2025 Annual Report to the School Community

School Name: Baden Powell P-9 College (5315)

- 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 27 March 2026 at 08:24 AM by Vicki Minton (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 March 2026 at 08:24 AM by Vicki Minton (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)
- 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

Baden Powell College is a multi-campus educational institution located in the vibrant City of Wyndham, dedicated to fostering academic excellence and nurturing the unique potential of each student. With two campuses, the Derrimut Heath Campus in Hoppers Crossing, catering to primary students, and the Tarneit Campus serving students from Prep to Year Nine, we provide a comprehensive educational experience that supports holistic development.

Vision
Baden Powell College is dedicated to fostering academic excellence, nurturing social-emotional growth, and unlocking each individual student's unique potential.

Mission - *Empowering minds. Nurturing hearts*

Educational Philosophy
Rooted in the core values of **Respect, Endeavour, Integrity, and Resilience**, our educational approach emphasises the importance of a supportive and respectful environment. We believe that true growth extends beyond academics, and we strive to create an atmosphere that promotes lifelong learning, self-discovery, and personal development.

Curriculum and Teaching
We pride ourselves on offering a broad, innovative, and differentiated curriculum designed to meet the diverse needs of our students. Our commitment to a safe and friendly school environment prioritises both academic achievement and social development. We invest in building the capacity of our staff, ensuring consistency and excellence in education.

Collaboration and Continuous Improvement
Collaboration is key to our success. Our teams work seamlessly together, leveraging diverse perspectives to enhance the learning experience. We foster a culture of coaching and continuous improvement among our dedicated staff, supported by a robust professional development program that keeps our educators at the forefront of innovative teaching practices.

Community and Inclusivity
Baden Powell College is home to over 800 students, representing a rich tapestry of cultures, experiences, and abilities. Our inclusive environment celebrates diversity and promotes a strong sense of belonging. Our dedicated team includes a College Principal, Assistant Principals, Leading Teachers, Learning Specialists, a Mental Health Practitioner, and a Counsellor, ensuring that every student is supported in their educational journey.

Campuses:

· **Derrimut Heath Campus (P-6)**: Located on Sycamore Street, Hoppers Crossing, this campus caters to primary school students.

· **Tarneit Campus (P-9)**: Situated on Baden Powell Drive, Tarneit, this campus serves students from Prep to Year Nine.

At Baden Powell College, we are dedicated to creating an enriching educational environment where students can thrive academically, socially, and emotionally, preparing them to contribute positively to the world around them.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Baden Powell P–9 College continued to strengthen its focus on maximising learning growth for every student through the implementation of the priorities outlined in the Annual Implementation Plan. A key focus throughout the year was building greater consistency in teaching practice across the college while strengthening staff capability to use data and assessment practices to inform teaching and improve student outcomes.

Professional Learning Teams (PLTs) remained central to this work, providing a structured forum for staff to collaboratively analyse student learning data, review teaching strategies, and plan differentiated learning experiences. The continued use of data walls and the “Faces on Data” approach supported teachers to visually track student progress and identify students requiring targeted support or extension. This strengthened the college’s capacity to respond to student learning needs in a timely and strategic way.

Professional learning was carefully aligned with the college’s instructional model and focused on improving teacher capability in areas such as explicit instruction, differentiation, and small group teaching. Coaching and mentoring opportunities continued to support teachers to refine their instructional practice and embed agreed teaching strategies within their classrooms. This work contributed to greater consistency in lesson structure, learning intentions and success criteria across the school.

Assessment practices were also strengthened through the continued development of staff data literacy. Teachers were supported to analyse multiple sources of student achievement data, including Victorian Curriculum teacher judgements and NAPLAN results, to inform planning and targeted intervention. The systematic use of assessment data enabled teachers to better monitor student growth and ensure that learning programs were responsive to the needs of all learners.

Overall, the work undertaken in 2025 strengthened the college’s approach to data-informed teaching and learning. By continuing to embed consistent instructional practices and improving staff capability in assessment and differentiation, Baden Powell P–9 College has further strengthened its capacity to support sustained learning growth for every student.

Wellbeing

In 2025, Baden Powell P–9 College continued to prioritise student wellbeing through a strong focus on embedding consistent practices that support students’ inclusion, health and emotional development. The college worked to further refine its wellbeing framework to ensure all students had access to the support structures necessary to thrive both socially and academically.

A key focus throughout the year was strengthening the consistent use of social and emotional regulation strategies across all classrooms. Practices such as Ready to Learn (RTL) plans, the Behaviour Regulator and Berry Street Education Model strategies were further embedded into daily classroom routines. These approaches supported students to develop greater emotional awareness, self-regulation and readiness for learning.

