

About Our School

School context

Roxburgh College is located in the outer north of Melbourne, operating as a Year 7 to 12 school with programs delivered through Middle Years (Years 7-9) and Later Years (Years 10-12). The College also has a Flexible Learning Opportunity (FLO) campus, The Gateway School, which interfaces with The Department of Justice and various community agencies, as well as the main Roxburgh College campus. Our enrolments at the Roxburgh Park campus in 2025 was 1027 students and the Gateway School, based in the Broadmeadows Town Centre, catered for 38 students in 2025. We continue to have up to 10% more boys than girls within our cohort. We retained a high teacher ratio to further enhance our learning intervention programs, including the continuing delivery of our Tutor Learner Initiative program in 2025 as well as the Middle Years Literacy and Numeracy program. In all, our students were guided through their learning journey by 181.16 (FTE) as a combination of Central and Local payroll.

Respect, Learn and Achieve remain our three pillars at Roxburgh College, and are what we strive for within our diverse community. 867 (83%) of our students are from a non-English-speaking background, with 595 (57%) students born in Australia. The majority of our non-English background students are from Arabic speaking countries and have been in Australia for less than 10 years. The school historically has accepted enrolments of new arrivals, which includes refugees and asylum seekers.

The College continues to work productively to support our school community, delivering an extensive choice of programs and maximizing academic achievement for each student. In 2025 we provided many opportunities for students to maintain personal wellbeing with mental health support on the increase. Whilst much of our work in 2025 was centred on growing our students' literacy and numeracy standards, attention was also provided to supporting our school community through parent groups and the commencement of parent classes.

We have well established, specialist facilities including: a Trade Skill Centre, a double-court Gymnasium and Performing Arts Auditorium to help optimize learning opportunities for our students. In 2025 our Middle Years learning structure at Years 7, 8 and 9 offered a broad, comprehensive and inclusive curriculum, which creates the foundation in the Later Years to deliver an extensive range of VCE and Vocational studies across all Learning Domains. In 2025 we further enhanced our pastoral care program as well as monitoring students at risk of falling behind with their learning. We have enhanced our Disability Inclusion team, documenting best practice, and with the assistance of the Regional EIL, defining support processes to use across Year 7 - 12 as well as structuring professional development to deliver to upskill all staff. Our student services team has grown in number and this has allowed us to provide some outreach support to families struggling to manage emotionally and financially.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 we continued to have a collective focus on improving student outcomes, implementing structures and processes to help profile our students, identifying their point of need. Our use of evidence-based data, including student voice, helped monitor students' learning progress, as well as inform the professional learning needs of staff to guide next steps of our improvement journey. We have also consolidated our preservice teacher placements, establishing a solid partnership with La Trobe University through the Nexus program, which helped with our staffing needs moving to 2026.

In domain based and year level-based PLCs, staff collaborated through an inquiry cycle that interrogated a range of data and evidence of student learning. Our collective efficacy and strong team collaboration helped enhance the selection of key strategies, including continuing our strong focus on reading strategies across the curriculum. Teachers continued to implement High Impact Teaching Strategies (HITS) and we commenced work on VTLM2.0. Our five-week teaching phase offered timely feedback, including reflection, and supported the student involvement in our continuous reporting process. We continue to capture authentic student voice and allow opportunities for student agency, to inform teacher practice, including the use of Pivot and AToSS surveys. In 2025 our weekly PLC meetings contributed to a school culture, where 'all staff learn together to build their capacity in a collaborative and supportive environment.' The approach helped engage staff in sharing responsibility and contributing towards meeting the AiP goals.

