

2025 Annual Report to the School Community

School Name: Melbourne High School (8025)



- 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 17 March 2026 at 11:32 AM by Anthony Mordini (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 19 March 2026 at 08:20 PM by Anthony Mordini (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
 - 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

Melbourne High School (MHS) is located in South Yarra, within the City of Stonnington. The school's story begins in 1854 with the establishment of the National Model School. In 1905, Melbourne High School became the Continuation School and was proclaimed the first state secondary school in Victoria. MHS is guided by the educational philosophy of **More Than Just Marks**, reflecting our shared belief that a well-rounded, liberal education equips students for all aspects of their future lives. The school motto, **Honour the Work**, speaks to our students' commitment to applying themselves in the pursuit of demanding and socially responsible goals—during their time at school and well beyond.

Our values of respect, integrity, courage and compassion sit at the heart of our community and underpin everything we do.

The school comprise four main buildings that support teaching, learning and student life. The Twenties Building includes classrooms, staff rooms and a multipurpose hall. The Nineties Building includes the school gym, pool, music department and classrooms. The Round Building comprises classrooms, staff offices and the Facilities Manager's office. The Arts Building consists of specialty arts studios, including a darkroom and theatre performance space. In addition, the school has sporting facilities including an oval, two basketball courts, two netball/tennis courts, and a hockey field (with attached stands and kiosk).

The school had 1402 students enrolled in 2025. The Student Family Occupation (SFO) category was identified as LOW, indicating a low level of socio-economic disadvantage. The 2025 MHS staffing profile included a Principal, four Assistant Principals, seven Leading Teachers and five Learning Specialists. In total there were 165 teaching staff, including a school nurse and a Mental Health Practitioner. The school also employs coaches and instrumental music teachers who support the extensive co-curricular and extracurricular programs. Melbourne High School provides an approved curriculum for selective-entry, high-ability students. The school has developed several programs to enhance wellbeing and offers a rich extracurricular program that supports the diversity of its student cohort. MHS also has an outdoor education facility at Millgrove (63km east of Melbourne) that includes a dormitory, kitchen and ropes courses.

Progress towards strategic goals, student outcomes and student engagement

Learning

One of Melbourne High School's four-year strategic goals is to maximise the learning growth of every student. In 2025, this priority was advanced through a range of targeted initiatives. Professional Learning Communities (PLCs) remained the primary mechanism through which staff analysed learning data, developed interventions, and refined practice. Through PLCs, staff

explored pedagogies suited to high-ability learners and strengthened classroom practice in alignment with the school's instructional model. Collaboration was further supported by allocating additional, dedicated time for staff working parties. Significant work was also undertaken to review the Year 9 and Year 10 curriculum. Curriculum offerings for 2026 and beyond in the pre-VCE years were updated to ensure alignment with the Victorian Curriculum 2.0 and to further engage and challenge learners. As part of these changes, a range of VCE Units 1 & 2 Arts and Humanities subjects will be available to Year 10 students. Several of these initiatives will have whole-school impacts, including adjustments to bell times and the introduction of a Connect program across all year levels. The Connect Program will cover a range of personal and professional development activities including activities related to Departmental priorities related to Consent Education and Careers Education.

Overall academic achievement remained outstanding, with NAPLAN and VCE results among the highest in the state. PAT testing was introduced in Years 9 and 10 to broaden the data available to identify and support students with specific learning needs.

Wellbeing

In 2025, Melbourne High School continued to strengthen its focus on providing a safe, inclusive and well-connected learning environment. Guided by the school's strategic priorities and a clear commitment to student wellbeing, the year saw whole-school practices further embedded to support positive mental health and to help every student feel supported, known and valued. Wellbeing remained a shared responsibility across the school, with staff working together to build a culture where help-seeking, respectful relationships and student voice are welcomed and encouraged. Proactive case management remained a central part of the school's approach.

Wellbeing staff worked closely with Student Learning Coordinators, Heads of Sub-School and Principal Class to coordinate support for students with higher needs. This collaborative model enabled consistent monitoring, timely interventions and clear communication between wellbeing and teaching staff. The team also continued to develop Individual Learning Plans for students who benefited from tailored adjustments. Child safety was a clear priority throughout the year. The school updated all child safety-related policies to align with current legislation and best practice, and conducted a School Safety Survey to better understand student experiences and identify areas for continued improvement. Planning also continued for the introduction of the Connect program in 2026, which will embed the Respectful Relationships curriculum and further strengthen connections between students and staff across all year levels.

Staff capability was further strengthened through an increased uptake of Mental Health First Aid training, facilitated by the wellbeing team. This contributed to greater staff confidence in having timely, supportive and meaningful wellbeing conversations with students. Student voice and inclusion continued to grow, with the Student Wellbeing and Advocacy Group delivering a range of wellbeing activities across the year. The Pride Group was also revitalised after a post-COVID hiatus, with strong engagement from both students and staff. The wellbeing team remained stable and well-resourced, welcoming a new Mental Health Practitioner and continuing as a cohesive team of four psychologists and counsellors.