The college also continued to strengthen processes for identifying and supporting students who required additional adjustments. Individual Education Plans (IEPs), Behaviour Support Plans (BSPs) and Safety Plans were developed and reviewed in collaboration with staff, students and families to ensure that supports were tailored to individual student needs. Professional learning for staff supported the development of SMART goals and strengthened the consistency of educational adjustments across the college.

Support structures such as the Wellbeing Room and counselling services continued to play an important role in providing targeted assistance for students experiencing social, emotional or behavioural challenges. The use of these supports was carefully monitored to ensure students received timely and appropriate interventions. In addition, social skills programs were implemented to support students in developing positive peer relationships and strengthening their capacity to manage social situations.

Building staff capacity remained a key priority throughout the year. Professional learning opportunities supported staff to deepen their understanding of inclusive practices and strengthen their ability to respond to student wellbeing needs in the classroom.

Overall, the work undertaken in 2025 has continued to strengthen Baden Powell College's inclusive and supportive learning environment. By refining wellbeing practices and building staff capability, the college has further embedded a culture where all students feel supported, respected and able to engage positively in their learning.

Engagement

In 2025, Baden Powell P–9 College maintained a strong focus on strengthening student engagement by fostering a positive climate for learning and building strong relationships across the school community. Through a range of targeted initiatives, the college worked to ensure that students felt connected to their school, motivated to attend, and actively involved in their learning.

Attendance remained a key area of focus throughout the year. Attendance data was closely monitored to identify patterns of absence and enable early intervention where required. Leaders worked closely with staff and families to address attendance concerns and promote the importance of regular school attendance. These efforts contributed to continued improvement in attendance rates across both the primary and secondary years.

The college also continued to embed consistent behaviour management practices to support a calm, orderly and respectful learning environment. The Behaviour Regulator and merit badge recognition system remained important elements of this work, reinforcing positive behaviour and recognising students' achievements. These systems supported the development of clear behavioural expectations and contributed to a positive culture of respect across the school.

Berry Street Education Model strategies and Real Schools approaches continued to be integrated into classroom practice, supporting teachers to build positive relationships with students and create safe, supportive learning environments. These approaches emphasised relational teaching

practices and consistent language when responding to behaviour, helping to strengthen student engagement and connectedness.

The college also worked to strengthen partnerships with families and the broader community. Communication with parents and carers remained a priority, supporting greater parent participation and involvement in school life. These partnerships played an important role in supporting student engagement and ensuring a collaborative approach to student success.

Overall, 2025 saw continued progress in strengthening student engagement at Baden Powell P–9 College. Through a focus on attendance, positive behaviour, and strong relationships, the college has continued to build a learning environment where students feel connected, supported and motivated to participate fully in their education.

Other highlights from the school year

In 2025, Baden Powell College continued to build on the strong sense of unity established across both campuses. The shared structures, aligned practices, and whole college events that have become embedded in our culture ensured that students, staff, and families continued to experience a connected and cohesive college community.

Students from both campuses once again came together for a wide range of engaging experiences, including camps, excursions, athletics carnivals, and whole-school community events. These opportunities not only enriched student learning but also strengthened relationships, house spirit, and a shared sense of belonging across the College.

A significant highlight of 2025 was the celebration of student voice and talent through our concert performances. Students in Years 3–6 showcased their learning, confidence, and creativity in a vibrant whole-school concert, demonstrating the depth of talent and teamwork across the middle and upper years. Our youngest learners also shone brightly during the Prep to Year 2 end-of-year concert, held in the courtyard, which provided a joyful and intimate celebration for families to share in their children’s growth and achievements.

These events, along with our ongoing whole-school initiatives, continue to reinforce our commitment to connection, celebration, and community pride. We are proud of the opportunities provided for our students and grateful for the strong partnership we share with our families as we continue strengthening our unified college community.

Financial performance

Baden Powell College continues to maintain a strong and stable financial position, operating with a responsible surplus that enables ongoing investment in initiatives that directly support student learning and enhance our school environments.

Throughout 2025, the School Council has prioritised improvements to our facilities and resources across both campuses. Replacement shade sails have been installed to ensure safe and usable

outdoor spaces for students, and continued enhancements to buildings and grounds remain a key focus as we work to provide high-quality learning environments.

Investment has also been made in classroom resources, including new bookcases and updated classroom furniture, supporting organised, flexible, and engaging learning spaces. To further strengthen teaching and learning, iPads have been provided for teaching staff to enhance instructional practice, collaboration, and access to digital resources. Additionally, a new photocopier lease has been secured to ensure reliable and efficient access to essential school operations.

In 2025, our new Before and After School Care provider, ‘Their Care’, commenced operations, ensuring continuity of service and high-quality support for our families.

Through careful financial stewardship and strategic decision-making, Baden Powell College remains well positioned to continue improving facilities, strengthening teaching and learning resources, and supporting our school community.

