent/carer engagement in the learning process. Parents/carers have access to lesson plans, student homework tasks and due dates allowing parents to contribute to their child's learning, growth, and success. Teachers work together in teams within Learning Areas and Communities of Practice (COPs) to further strengthen their teaching practice and achieve improved student outcomes for all. These subject-based curriculum teams facilitate the analysis of student achievement data at all levels and compare students' results in school-assessed coursework, NAPLAN and VCE to identify specific skills, concepts and understandings that can be improved

through targeted instruction. Leadership Staff in collaboration with Learning Area Coordinators, ensure all teachers have access to and understand student learning data, extending the school's focus on targeted teaching designed to improve student outcomes. The high expectations of Ashwood High School in alignment with our *CHOIR* values (Community, High Expectations, Optimism, Innovation and Respect) continue to positively influence student social and academic outcomes.

### **Teacher Judgements – Victorian Curriculum**

In the three English areas of Reading and Viewing, Speaking and Listening, and Writing, teachers assessed 71% of Ashwood High School students in Years 7-10 to be at or above the expected level for their age group, which is considerably higher than the state average of 66%.

### **NAPLAN**

Across every NAPLAN assessment area at Year 7 and Year 9 levels our students' results align very closely with similar schools. In Reading, 85% of Year 7 Ashwood High School students achieved results of 'Strong' or 'Exceeding' compared to 83% of similar schools and the state average of 66%. At Year 9, 86% of Ashwood High School students achieved results of 'Strong' or 'Exceeding' compared to the average of 80% of Similar Schools and the state average of 63%. In Numeracy, Year 7 Ashwood High School student performance in 'Strong' or 'Exceeding' levels is above similar schools and well above the State, with 88% 'Strong' or 'Exceeding' Achievement, compared to 84% in Similar Schools and the state average of 66%. At Year 9 level, 88% of Ashwood High School students achieved 'Strong' or 'Exceeding' results, the same as Similar School average of 80% and significantly above the state average of 62%. Our students' NAPLAN results reflect positively on the quality of instructional practice at Ashwood High School as well as students' motivation to learn. A culture of high expectations at Ashwood High School is enabling all students, including high ability students, to demonstrate high gains in their learning growth.

### **VCE**

Ashwood High School's VCE results in 2025 reflect the school's capacity to deliver outstanding academic results. 99% of students in 2025 satisfactorily completed their VCE, above both Similar School and state completion rates. Once again, the school has achieved outstanding academic outcomes that reinforce the generational change and transformation.

The following VCE results were obtained in 2025:

Mean Study Score of 32 - which led to Ashwood High School being named in a article by The Age titled 'Top Government Schools for VCE results in 2025'

In addition, Ashwood High School received the following accolades in 2025:

- School Dux received an Australian Tertiary Admission Rank (ATAR) of 98.8
- 6 students attained ATARs above 98
- 25.8% of students received ATARs of 90+
- 55% of students received ATARs of 80+
- 56% of students received ATARs of 70+
- 64 of students received study scores of 40+.

Our engaging and rigorous academic program at Ashwood High School continues to deliver excellent VCE results, enabling our students to embark on a variety of highly significant and aspirational tertiary courses. We are a very proud school community. We anticipate that the Year

12 Class of 2026, like the Year 12 Class of 2025, will reflect the positive impact of these strategies due to the capabilities of this highly aspirational cohort.

Ashwood High School students achieved Study Scores of 40+ in the following subjects:

- Accounting (With a Perfect Score of 50)
- Art Making and Exhibiting (With a Perfect Score of 50)
- Biology
- Chemistry
- EAL
- English
- Food Studies
- General Mathematics
- Health and Human Development
- History
- Mathematical Methods
- Physics
- Politics
- Psychology
- Specialist Mathematics
- Visual Communication Design.

In 2025, 94% of students enrolled in Year 12 VCE VM were awarded the VCE Vocational Major or Victorian Pathways Certificate. Overall, 90% of graduates applied for further study in 2025.

