



Billanook College



BILLANOOK COLLEGE LTD [ABN 37 005 705 555]

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2025

2025

Principal's Report

Our Annual Report aims to provide an understanding of our Billanook College Community. Billanook values the individual and provides every opportunity to support personal development for each member of our Community. This report provides an insight to the achievements of our students, Staff, Community and operations during 2025. Of importance are our key indicators of success, including student learning outcomes, post school destinations, our financial performance and the development and support provided to our Staff.

The Report also acts as a record of compliance and provides information on School performance as required under the Australian Education Act (2013) and in accordance with the Victorian Registration and Qualifications Authority (VRQA) guidelines.

The Billanook College Community is substantial and varied with over 700 families contributing to the total enrolment of 954 students as of December 2025. The Billanook Alumni now comprises over 9000 past students and is a vibrant and active body.

The continuing success of our Simplified Fee Model and the continuing recognition of the quality of the education provided by the College has contributed to continued strong enrolment growth through 2025. As a result, we have limited places available within the College.

This year saw the completion of Stage 2 of our new Primary School, that being the construction of the Primary Hub which will house Specialist Classrooms, students in Years 1 and 2 and Staff facilities to cater for the growing Primary School. These capital works are testament to the growth in the Primary School and will be great additions to the fabric of the College.

The hard work, commitment and dedication of our Staff and Community, along with strong financial outcomes has enabled the College to continue to provide a superior offering for families, whilst planning for the future development of the School.

Roger Oates

PRINCIPAL

The Billanook College Community is substantial and varied with over 700 families contributing to the total enrolment of 954 students as of December 2025.

Governance

Billanook College Ltd is a public company limited by guarantee and its nine Directors form the College Board, which provides the overall governance of the School and sets the strategic direction. Operational matters are delegated to the Principal.

College Leadership

The School is managed on a daily basis by the College Leadership Team, which comprised the following members in 2025:

Roger Oates	Principal
Belinda Vertriest	Deputy Principal
Tony Sheppard	Chief Financial Officer
Travis Parker	Head of Teaching and Learning (Secondary)
Lucy Lyford	Head of Senior School
Nick Owen	Head of Middle School
Georgina Mullarvey	Head of Primary School

Year 12 Learning Outcomes

AND POST SECONDARY DESTINATIONS

2025 VCE RESULTS

In 2025, 18% of Year 12 students achieved an ATAR of 90 or above, which places them in the top 10% of the State. 41% of Year 12 students achieved an ATAR of 80 or above, which places them in the top 20% of the State.

100% of Year 12 students attained a Year 12 VCE Certificate, including our first Vocational Major qualification.

VCE RESULTS SUMMARY	2025	2024	2023
Students with an ATAR of 90 and above	18%	10%	25%
Students with an ATAR of 80 and above	41%	35%	57%
Individual Study score of 40 and above	10%	7%	13%
Students attained a Year 12 Certificate/ equivalent VET qualification	100%	100%	100%

Perfect Scores (Study Score of 50)

There was one perfect study score achieved in the following subject:

- Outdoor and Environmental Studies

The Dux for 2025 was **Mingrun (Rachel) Lyu**, with an ATAR of **99.20**



Listed below are the study scores attained for individual subjects which are greater than 45 and greater than 40. A study score of 30 is considered to be the State average, with a score of 50 being the highest score:

SCORES OF 40 AND 45 AND ABOVE	2025	2024	2023
Number of students	92	94	63
% of 45+ Study scores	2.2%	1.7%	2.6%
% of 40+ Study scores	9.7%	7.0%	12.5%

ATAR (Australian Tertiary Admissions Rank) Data by Range (%)

ATAR RANGE	2025	2024	2023
95+	9.0%	4.3%	15.9%
90+	18.0%	9.6%	25.4%
80+	41.0%	35.1%	57.1%
70+	59.0%	57.5%	76.2%
60+	87.0%	81.9%	84.1%
50+	97.0%	93.6%	96.8%
40+	100.0%	97.9%	96.8%
30+	100.0%	100.0%	100.0%
TOTAL number	100.0%	100.0%	100.0%

