

2025 Annual Report to the School Community

School Name: Carwatha College P-12 (5435)



- 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 12 March 2026 at 10:36 AM by Patrick Mulcahy (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 12 March 2026 at 10:39 AM by Patrick Mulcahy (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.

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

Carwatha College P-12 is a vibrant educational institution that prioritises providing a quality education and fostering a supportive environment for its diverse student population. **Carwatha College P-12** is a co-educational institution catering to students from Preparatory to Year 12, with approximately 680 students from over 67 different nationalities. It is in Noble Park North and is experiencing significant growth in student numbers over the past 3 years due to its reputation in the local community as an outstanding educational provider.

Staffing: In 2025, the College had 84.5 equivalent full-time staff, including Principal Class members, teachers, and education support staff. This indicates a commitment to maintaining a robust team to support student learning and wellbeing.

Educational Philosophy: The College emphasises high expectations and multiple pathways for student success. It prioritises the academic progress and wellbeing of every student, with a focus on developing positive relationships and creating a safe, caring, and stimulating environment for learning and personal growth.

Motto and Values: The motto "Learning Together" reflects the College's belief in maintaining positive relationships between students, teachers, and parents/carers. The values of Respect, Commitment, Teamwork, and Excellence guide the college community in achieving the best possible outcomes for all students.

Programs and Activities: Beyond the classroom, Carwatha College offers a wide range of programs and activities to develop important life skills, explore interests, and build leadership capacity. This includes initiatives such as the Soccer Academy and the SEE Program for high achieving students. The Learning House structure allows students to experience a sense of connectedness, and it is through this model that additional programs and initiatives are delivered. Students are supported with a pathway that suits their individual needs in both Primary and Secondary.

Flexibility and Growth: Increased enrolments have allowed for greater flexibility in staffing and curriculum, while maintaining a sense of community and belonging. The College has been expanding its range of programs to meet the diverse needs of its student body.

Overall, Carwatha College P-12 is committed to providing a holistic educational experience that empowers students to achieve their full potential academically, socially, and personally.

Progress towards strategic goals, student outcomes and student engagement

Learning

Carwatha College P 12's achievements reflect a strong commitment to academic excellence, effective teaching practices, and student success. Carwatha College P-12 fosters a culture of high achievement and continuous improvement.

The College has taken a comprehensive approach towards achieving academic excellence and supporting all students, including those with diverse needs. Here are some key highlights of our achievements from 2025.

NAPLAN Performance: NAPLAN results further validate the effectiveness of teaching and learning programs at Carwatha College P-12. Performing significantly above similar schools in 15 of the 16 areas assessed. Our Naplan Growth data was above state in 5 out of the 6 areas measured indicating the outstanding teaching and learning programs happening across the school. This data reflects a holistic approach to teaching and learning that caters for individual student needs.

Data-Informed Teaching and Learning: Analysing data to inform teaching practices and tailor instruction to individual student needs is crucial for academic success. Our commitment to using data for differentiation, benchmarking, and moderation across all year levels demonstrates a proactive approach to addressing student needs effectively.

Emphasis on Literacy and Numeracy: The strong emphasis on strengthening literacy and numeracy teaching across the college ensures that our teaching and learning programs are providing our students with consistent high expectations and a solid foundation in developing essential skills that will set our students up for success in all subject areas.

Data Conversations: The implementation of Data Conversations has provided staff with the opportunity to reflect on their data and strengthen their teaching practices. Meeting with a member of the Leadership Team each term provided teachers with valuable feedback and mentoring which helped to develop a culture of high expectations and effective teaching and learning programs. They have influenced the overall improvement of our students.

Dedicated Support Team: The efforts of the team of aides in supporting our funded students and ensuring accessibility to schoolwork for all students is vital for creating an inclusive learning environment where every student feels valued and supported.

Overall, Carwatha College P-12's holistic approach to education, data-driven practices, and inclusive support programs are contributing to the success and well-being of all students

Wellbeing

Carwatha College P 12 places a strong emphasis on student wellbeing and creating a positive and supportive environment for its students. Our school demonstrates excellence in student

wellbeing, consistently achieving above state average results in student wellbeing outcomes. Some of the highlights include:

Positive School Culture: The school prides itself on fostering positive relationships and ensuring that students feel happy, safe, and engaged. This is reflected in the results of the Attitudes to School Survey (AtoSS), where the school scores above the state average for Sense of Connectedness and the Management of Bullying for all year levels.