Additional language support classes were timetabled to address the specific learning needs of VCE International and EAL students to support their language acquisition and achievements across all subject areas. Additional English support classes occurred after school for local students to assist them in achieving their best possible results in the only compulsory VCE subject, English. 68.55% of Year 12 students in 2025 undertook at least one of General Mathematics, Mathematical Methods or Specialist Mathematics, reflecting the high expectations of both Ashwood High School and our students and a focus on successful pathways to high performing universities.

Students on the Program for Students with Disabilities (PSD) were supported to demonstrate learning progress throughout 2025. These supports were facilitated by the PSD Coordinator and Learning Support Staff. Termly Student Support Group (SSG) meetings with students and their families ensured that Individual Education Plans (IEPs) reflected sound goals and strategies to support students' learning progress. Ashwood High School continued to support the transition of PSD funded students to the new Disability Inclusion (DI) Funding Model in 2025.

## Wellbeing

Ashwood High School's research and evidence-based approach to wellbeing and learning is premised on the importance of authentic relationships combined with high expectations and incorporates responsive, tiered and contextualised methods to support student learning, wellbeing and inclusion. Effective use of resources and active partnerships with families/carers, specialist providers and community organisations are engaged to provide responsive support to students.

Our whole school approach for wellbeing; *CREATE* demonstrates the school's innovative and evidence-informed approach to enhancing Curiosity, Relatedness, Empathy, Autonomy, Thankfulness, and Exercise. This framework, aligned with our school's creative ethos, empowers students, staff, and families to create positive wellbeing and provides a common language to discuss and develop a shared understanding of wellbeing in classrooms and across the school program. *CREATE* is embedded in our Tutor Group and Form Group programs at Ashwood High School.

The Mini-School Structure (Middle and Senior) at Ashwood High School supports students' holistic development at targeted age and stages of learning and development, with additional tiered approaches such as Student Support Group Meetings (SSGs) and Individual Education Plans (IEPs) engaged where appropriate to enable the identification of individual needs and the development of agreed strategies, plans of action and goal setting for students in order to achieve excellence, equity and inclusion for every student.

During this period of the school's unprecedented and unparalleled growth and prosperity, school leadership has developed a highly effective and reputable transitions program preparing for the transition of 205 Year 7 students in 2025 from a broad catchment of over 57 feeder primary schools. New students to Ashwood High School in Year 7 have positively endorsed the transition program at the school with 73% of students reporting a positive transition to Ashwood High School in comparison to 66% for similar schools and the State. The mini-school structure, individual course counselling, preparatory programs and provision of individual Careers and Pathways counselling have aided transitions at other year levels across the school with 61% of Ashwood High School students confidently and positively transitioning within the school compared to 58% and 60% of students in similar schools and across the State. Parents have also positively endorsed the highly effective and reputable transition programs at Ashwood High School with 91% of parents recording positive transition experiences for their children compared to 75% and 74% at similar schools and at the State levels.

The mini-school structure in addition to Tutor Group (Years 7-9) and Form Group (Year 10) has also positively influenced student wellbeing and learning by further developing student connectedness to school through connection with an advocate at school; with 59% of Ashwood High School students positively endorsing their connectedness to the school, safety and wellbeing through having an authentic relationship with a staff advocate, compared to 50% at similar schools and across the State. Parents continue to recognise the positive influence that a student advocate at school can have with 90% positively endorsing student connectedness to school, significantly above both similar schools with 81% and the State with 80%.

Fostering student engagement and wellbeing at Ashwood High School is centred on the school's vision of developing a school of high trust focused on students' academic and social outcomes. Student voice, advocacy and agency are strongly encouraged, and student leadership opportunities are numerous and available to students at all year levels. The number of applicants for student leadership positions far exceeded the number of positions available and students are to be

commended for aspiring to develop their leadership skills to support fellow students and benefit the wider community. Student representatives also participate in School Council and the Education Sub-Committee, sharing valuable student insights and voice at these school governance meetings. Students recognise the positive influence student voice through leadership has on their wellbeing and engagement in learning at the school, with 50% of students positively endorsing student voice and agency at Ashwood High School compared to 42% in similar schools and 45% across the State, although there remains some room for growth in this area. Enhancing student voice and agency will continue to be a goal in the Strategic Plan (2023 – 2026). Parents of Ashwood High School strongly endorsed student leadership at the school and the associated benefits such as student voice and agency (84%), school pride and confidence (95%) and confidence and resiliency skills (84%), indicators all significantly above similar schools and the State, in ultimately achieving strong wellbeing and learning outcomes for students.