Median ATAR

YEAR	2025	2024	2023
Median ATAR	76.1	73.3	81.7
TOTAL number	100.0	100.0	100.0

Summary of Key Data

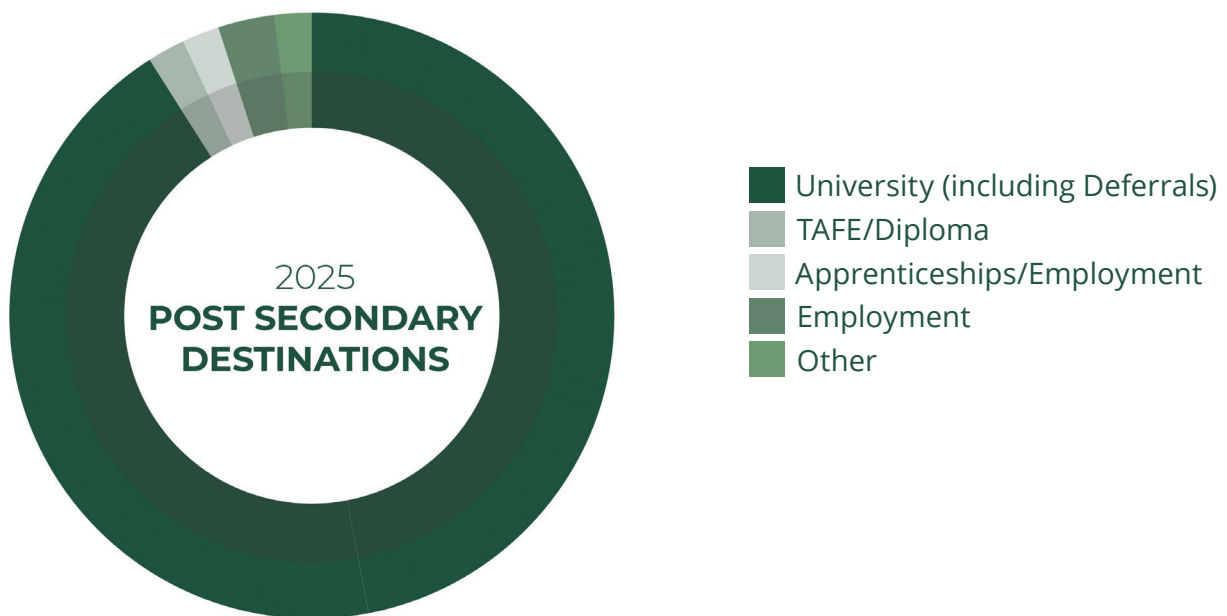
STATISTICS	2025	2024	2023
Count	92	94	63
Mean	75.4	72.3	78.8
Standard Deviation	14.2	14.3	15.1
Maximum ATAR	99.2	96.3	99.5
Minimum ATAR	43.0	37.4	30.9
Male Average	71.7	70.8	79.4
Female Average	79.0	74.1	79.1

Post Secondary Destinations

The College prides itself on providing a quality and well-rounded education for young adults.