For more detailed information regarding our school please visit our website at https://www.bpc.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 824 students were enrolled at this school in 2025, 385 female and 439 male. 53% 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 **Medium**.

Parent Satisfaction Summary

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

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**60.0%**
	Similar schools	72.0%
	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**	**62.5%**
	Similar schools	63.2%
	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**	**77.5%**
	Similar schools	81.3%
	State	86.3%
English Year 7 - 10 % of students at or above age expected standards	**School**	**75.1%**
	Similar schools	65.4%
	State	74.9%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**78.6%**
	Similar schools	78.2%
	State	84.2%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**49.8%**
	Similar schools	57.7%
	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**	**48.8%**	**49.2%**
	Similar schools	62.2%	63.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**59.1%**	**64.0%**
	Similar schools	68.6%	70.2%
	State	73.9%	74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**65.6%**	**61.1%**
	Similar schools	60.9%	61.4%
	State	65.9%	65.7%

		2025	3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**65.2%**	**46.3%**
	Similar schools	60.6%	55.0%
	State	62.7%	61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**41.7%**	**48.3%**
	Similar schools	55.7%	56.5%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**52.1%**	**52.6%**
	Similar schools	62.1%	61.5%
	State	69.1%	68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**59.1%**	**54.4%**
	Similar schools	57.8%	58.3%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**62.1%**	**50.0%**
	Similar schools	56.9%	52.9%
	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**	**65.1%**
	Similar schools	73.0%
	State	74.7%
Reading Year 5 to 7 % of students High or Medium relative growth	**School**	**74.1%**
	Similar schools	70.2%
	State	71.9%

		2025
Reading Year 7 to 9 % of students High or Medium relative growth	**School**	**74.6%**
	Similar schools	75.7%
	State	74.1%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**52.4%**
	Similar schools	73.8%
	State	74.0%
Numeracy Year 5 to 7 % of students High or Medium relative growth	**School**	**75.5%**
	Similar schools	70.7%
	State	72.2%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**74.2%**
	Similar schools	74.9%
	State	73.5%

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**	**60.4%**	**63.0%**
	Similar schools	76.8%	75.9%
	State	77.1%	77.3%
Years 7 to 12 % positive endorsement	**School**	**30.8%**	**32.9%**
	Similar schools	54.8%	50.8%
	State	50.3%	48.1%

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**	**60.7%**	**58.5%**
	Similar schools	75.1%	72.9%
	State	76.4%	75.8%
Years 7 to 12 % positive endorsement	**School**	**28.4%**	**26.6%**
	Similar schools	56.7%	52.2%
	State	50.2%	47.6%

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**	**100.0%**	**98.7%**
	Similar schools	76.6%	74.8%
	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**	**0.0%**	**0.0%**
	Similar schools	57.0%	58.0%
	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
Prep - 6	**School**	**29.9**	**29.6**
	Similar schools	23.6	24.1
	State	21.5	21.7
Year 7 - 12	**School**	**33.9**	**36.3**
	Similar schools	36.3	36.9
	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
Prep	**School**	**85.3%**
Year 1	**School**	**80.7%**

		2025	
Year 2	School	84.4%	
Year 3	School	85.4%	
Year 4	School	85.3%	
Year 5	School	86.9%	
Year 6	School	84.7%	
Year 7	School	85.3%	
Year 8	School	82.1%	
Year 9	School	81.2%	

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	$10,649,178
Government Provided DET Grants	$1,690,486
Government Grants Commonwealth	$25,406
Government Grants State	$0
Revenue Other	$54,038
Locally Raised Funds	$322,070
Capital Grants	$0
Total Operating Revenue	**$12,741,178**

Equity	**Actual**
Equity (Social Disadvantage)	$473,922
Equity (Catch Up)	$47,480
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$521,402**

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

Expenditure	**Actual**
Student Resource Package[1]	$10,192,720
Adjustments	$0
Books & Publications	$722
Camps/Excursions/Activities	$132,511
Communication Costs	$14,082
Consumables	$118,630
Miscellaneous Expenses[2]	$51,199
Agency Staff	$413,054
Professional Development	$57,631
Equipment/Maintenance/Hire	$356,484
Property Services	$270,825
Salaries & Allowances[3]	$61,617
Support Services	$267,424

Expenditure	Actual
Trading & Fundraising	$28,505
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$153,435
Total Operating Expenditure	**$12,118,838**
Net Operating Surplus/-Deficit	**$622,340**
Asset Acquisitions	**$50,140**

[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	$832,755
Official Account	$210,290
Other Accounts	$0
Total Funds Available	**$1,043,045**

Financial Commitments	Actual
Operating Reserve	$321,020
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$192,894
School Based Programs	$31,381
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$71,000
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$616,295**

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.