

2025 Annual Report to the School Community

School Name: Lalor Secondary College (7985)



- 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 24 April 2026 at 08:21 AM by Corey Jewell (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 24 April 2026 at 08:21 AM by Corey Jewell (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

Since 1963, Lalor Secondary College, a Year 7 – 12 co-educational school has serviced the communities of Lalor, Thomastown and Epping. The college is located in a residential area north of Melbourne in the City of Whittlesea. The College is located in close proximity to RMIT, La Trobe University, Melbourne Polytechnic and the Whittlesea TECH school. The school is a partner school of the Whittlesea TECH school and has close relationships with each of the Tertiary Education institutions. The College values of Caring, Cooperation, Achievement, Honesty and Pride promote the cultural diversity of the student population which is drawn predominantly from the local neighbourhood areas. Enrolment figures for 2024 were 1140 students. The student population is characterised by a high proportion of Camps, Sport and Excursion Funding (CSEF) recipients and 54% of students had English as an additional language. Approximately 44 different nationalities among the students leads to a culturally and linguistically diverse group of learners. Our learning programs are enriched by drawing on the range and number of cultures and backgrounds represented among the students. Student achievement and engagement is similar to like group schools and retention is high. The VCE and VCE / VM program offers extensive subject choice leading to a high VCE completion rate. The Lalor Secondary College Vision is to be a vibrant school where learning is valued and students empowered to become lifelong responsible learners, where the varying talents of students and staff are recognised and celebrated and where excellence and efforts are rewarded. The Lalor Secondary College Mission is for community to acknowledge the ability and right of all students to learn and to experience success. Where all students are encouraged and challenged to reach their full potential and provide students and staff with a safe and nurturing environment. The school has the following staffing profile - Teachers & Tutors - 99 (Not including Principal Class, Leading Teachers and Learning Specialist), Education Support Staff - 33 (not including the Business Manager), Teacher Aides - 11. The Leadership Profile is the following - Principal, three Assistant Principals, eight Leading Teachers, four Learning Specialists and the Business Manager – FTE – 136.48

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school continues to see significant improvements across a range of areas including academic achievement, student culture and leadership, extra-curricular opportunities and involvement, as well as the quality and consistency within teaching being delivered by our staff.

2025 was the 3rd year of the Lalor Secondary College 4-year Strategic Plan. Over the first 3 years the school community has seen a significant staff response to the areas of challenge identified as part of the whole school review. This has led to visible and tangible changes to the school program that can be directly attributed to the work of everyone across the college. In 2025 these included the following:

Embed the Assessment Reforms - this includes the ongoing use and construction of developmental rubrics, the embedding of the Year 7 to 10 assessment schedules and the number and type of assessment used.

The development and use of the LSC Implementation Map providing a common tool for all staff to use when developing the teaching and learning programs of the college.

The continued use of data by leaders and teachers to respond to the learning needs of students across the college via the agreed Professional Learning Community structure

A consistent focus on Literacy to address the learning needs of our students.

The consistent implementation of the LSC Instructional Model providing for more consistency in teaching practice across all classrooms

Development of the LSC Engagement Framework

Initiate community engagement programs to bring parents into the college

Implement the Victorian Teaching and Learning Model 2.0 (VTLM 2.0)

At the end of 2025 the school trialled teaching the LSC Instructional Model to a group of year 7 students to increase the capacity of the students to understand what they are meant to be doing during a lesson. This would enable them to locate themselves within the IM to increase student agency within the classroom. The pre and post data saw positive impact of the trial with the intention of expanding this initiative to all students in 2026.

Wellbeing

The 2025 Annual Implementation Plan continued placing Wellbeing equally alongside Teaching and Learning with a clear focus on building learner agency strategies to empower student engagement and wellbeing. This led to the Lalor Secondary College Engagement Framework being created and shared to all staff for feedback and review. The engagement team structures were reviewed and the job descriptions altered to better meet the intention of the positions and focus of the team. The development of a whole school engagement calendar has led to better planning and coordination between teams and events.

The percentage of endorsement on Sense of Connectedness as reported in the student Attitude to School Survey for the school was 55.2% which was an increase from the 52.1% result in 2024. This result was significantly higher than the Similar Schools result of 47.8% and the 2025 State average result of 49.8%.

The percentage of endorsement on Management of Bullying as reported in the student Attitude to School Survey for the school was 52.3% which is higher than the 2024 result of 50.7%. The result was higher than the Similar Schools result of 49.3% and State average result of 50.8%.

The Attitude to School Survey results indicate that our students continue to be mostly positive about the college. The school climate continues to remain positive which is reinforced by the data listed above and led by the students of the college. The embedded and well communicated student engagement and support processes recently reviewed with a Trauma Informed Practice lens means there is consistency in the messaging provided to students around school and classroom expectations. This leads to a fair system that is understood by all members of our community. The engagement framework focus has led to increased consistency from teachers for classroom structures and routines.

Engagement

The average attendance rate across the school was 84.8%, with the highest rate of 88% attendance at Year 7, and the lowest of 82% attendance at Year 9. This result is slightly lower than the previous year. The average number of student absent days was 30.1 in 2025. This result remains lower than the 2025 state average of 30.2 and of similar schools which was 32.8. The 'Average Number of Student Absence Days' continues to be consistently better than the state and similar school averages.

At Lalor Secondary College absences are managed according to the DE guidelines with regular contact via multiple mediums in line with the Lalor Secondary College Student Engagement policy. The school's Student Management structures are well resourced and focus on students with low attendance with a dedicated attendance officer to address students with consistent absence. The school's engagement team continues to establish programs that connect students to the college and increase their willingness to attend school.