House System and Home Group Structure: The Carwatha College P-12 House system, which runs from Prep through to Year 12, enhances student connectedness to the school. Having the same teacher support and mentor students throughout secondary school contributes significantly to students' sense of belonging and support.

Wellbeing Team: Carwatha College has a dedicated Wellbeing team consisting of professionals such as a School Chaplain, Secondary School First Aide Officer, Youth Worker, Social Worker, and a Visiting Psychologist. This team brings a wealth of experience and expertise to support the wellbeing of all students across the college.

Transition Programs: The Kinder-Prep and Year 6-7 transition programs support student wellbeing and learning outcomes. A thorough transition program enables students to feel comfortable and enables school staff to understand the unique needs of every learner.

Engagement

Carwatha College takes pride in its student engagement and connection to the school, supported by various programs. The college adheres to a whole-school approach to student engagement and management, centred around our core values: **Respect, Commitment, Teamwork, and Excellence**. Teachers invest time in understanding their students to cater to their individual needs, fostering positive relationships within the school community. This commitment is further bolstered by an extensive extracurricular program.

Notably, Carwatha College boasts impressive student attendance rates and retention, surpassing both the state average and similar schools. In response to the sense of connectedness and targeted approach to supporting students, the College retention of students from Year 7 to Year 10 is recorded at 83.4%, compared to the state at 72.6%.

Over the past four years, the average number of absence days for Years 7 to 12 students was 24.7 days, significantly lower than the four-year averages of similar schools (32 days) and the state (29.4 days).

Efforts to improve the attendance rates for Prep to Year 6 students over the past four years have been successful, with Carwatha Prep – Year 6 student absences now below state average. Carwatha students in Grades Prep-Year 6 now miss 3.7 less days per year than similar schools. This increased school attendance and engagement has led to better learning and wellbeing outcomes.

Financial performance

Whilst there is a deficit reported, it has been budgeted for, and the College has plans going forward to minimise it and manage it into the future. We have continued to manage our staffing profile as a means of managing our deficit going forward. We have the cash reserves to manage this deficit. Throughout 2024 and 2025, resources were allocated effectively to achieve our goals. Government grants and local funds were used to finance improvements in resources and facilities. The school will continue to seek extra funding through applications for grants as appropriate. We will also continue to ensure that money is kept in reserve to enable large capital investments such as bus replacement, equipment replacement and unexpected costs.

**For more detailed information regarding our school please visit our website at
<https://www.carwatha.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 679 students were enrolled at this school in 2025, 356 female and 323 male. 44% had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **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	80.8%	
	Similar schools	67.8%	
	State	70.6%	

School Staff Survey


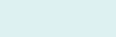










The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	66.8%	
	Similar schools	58.1%	
	State	59.8%	

LEARNING


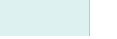


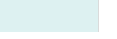


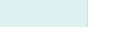

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	78.7%	
	Similar schools	77.0%	
	State	86.3%	
English Year 7 - 10 % of students at or above age expected standards	School	60.3%	
	Similar schools	63.5%	
	State	74.9%	
Mathematics Prep - 6 % of students at or above age expected standards	School	68.3%	
	Similar schools	71.9%	
	State	84.2%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	58.2%	
	Similar schools	57.3%	
	State	70.5%	

NAPLAN

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

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	70.8%		77.1%
	Similar schools	58.7%		56.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	67.9%		76.2%
	Similar schools	64.7%		65.0%
	State	73.9%		74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	68.9%		66.0%
	Similar schools	57.0%		56.1%
	State	65.9%		65.7%

		2025	3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	63.8%	62.6%
	Similar schools	52.8%	50.4%
	State	62.7%	61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%	73.9%
	Similar schools	52.3%	51.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	53.6%	55.0%
	Similar schools	55.6%	54.5%
	State	69.1%	68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	61.0%	62.5%
	Similar schools	54.6%	51.5%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	55.2%	56.5%
	Similar schools	49.1%	46.6%
	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 3 to 5 % of students High or Medium relative growth	School	77.3%
	Similar schools	73.2%
	State	74.7%
Reading Year 5 to 7 % of students High or Medium relative growth	School	77.1%
	Similar schools	69.8%
	State	71.9%