Our Leadership Group and School Improvement Team, including Domain Leaders, Learning Specialists and Leading Teachers, communicated the Department's and our school vision and values to nurture a culture underpinned by trust and embrace a strong moral purpose for all students to grow and achieve. We continued our commitment to active participation in Communities of Practice (CoP) and engaged key experts to broaden our breadth and depth of educational thought and best practice. Learning from one another, through in-house and external professional development assists in building staff capacity. We believe that students must be provided opportunities to give feedback to teachers and the school. Our student leaders conducted surveys, which they presented to staff and at School Council. We had an effective and enthusiastic Changemakers (SRC) group, who delivered professional development events for both our student cohorts and teachers via the Teach the Teacher program. Staff welcome and acknowledge student involvement in decision-making in the school and student feedback to improve teaching and learning.

In 2025 we continued our work to help empower students and build school pride, resilience and attachment, living our school mission, vision and values statements. Despite facing some challenges with respect to student behaviour and engagement, our efforts remained focused on improving student wellbeing and making school a safe place. We displayed gratitude through internal and external acknowledgement of success at award presentations conducted by students.

With many of our families being from non-English speaking backgrounds, we are pleased that in 2025 we were able to maintain parent/carer participation and contribution, to increase stakeholder buy-in to school policies and procedures. Parent group meetings, supported by our skilled MEAs were a regular occurrence, which guarantees inclusion and helps to address cultural and

language barriers. Parent community engagement is at 74%, which is above the state average of 67%.

Endorsement of school climate by staff was 49%, which is lower than the State average of 59%, which is something for us to address in 2026. Overall student outcomes, as defined through Teacher Judgement in English and Mathematics, were below the State and Similar Schools average in both English and Mathematics, but our mathematics teacher judgements for students at or above age expected standards from year 7 to 10 jumped from 42.7% in 2024 to 48.5% in 2025. The NAPLAN results are consistent with our Teacher Judgement, which were strongly guided by agreed diagnostic testing, namely PAT and DIBELS testing. Work continues in trying to lift literacy and numeracy levels and in particular year 9 numeracy levels which remain significantly lower than the state average with only 27.3% of our year 9 students in the Strong or Exceeding proficiencies for numeracy. However, this is an increase of 3.5% from 2024. We have also decreased the percentage of students in the Needs Additional Support category by 8% in year 9 numeracy.

In 2025 our EAL cohort of students, maintained high participation in learning with their attendance 19% higher than non-EAL students. Last year we supported 53.1 funded students through PSD and disability inclusion via the allocation of specialist classroom support. We have also continued to support many extra students with additional learning needs via our inclusion program. We continued the employment of three speech pathologists who lead our language support program at years 7-9. We are pleased with the 94.3% satisfactory completion rate in VCE and VCE/VM, which is slightly below the state average. Our school mean study score was 23.1 and 97.9% were successful in transitioning to further education and training or employment. 49 students successfully completed the VCE-VM and 19 students were awarded the VPC. The school continues to work strategically to create resourced pathways that meet the needs, interest and aspirations of our diverse school community are having a positive impact on our successful completion rates. We continue to grow our VET program provision with 90% of our Year 12 cohort undertaking a VET.

Wellbeing

The system uses a measure of connectedness as an important indicator of student wellbeing. students' Sense of Connectedness to their education in Year 7 to 12 was at 45%, up from 43%, which is an increase for the second year in a row. The State average is 50%. This outcome continues to raise concern as School Connectedness aligns with retention, transition and students' growing propensity to attain success to their learning. In 2025 we had a continued interest and participation in the Head Start program at Year 10, 11 and 12. We have a well embedded Career Education Program (CEP) for our senior students, resulting in strong Student Pathways and Transitions outcomes.

In 2025 our students confirm that the college needs to do more in managing incidents of bullying with a percentage 42% agreeing that bullying interventions are effective compared to the State average of 51%. This was an increase from 41% last year. In 2025 we continued our work to enhance student wellbeing through modelling and encouraging respectful dialogue with students. Our whole school CONNECT program has further supported student wellbeing and connectedness to school. Programs such as: Respectful Relationships, and the Berry Street Education Model continue to help us shape student dispositions.