The school's real retention data shows that 82.7% percent of students remain at the school through to Year 10 which is around 2% higher than the 2024 result. This is significantly higher than the state percentage result of 68.8% and is above similar schools which was 71.6%. The school has developed an excellent student led culture through the schools' consistent processes, as well as the embedding of well-being and leadership programs that support students to create a school that they would like to attend and be a part of. There is strong messaging through an assembly structure linked to the Engagement Framework that communicates high expectations for all year levels and a sense of opportunity and optimism as part of a successful school. The curriculum is varied and engaging and provides multiple pathway options for students meaning they are satisfied with the choices they continue to have through the year levels. The start up programs continue to evolve to meet the needs of all year levels across the college, with more time being put into what it means to be a successful member of our community.

In 2025 the percentage of students completing the VCE / VCEVM program was 95.1%. This is lower than the State result of 97.2% and the Similar school result of 96.4%. While the data is slightly lower than the state and similar school results the percentage is still encouraging with a low non-completion rate. This can be partly attributed to the well-resourced Pathways team including the Careers Advisor and Student Management teams who work hard to ensure appropriate and engaging pathways are provided to our students.

Other highlights from the school year

The school completed the second year of its commitment to the Refugee Education Support Program. As part of the program the school implemented the identified areas of improvement for student enrolments and transitions into the college.

The school implemented a community engagement project titled Cook and Connect that invited parents new to Australia into the school allowing a greater connection to be developed. This also helped the school to better understand the needs of our community.

This work was highlighted through the World Refugee Day program that celebrated the EAL and refugee students of our college and highlighted their connection to each other and the college.

Financial performance

The school remained in surplus for the 11th straight year, however the building costs experienced over the past 3 years has impacted the schools overall financial position.

The hire agreement with the Whittlesea Basketball Association remains in place and will provide a significant income stream for 2026 with the venue hired for 7 days of the week over 40 weeks. The one hirer has made this arrangement more manageable and reduced the time required by the Business Manager.

The equity funding continues to support additional Maths staff allowing intervention for our foundation maths students. It also provides the funds to manage our school supplied lap top program.

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

PERFORMANCE SUMMARY

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 1,142 students were enrolled at this school in 2025, 555 female and 586 male. 49% 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 **High**.

Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	83.8%	
	Similar schools	70.6%	
	State	74.1%	

School Staff Survey

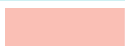
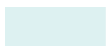
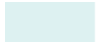
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	49.2%	
	Similar schools	55.0%	
	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	78.4%	
	Similar schools	65.6%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	65.0%	
	Similar schools	58.7%	
	State	70.5%	

NAPLAN

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

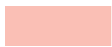
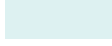
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	53.8%		58.3%
	Similar schools	57.4%		57.5%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	53.1%		49.7%
	Similar schools	54.2%		51.5%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	59.0%		54.0%
	Similar schools	55.6%		53.0%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	47.3%		45.7%
	Similar schools	50.2%		48.5%
	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	68.7%	
	Similar schools	73.3%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	64.4%	
	Similar schools	71.8%	
	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	95.1%		96.5%
	Similar schools	96.4%		96.0%
	State	97.2%		96.9%
Mean VCE study score	School	25.6		NDA
Total VCE VM students	School	21		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	55.2%		53.1%
	Similar schools	47.8%		45.7%
	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	52.3%		50.9%
	Similar schools	49.3%		46.9%
	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	76.1%		87.2%
	Similar schools	80.1%		80.2%
	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	82.7%		81.0%
	Similar schools	71.6%		72.9%
	State	68.8%		68.7%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Year 7 - 12	School	30.1		27.5
	Similar schools	32.8		31.8
	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	87.6%	
Year 8	School	85.7%	
Year 9	School	82.0%	
Year 10	School	83.0%	
Year 11	School	86.3%	
Year 12	School	84.2%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$14,656,107
Government Provided DET Grants	\$2,546,383
Government Grants Commonwealth	\$0
Government Grants State	\$2,100
Revenue Other	\$42,511
Locally Raised Funds	\$647,340
Capital Grants	\$0
Total Operating Revenue	\$17,894,441

Equity	Actual
Equity (Social Disadvantage)	\$1,560,144
Equity (Catch Up)	\$189,921
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$1,750,065

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

Expenditure	Actual
Student Resource Package ¹	\$14,807,078
Adjustments	\$0
Books & Publications	\$2,371
Camps/Excursions/Activities	\$376,903
Communication Costs	\$43,484
Consumables	\$347,628
Miscellaneous Expenses ²	\$409,196
Agency Staff	\$112,278
Professional Development	\$74,724
Equipment/Maintenance/Hire	\$521,965
Property Services	\$323,558
Salaries & Allowances ³	\$463,766
Support Services	\$81,982

Expenditure	Actual
Trading & Fundraising	\$21,355
Motor Vehicle Expenses	\$6,801
Travel & Subsistence	\$2,503
Utilities	\$174,245
Total Operating Expenditure	\$17,769,836
Net Operating Surplus/-Deficit	\$124,605
Asset Acquisitions	\$11,980

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	\$498,973
Official Account	\$26,249
Other Accounts	\$7,902
Total Funds Available	\$533,124

Financial Commitments	Actual
Operating Reserve	\$493,793
Other Recurrent Expenditure	(\$16)
Provision Accounts	\$0
Funds Received in Advance	\$110,309
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	\$130,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$65,000
Total Financial Commitments	\$799,086

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.