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	73.5%	
	Similar schools	72.3%	
	State	74.1%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	77.3%	
	Similar schools	73.5%	
	State	74.0%	
Numeracy Year 5 to 7 % of students High or Medium relative growth	School	79.2%	
	Similar schools	69.5%	
	State	72.2%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	72.0%	
	Similar schools	71.7%	
	State	73.5%	

Victorian Senior Secondary Certificate

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







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

		2025		3-year average
VCE/VCE VM completion rate	School	98.4%		95.6%
	Similar schools	95.8%		95.3%
	State	97.2%		96.9%
Mean VCE study score	School	27.1		NDA
Total VCE VM students	School	8		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 4 to 6 % positive endorsement	School	80.8%		82.5%
	Similar schools	79.2%		78.8%
	State	77.1%		77.3%
Years 7 to 12 % positive endorsement	School	61.0%		62.1%
	Similar schools	49.1%		46.0%
	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 4 to 6 % positive endorsement	School	79.1%		81.8%
	Similar schools	79.0%		77.8%
	State	76.4%		75.8%
Years 7 to 12 % positive endorsement	School	58.2%		59.8%
	Similar schools	52.0%		48.7%
	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	75.8%	<div style="width: 75.8%;"></div>	81.5%
	Similar schools	79.2%	<div style="width: 79.2%;"></div>	78.4%
	State	81.5%	<div style="width: 81.5%;"></div>	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	71.9%	<div style="width: 71.9%;"></div>	77.9%
	Similar schools	70.4%	<div style="width: 70.4%;"></div>	71.0%
	State	68.8%	<div style="width: 68.8%;"></div>	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
Prep - 6	School	21.3	<div style="width: 21.3%;"></div>	21.1
	Similar schools	24.2	<div style="width: 24.2%;"></div>	24.8
	State	21.5	<div style="width: 21.5%;"></div>	21.7
Year 7 - 12	School	25.4	<div style="width: 25.4%;"></div>	24.7
	Similar schools	33.1	<div style="width: 33.1%;"></div>	32.1
	State	30.2	<div style="width: 30.2%;"></div>	29.4

Attendance rate

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

		2025	
Prep	School	85.1%	<div style="width: 85.1%;"></div>
Year 1	School	88.4%	<div style="width: 88.4%;"></div>

			2025
Year 2	School	87.5%	
Year 3	School	89.2%	
Year 4	School	91.7%	
Year 5	School	90.3%	
Year 6	School	90.1%	
Year 7	School	88.9%	
Year 8	School	85.8%	
Year 9	School	89.1%	
Year 10	School	86.4%	
Year 11	School	85.8%	
Year 12	School	87.0%	

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	\$8,829,446
Government Provided DET Grants	\$2,299,591
Government Grants Commonwealth	\$14,887
Government Grants State	\$8,766
Revenue Other	\$222,546
Locally Raised Funds	\$450,409
Capital Grants	\$0
Total Operating Revenue	\$11,825,645

Equity	Actual
Equity (Social Disadvantage)	\$794,068
Equity (Catch Up)	\$34,986
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$829,054

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

Expenditure	Actual
Student Resource Package ¹	\$9,158,473
Adjustments	\$0
Books & Publications	\$6,769
Camps/Excursions/Activities	\$269,188
Communication Costs	\$9,598
Consumables	\$127,939
Miscellaneous Expenses ²	\$72,040
Agency Staff	\$281,307
Professional Development	\$34,179
Equipment/Maintenance/Hire	\$135,993
Property Services	\$191,913
Salaries & Allowances ³	\$297,265
Support Services	\$684,646

Expenditure	Actual
Trading & Fundraising	\$22,726
Motor Vehicle Expenses	\$11,661
Travel & Subsistence	\$6,526
Utilities	\$109,785
Total Operating Expenditure	\$11,420,008
Net Operating Surplus/-Deficit	\$405,638
Asset Acquisitions	\$73,000

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	\$2,093,977
Official Account	\$91,212
Other Accounts	\$0
Total Funds Available	\$2,185,189

Financial Commitments	Actual
Operating Reserve	\$376,922
Other Recurrent Expenditure	\$11,430
Provision Accounts	\$6,536
Funds Received in Advance	\$154,917
School Based Programs	\$142,028
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$21,398
Repayable to the Department	\$470,000
Asset/Equipment Replacement < 12 months	\$86,367
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$331,809
Asset/Equipment Replacement > 12 months	\$333,761
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$250,000
Total Financial Commitments	\$2,185,169

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.