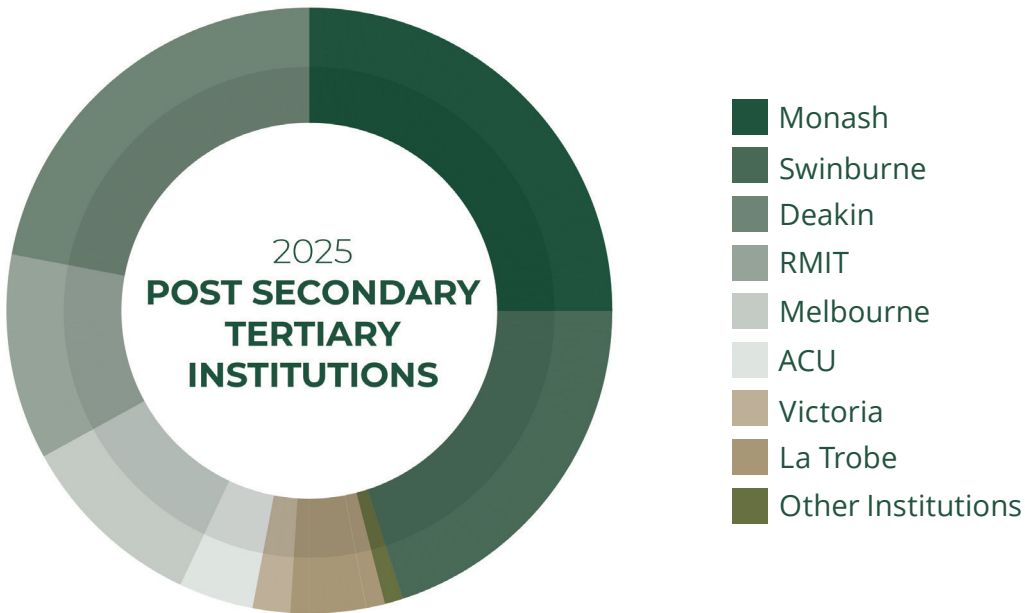
In 2025, all students who aspired to a tertiary pathway were successful in receiving an offer. This equated to 91% of the cohort, and the remaining 9% successfully transitioned into apprenticeships, direct employment, or enlisted in the Australian Defence Force (ADF).

Of particular note, the first VCE VM graduate has commenced an apprenticeship within the electrical industry, marking an important milestone for the program and highlighting the strength of vocational pathways for the Billanook Community.



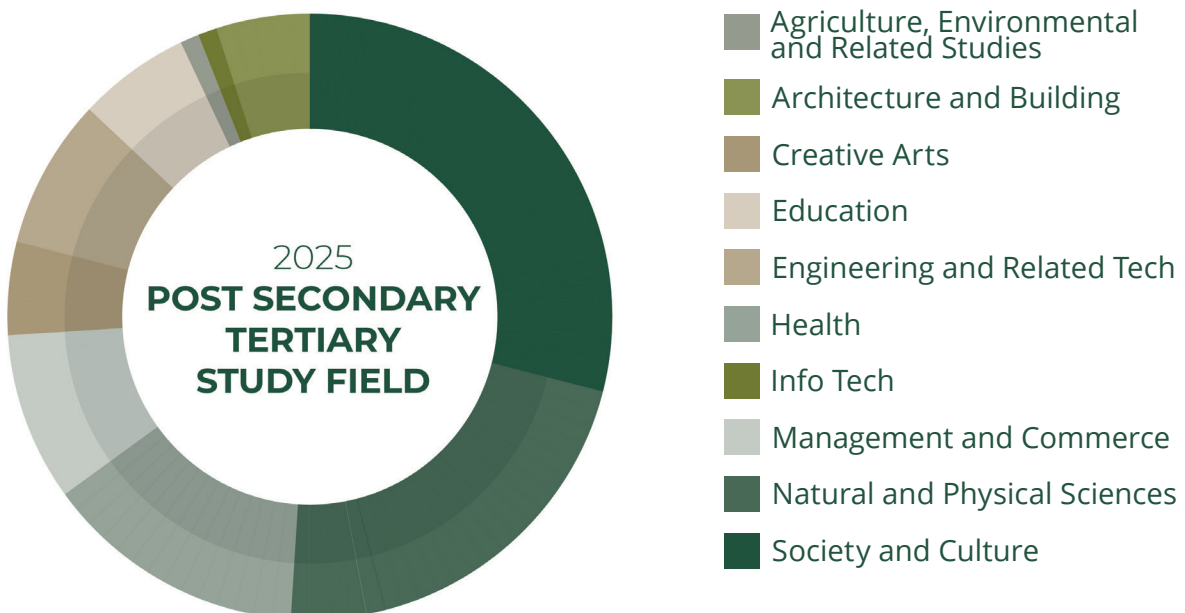
Offers by Tertiary Institution

In relation to provider trends for the Class of 2025, Monash University emerged as the most preferred tertiary provider. This represents a notable shift from previous years, in which Deakin University had historically been the dominant choice among students.