Engagement

Our student attendance data continues to be of concern with our student absences at year 7 to 12 recorded at 42.18 absence days. We are concerned with the attendance levels at Year 8, 9 and Year 10 where we face a higher risk of disengagement from school. The Year 12 attendance was slightly lower in 2025. We have continued to try and lift attendance through immediate communication with parent/carers when the student is absent to ensure their wellbeing and their return to school is timely. Our male students continue to be, on average, absent from school more often than our female students. In 2025 we continued to target engagement programs for male students in trying to address this problem and decrease their absence levels. Long term absences, typically taken for travel, through family choice, has increased. Effort was placed on informing our school community of the impact of long-term school absences, as well as system expectations. We have worked to maximise improving attendance by continuing to use nudge letters, regular phone calls and text messages and employing an extra person in the attendance space. Our attendance remains a critical aspect of our GPA with trends being monitored on a term cycle, with data being reviewed and actioned on an individual basis. We continue to have allocated three Attendance Officers whose work has reduced the unexplained absences. This together with tightened processes did not result in decreasing absenteeism. Our continued commitment to implement Berry Street Education Model strategies aligns with FISO 2.0 in balancing our commitment and efforts to educate the whole learner, maintaining a focus on student wellbeing, engagement and performance.

Other highlights from the school year

In 2025 we enhanced our commitment to delivering a comprehensive and consistent teaching and learning program focused on the learning growth of all students. We continued to embrace a teaching and learning culture nurtured through strong school and system collaboration, geared to gain maximum involvement of staff, including the broader system stakeholders. Our continuing investment in PLCs was a key factor that allowed for the further embedding of a school culture of shared, consistent, inclusive practice, monitored and evaluated with fidelity, to help determine the next steps. As part of the year level PLCs, we launched the SWPBS matrix to allow for explicit teaching of positive learning behaviours in an effort to create a calm and orderly learning environment. Our catch-up and intervention effort was also greatly enhanced by the consolidation of a skilled team of tutors that was proactive and well-resourced in tailoring literacy and numeracy learning interventions for targeted students. With many more students involved in intervention programs, we redeveloped our IEP process across the college in readiness for 2026 to provide more meaningful plans with achievable cross curricular goals. We continued our practice of managing student pathways that were enhanced through our CEP interviews and career action plans for all students. In 2025 once again, our Changemakers student team regularly delivered guidance and opinion, including professional development for staff and students acting as agents of change. The effective use of data has supported staff in developing and monitoring set goals and engage in a deeper, richer narrative of the learning cycle. We have increased the capacity of our literacy, numeracy and wellbeing leaders via professional development. In 2025, we reintroduced our school production. We have continued to improve our ACE program, which is an

internal Flexible Learning Option for disengaged year 8 and 9 students and have increased our involvement with our local primary school via our Learning to Lead program at year 9. We conducted all day events for year 9-12 students, targeting wellbeing and student guidance, in relation to future pathways. We had a successful awards afternoon and Valedictory Night; both well attended by students and their families.

Financial performance

In 2025, the College continued to maintain a significant cash positive financial position to support the projected high credit deficit for the 2025 to 2027 periods, so that the delivery of student support programs over an extended timeline can be sustained. The school incurred a significant CRT cost, along with increases to consumables, utilities, property services and camps and excursions expenditure. We continue to run a large local payroll of approximately \$850,000. Equity funding continues to facilitate the delivery of student support programs such as Homework Club, First Nation Educator, Speech Pathologists, additional Multicultural Aides and student support personnel. The College continued to invest heavily in staff professional development centred on learning and wellbeing. We have a significant financial commitment to the Berry Street Education Model training for all staff. We continued to employ a staff wellbeing clinician, to monitor and support staff wellbeing, as well as engage additional Learning Specialists to coach and mentor staff with developmental management and best practice to guide self and students. Property leasing costs for our Gateway School continued to be inflated in 2025, with investigations continuing around the development of an alternative school operation site.

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