Regular celebrations to formally recognise student achievement, effort and contributions were held throughout 2025 through events and ceremonies such as the Principal's Awards, School Colours Awards and Presentation Awards. Whole School Assemblies also provided an opportunity to grow pride and achievement and further build a sense of community with 95% of parents positively endorsing school pride and confidence and its influence on student wellbeing at the school, Ashwood High School again rating above similar school and the State measures in this area.

The School is exceptionally proud of the outstanding holistic educational outcomes our students continue to achieve. The students and parents of Ashwood High School also positively endorse the inclusivity of the school, with 78% of Ashwood High School students reporting no experience of bullying in 2025. This statistic supports the school's strong commitment to our *CHOIR* values of Respect and Community. Parent endorsement of the effective management of bullying is also reported as being above that of similar schools and the State at 81%.

## Engagement

Ashwood High School has clear and consistent student management policies, structures and processes that are implemented with consistency and care, with a 'firm but fair' approach to student discipline. Our school community is proud of the exemplary conduct, courtesy and manners demonstrated by Ashwood High School students. Creating a safe and orderly learning environment sets the pre-conditions for quality teaching and learning through positive and respectful relationships. An imperative for the school is the holistic development of each child with a focus on their emotional, physical and intellectual development.

Ashwood High School is a school of high trust. Teachers know, challenge and support students as people and as learners. The Parent Opinion Survey reports that parents have high levels of appreciation for the school's 'Ethos and Environment', with 92% positive endorsement of Ashwood High School.

84% of parents positively endorse 'Student Development', 11% above similar schools and the State and 82% of parents positively endorse 'Student Cognitive Engagement' at the school in comparison with 67% of parents in similar schools and 68% of the State, reflecting the calm, purposeful and inclusive school culture of Ashwood High School. Ashwood High School's core values – 'CHOIR' are central to the school's routines and protocols, impacting upon the school's positive climate for learning and students' positive growth mindset. The development of students' learning dispositions is aligned with shared understandings of the importance of *Community, High Expectations,*

*Optimism* (reflection and resilience), *Innovation* (creativity and sustainability) and *Respect* (for teachers, students, school, and self).

73% of Ashwood High School students also positively endorsed their engagement at the school in 2025, above similar schools by 4% and outperforming the State by 9%. The strong sense of community and connectedness at Ashwood High School is additionally reflected through improvements in our student retention data, with a 5-year average of 68.7%, 15.5% above the State average of 53.2%. Ashwood High School is a school of first choice and students and families are choosing to complete their secondary education with us as they align strongly with our school Vision and *CHOIR* Values and it becomes increasingly obvious, as evidenced by our outstanding academic results, that we provide excellent academic and holistic learning growth for all students with a focus on their emotional, social, physical, and intellectual development.

As a transformed school, Ashwood High School remains future focused. We offer several exciting student wellbeing and leadership initiatives focused on building students' optimism, reflective capabilities, and resilience. In 2024, the *STRIDE* Framework for Sporting Excellence Program - 'Enhancing the Student Culture', 'Four Pillars of a GREAT school' was conceived. The *STRIDE* Framework for Sporting Excellence is a core part of Ashwood High School's commitment to fostering both athletic and academic achievement. This program, aligned with the Four Pillars of the great school, continues to advance through the collaboration of staff, parents and academics from Deakin University's Sports Science Department and will be further refined and implemented, to support our student's holistic growth, in 2026.