Offers by Occupational Groups

Of those students who pursued tertiary study, 5% of the cohort received offers into Law degrees, while 8% were accepted into Nursing and Health Science programs. Additionally, there was growth in pathways into Science courses, growing to 22% of the cohort (over 10% higher than the class of 2024).



Student Learning Outcomes

National Assessment Program Literacy and Numeracy (NAPLAN) (Standard Assessment) Reports

Education Ministers have agreed that NAPLAN test results will be reported using proficiency standards from 2023 onwards. Achievement in NAPLAN is now reported against proficiency levels instead of the previous numerical NAPLAN bands.

NAPLAN results for 2025 - showing the average student results

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	428	445	423	452	451
Year 5	519	485	486	499	507
Year 7	582	571	550	567	577
Year 9	609	614	586	601	613

NAPLAN results for 2024 - showing the average student results

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	429	442	396	423	434
Year 5	509	476	449	493	478
Year 7	572	558	537	553	565
Year 9	595	594	570	577	581

NAPLAN results for 2023 - showing the average student results

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	403	418	423	409	418
Year 5	511	488	494	494	501
Year 7	584	564	550	566	570
Year 9	596	582	566	573	585

Student Attendance at School

The average student attendance rates for 2025 were:

Prep	92.29%	Year 7	91.27%
Year 1	92.69%	Year 8	91.36%
Year 2	90.56%	Year 9	89.85%
Year 3	90.43%	Year 10	90.63%
Year 4	92.09%	Year 11	95.39%
Year 5	90.18%	Year 12	96.64%
Year 6	90.20%		

The College records and checks student attendances daily, a process managed by the relevant School office. Additionally, teachers mark the student roll in each class and any absences or changes to attendance are noted.

In relation to non-attendance, parents of absent students are required to contact the attendance phone line by 10.00am on the day of absence. Parents are contacted via SMS text if there is an unexplained absence and this enquiry is followed up until a parental response is received.

Child Safety

Billanook College is committed to promoting and protecting the interests and safety of children, and to ensuring that those people who care for our students act in their best interests and take all reasonable steps to provide a safe and secure School environment. We have zero tolerance for child abuse. The College has dedicated extensive resources and training to ensuring we are compliant with the mandatory Child Safe Standards implemented by the Victorian Government in 2016 and updated in 2022.

The College will continue to work with our Staff, students, parents and the wider School community to promote and enhance the importance and understanding of the child safe program we have developed, to provide the safest and most supportive learning and living environment for the children and young people under our care.

In 2025 the College maintained its strong focus on promoting a culture of child safety within the School. Our child safety programs are regularly reviewed to verify our ongoing compliance with the Standards and to continuously promote a culture of child safety at Billanook. Staff training in child safety is an annual compliance expectation and the College conducted training sessions for current and new Staff during the year.

Finances

Sources of income and expenditure for 2025



- Fees
- Government Grants
- Sundry



- Employee Expenses
- Administration Expenses
- Curriculum Expenses
- Depreciation and Amortisation Expenses

The audited 2025 Annual Financial Report for Billanook College is available through the ACNC (Australian Charities and Not for Profits Commission).