Further examples of these initiatives include but are not limited to:

- Ongoing information and guidance to Senior School students (Years 10, 11 and 12) on the characteristics of a good learner, including the expectations of students and key points of contact for ongoing input into the academic, social, and emotional development of students required at this stage of learning
- The development of two mini-schools – Middle (Years 7 to 9) and Senior (Years 10 to 12) to support students' holistic development at a targeted age and stage of their learning and development
- A Student Leadership Structure, aligned with the two mini-schools, increasing student opportunities for leadership experience, enhancing engagement, building pride and achievement and increasing student voice and agency at Ashwood High School
- Tutor Group Program (Years 7 to 9) – a skills-based framework, targeting specific age and stage needs, to support student wellbeing, engagement, and the opportunity to learn skills to support their learning in all areas, both curricular and co-curricular. This includes enterprise skills, cyber safety, self-management skills, ways to support wellbeing and balance, plus much more
- Form Group Program (Year 10) - enabling students in their first year of the Senior School to develop key skills such as organisation, study skills, wellbeing practices and access pathway and careers support to promote holistic learning growth and support VCE Pathways
- Middle School Study Hall to support student learning growth, running twice per week with a core subject focus (English/Humanities/Maths/Science) and Senior School Study Hall running daily after school. Both Study Halls are very well attended with extra help sessions for individual subject areas (e.g., Maths and English) also available to students
- A Student Wellbeing Manager to support the school community via three main domains:- Direct Support - through 1:1 sessions with students- Indirect Support - to assist students, staff, and parents/families with professional guidance, such as strategies to support student learning- Whole

School Planning and Provision - supporting the learning and wellbeing of the school community, through the running of programs to enhance student resilience, enabling them to thrive and be happy

- The development of the Wellbeing Team at Ashwood High School to include: a Student Wellbeing Manager, Mental Health Practitioner and Chaplain to offer tiered support to student cohorts, small group and individual students in addition to supporting staff and parents/families

- A wide range of co-curricular activities available to students at Ashwood High School. These include: Sporting Clubs (Ashwood Premier League, Ashwood Basketball League, Running Club, Badminton Club), Art Club, Debating Club, E-Sports Club, French Club, School Magazine Committee, Student Newsletter Committee, Chess Club, Ashwood 'Unplugged' (Lunchtime Music Concerts), Musical and Drama productions, Interact, Premiers' Reading Challenge and academic competitions. Ashwood High School's co-curricular program now rivals many prestigious Independent schools.

Ashwood High School continues to strengthen from Good to Great, Great to Exceptional as evidenced in the 2022 School Review, with the theme of the current Strategic Plan (2023-2026): Ongoing Growth and Sustained Success. Continued positive engagement with Ashwood High School and strong endorsement of all areas of the school from students, staff, parents and the community has seen student enrolment increase from 325 students in 2015 to 988 in 2025, with numbers projected above 1000 in 2026.

## Financial performance

In 2025, the school's enrolments increased for the tenth consecutive year. Equity Funding was \$157,162 (\$38,347.20 more than 2024). These funds were vital in supporting the school's investment in additional Literacy and Numeracy resources, staffing and learning resources. Grounds allowance enabled our garden contract to continue at a high standard. The Maintenance and Minor Works funds were rapidly absorbed by both routine upkeep and a range of unforeseen maintenance demands as they arose. Significant capital was also directed towards essential infrastructure upgrades across the site. This included the installation of air-conditioning in staff rooms and throughout Building G, improving staff amenity and working conditions. In addition, all bollard lighting outside the administration carpark was replaced to enhance safety and visibility. A comprehensive overhaul of waste management infrastructure was undertaken, involving the removal of outdated bin housing across the site and the installation of new, fit-for-purpose bin and recycling enclosures. These works represented a substantial financial commitment, reflecting both the scale of the upgrades and the necessity of maintaining safe, functional, and contemporary school facilities. Our instrumental program had an increase in funds of \$39,811 from 2024. This assisted with the instrumental staff salaries. Career Education Funding and Jobs, Skills and Pathways Coordination funding has enabled further employment of staff to assist with the growing student population and to provide a very successful program. National Student Wellbeing Program funding was successfully applied for to assist with staffing the program. This funding is available until 2027. 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 purposes for which funding was provided or raised. Through strong leadership and School Council support, the school's financial position is sound.