Parent, Student and Teacher Satisfaction

Billanook College is very proud of its 'open door policy' with parent involvement being encouraged. The Friends of Billanook Association meets regularly during term time and provides one of a number of avenues for parents to express their level of satisfaction. The School maintains communication with its community through its website and publications such as the Harvest year book and regular electronic newsletters and correspondence. In addition, parents have access to School programs and student progress and activities through the College's intranet MyConnect. Information evenings and parent forums are held throughout the year and our Marketing and Community Relations department maintain a close working relationship with our current parents and our Past Student Association.

The College undertakes regular surveys of our current and exiting students, parents and Staff which provides valuable feedback and identifies ways for the School to continue to aspire to deliver a unique, high quality experience. The survey results also enable us to acknowledge and celebrate the many positive impacts we have on our community members during their time with us.

The College operates a wide range of support programs that provide students with opportunities to develop skills for life, including those related to coping with difficult situations, resilience, effective communication, risk-taking and conflict resolution. The College gathers data (both anecdotal, formative and summative) from a wide range of programs and the vast majority of students indicate satisfaction with regard to their feelings of belonging and safety within the College environment.

Communication with our staff members is free and open, with scheduled meetings conducted regularly. Professional development days provide opportunities to Staff for the sharing and absorbing of new advances in teaching and learning. Informal feedback from teachers and discussions with Learning Leaders, Heads of Year and other members of the College Leadership Team indicates Staff were generally satisfied in all areas of our School, particularly in terms of relationships, Staff morale, School operations, work roles and work value and recognition.

Staffing

In 2025 Billanook College employed 133.69 full time equivalent Staff; 86.1 teaching staff and 47.59 support staff. There were no Indigenous or Torres Strait Islander Staff employed at the College during the year.

All teaching staff at Billanook College hold the qualifications and accreditations required in Victoria, including current registration with the Victorian Institute of Teachers (VIT).

Staff Participation in Professional Learning

Components of the Professional Learning Program

The Professional Learning Program encompassed a wide range of structured activities for both teaching and support staff:

- **Teaching Staff Professional Growth Model:** Teaching staff participated in thoughtful self-reflection and strategic goal setting, supported by confidential consultations with the Deputy Principal. Staff identified and attended workshops, seminars and accessed resources that aligned with their professional aspirations.
- **Support Staff Professional Growth Model:** In its second year, support staff critically reviewed their professional objectives and received guidance from the Chief Financial Officer. Staff were supported in selecting and participating in relevant professional learning activities that addressed their development needs.
- **Online Learning and Conferences:** Staff engaged in a variety of internally and externally delivered online courses, seminars and conferences, broadening their access to current knowledge and innovative practices.
- **Collegial, In-person Professional Development:** Many Staff participated in face-to-face courses, seminars, workshops and conferences, fostering collaborative learning and the sharing of expertise.
- **Professional Learning Week – June 2025:** In June, a dedicated Professional Learning Week focused on the Craft of Teaching, bringing together all sub-schools in a collective learning experience.

Staff Wellbeing in PL Week

- During Professional Learning Week, both teaching and support staff actively participated in and led a variety of wellbeing activities designed to foster peer support and strengthen community engagement. Initiatives included bushwalking and yoga sessions, which were open to all Staff. To mark the conclusion of Term 2, every teaching and support staff member received a three-minute massage, recognising their dedication and promoting a culture of holistic wellbeing throughout the organisation.

External Engagement and Regulatory Compliance

- **External Presenters, Workshops, and Training:** During Commencement Week (January) and Professional Learning Week (July), Staff attended sessions focused on the integration of Artificial Intelligence in education.
- **Accreditation and Compliance Training:** Throughout 2025, Staff participated in compliance-focused professional learning, maintaining their credentials and fulfilling regulatory obligations.

Knowledge Sharing and Individual Responsibility

Following externally attended professional learning sessions, Staff shared key insights with their respective Learning Areas, strengthening a culture of collective expertise. All Staff contributed to their ongoing professional growth, which included attending external courses outside school hours and engaging with relevant professional literature.



Billanook College

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