**For more detailed information regarding our school please visit our website at  
<https://www.ashwood.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 994 students were enrolled at this school in 2025, 407 female and 585 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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




### Parent Satisfaction Summary

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

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	91.9%
	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	77.7%	
	Similar schools	62.9%	
	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	
<b>English Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>93.1%</b>	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>80.2%</b>	

### NAPLAN

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


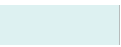




		2025	
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>84.9%</b>	
	Similar schools	83.0%	
	State	65.9%	
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>86.0%</b>	
	Similar schools	79.9%	
	State	62.7%	
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.7%</b>	
	Similar schools	83.5%	
	State	65.6%	
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.5%</b>	
	Similar schools	79.9%	
	State	61.9%	

### 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 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>79.4%</b>	
	Similar schools	78.5%	
	State	74.1%	
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>74.0%</b>	
	Similar schools	76.3%	
	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 VCEC VM students at the School, Similar School, and State level.



		2025	
<b>VCE/VCE VM completion rate</b>	<b>School</b>	<b>99.1%</b>	
	Similar schools	98.6%	
	State	97.2%	
<b>Mean VCE study score</b>	<b>School</b>	<b>32.0</b>	
<b>Total VCE VM students</b>	<b>School</b>	<b>15</b>	

## 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	
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>58.6%</b>	
	Similar schools	49.9%	
	State	49.8%	

		2025	
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>56.1%</b>	
	Similar schools	50.7%	

## ENGAGEMENT


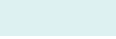

### Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	
% of students exiting to further studies or full-time employment	<b>School</b>	<b>96.7%</b>	
	Similar schools	86.9%	
	State	82.7%	

### Student retention

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

		2025	
<b>Real retention rate</b>	<b>School</b>	<b>73.6%</b>	
	Similar schools	76.8%	
	State	68.8%	







### 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	
<b>Year 7 - 12</b>	<b>School</b>	<b>23.9</b>	
	Similar schools	24.8	
	State	30.2	

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
<b>Year 7</b>	<b>School</b>	<b>90.0%</b>	
<b>Year 8</b>	<b>School</b>	<b>87.0%</b>	
<b>Year 9</b>	<b>School</b>	<b>85.6%</b>	
<b>Year 10</b>	<b>School</b>	<b>85.8%</b>	
<b>Year 11</b>	<b>School</b>	<b>90.4%</b>	
<b>Year 12</b>	<b>School</b>	<b>90.0%</b>	

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 12 March 2026.

Revenue	Actual
Student Resource Package	\$11,626,636
Government Provided DET Grants	\$1,881,813
Government Grants Commonwealth	\$29,753
Government Grants State	\$2,000
Revenue Other	\$110,753
Locally Raised Funds	\$1,314,845
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$14,965,800</b>

Equity	Actual
Equity (Social Disadvantage)	\$81,372
Equity (Catch Up)	\$63,723
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$145,095</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>	\$11,700,688
Adjustments	\$19,820
Books & Publications	\$17,760
Camps/Excursions/Activities	\$403,535
Communication Costs	\$27,492
Consumables	\$242,400
Miscellaneous Expenses <sup>2</sup>	\$110,280
Agency Staff	\$213,914
Professional Development	\$63,385
Equipment/Maintenance/Hire	\$264,552
Property Services	\$502,277
Salaries & Allowances <sup>3</sup>	\$78,885
Support Services	\$367,528

Expenditure	Actual
Trading & Fundraising	\$13,344
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$73
Utilities	\$120,091
<b>Total Operating Expenditure</b>	<b>\$14,146,024</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$819,777</b>
<b>Asset Acquisitions</b>	<b>\$6,841</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	\$2,599,856
Official Account	\$111,052
Other Accounts	\$145,543
<b>Total Funds Available</b>	<b>\$2,856,452</b>

Financial Commitments	Actual
Operating Reserve	\$404,253
Other Recurrent Expenditure	\$60
Provision Accounts	\$0
Funds Received in Advance	\$145,656
School Based Programs	\$232,279
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$197,539
Repayable to the Department	\$316,800
Asset/Equipment Replacement < 12 months	\$11,178
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$31,099
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,538,862</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.*