Engagement

Throughout 2025, the school maintained high attendance (averaging over 90%) and strong engagement. As a selective entry high school, students are typically highly motivated: they want to be at school, and they want to do well. This enthusiasm is evident well beyond the classroom. Students led and participated in more than 40 groups, including the Political Interest Group, Chinese Culture Club, Robotics Club, Chess Club and Entrepreneurs Club. The school also offered over 40 music ensembles, Army and Air Force cadets, and more than a dozen sports through State Schools Victoria competitions, as well as state and national events. The school is proud of the strong results achieved in these competitions. In 2025, MHS students competed nationally in chess, cricket and rowing, and internationally in robotics and water polo. The school's strong arts program continued to flourish, producing a play and a musical each year with its sister school, MacRobertson Girls' High School. The two schools also came together for other joint arts activities, including the Winter Concert and the annual Jazz Night. Students were actively encouraged to participate in co-curricular and extracurricular opportunities, and their commitment was clear in the many students arriving before school or staying after school to take part. These experiences support academic engagement and contribute positively to health outcomes and overall mental wellbeing through sustained physical and creative activity.

Other highlights from the school year

The school offers a comprehensive co-curricular and enrichment program. Four languages are taught through to Year 12, French, German, Indonesian and Japanese, and each is supported by a corresponding cultural exchange program. An environmental sustainability group works in conjunction with grounds staff to support initiatives that maintain the gardens and recreational spaces and promote sustainable practices. Camps are an integral part of the Junior School experience, with each Junior School class spending a week at the School's Outdoor Education Centre. During this program, students participate in a range of physical and personal development activities designed to strengthen peer connections and build confidence and social skills.

There were many highlights in 2025. MHS travelled to Adelaide High School for the Prefects Cup and won. MHS hosted North Sydney Boys High School for the Crawford Shield, which MHS retained. House sport was highly successful, with whole-school involvement across 18 sports and Forrest House named overall winners. Across the year, MHS competed in 21 sports (intermediate and senior levels) through School Sport Victoria and additional co-curricular competitions, resulting in multiple state champions and medallists. Students also represented MHS at interstate and international level, including Water Polo (Trans-Tasman competition, Auckland, New Zealand), Volleyball (National competition, Gold Coast) and Cricket (5 High competition, Adelaide).

The Robotics Club won both the state and national competitions in the senior division and travelled to Brazil for the International competition, receiving the community award for outstanding sportsmanship. MHS also collaborated with MacRobertson Girls' High School to present the musical "The Pirates of Penzance", which was an outstanding success.

Financial performance

Throughout 2025, the School managed its finances in line with Department of Education policies, maintaining strong internal controls and clear segregation of duties across budgeting, banking, procurement and expenditure. The Student Resource Package (SRP) income was aligned to enrolments with credit funding applied to staffing costs. Locally raised funds remained essential, with parent contributions through the Building Fund, Library Fund and curriculum contributions supporting enhanced learning programs. Total revenue for the year increased by approximately 6%, while expenditure rose by 9%, reflecting program delivery costs and broader operational pressures. The School recorded a net cash operating deficit of \$637,000, primarily driven by significant property related expenditure. Key investments included our heritage building repairs, classroom refurbishments for outdated classrooms, a new bus for our Millgrove outdoor education facility, upgraded air-conditioning in the N Building, and new electronic security gates across our various entrances to ensure our students and staff enjoy a safe and secure learning environment. At year end, the School held \$3,252,076 in total funds, with \$1,983,447 committed. The remaining balance enabled the School to meet its required operating reserve of \$1,210,028. In 2026, the School will focus on controlling maintenance spending and prioritising strategic investment to support long term financial sustainability.

**For more detailed information regarding our school please visit our website at
<https://mhs.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 1,407 students were enrolled at this school in 2025, NDA female and 1,407 male. 62% had English as an additional language and NDA 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 **Low**.



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 | 90.8% |  |
| | 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 | 45.9% |  |
| | 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 | 100.0% |  |
| | State | 74.9% |  |
| Mathematics Year 7 - 10 % of students at or above age expected standards | School | 100.0% |  |
| | State | 70.5% |  |

NAPLAN

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

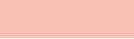

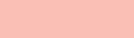

| | | 2025 | | 3-year average |
|---|---------------|---------------|---|----------------|
| Reading Year 9 % of students Strong or Exceeding proficiency levels | School | 100.0% |  | 100.0% |
| | State | 62.7% |  | 61.0% |
| Numeracy Year 9 % of students Strong or Exceeding proficiency levels | School | 100.0% |  | 100.0% |
| | 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 | 88.7% |  |
| | State | 74.1% |  |
| Numeracy Year 7 to 9 % of students High or Medium relative growth | School | 93.0% |  |
| | 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 | 100.0% | 100.0% |
| | State | 97.2% | 96.9% |
| Mean VCE study score | School | 36.1 | 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 | 77.7% | 76.7% |
| | 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 | 70.3% | 71.9% |
| | 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 | 99.4% | 99.8% |
| | State | 81.5% | 81.2% |

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 | 16.9 | 17.5 |
| | 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 9 | School | 92.8% |
| Year 10 | School | 91.9% |
| Year 11 | School | 91.3% |
| Year 12 | School | 89.7% |

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 | \$15,360,000 |
| Government Provided DET Grants | \$1,196,973 |
| Government Grants Commonwealth | \$44,683 |
| Government Grants State | \$27,178 |
| Revenue Other | \$560,517 |
| Locally Raised Funds | \$5,843,674 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$23,033,026 |

| Equity | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$47,532 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0 |
| Equity Total | \$47,532 |

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

| Expenditure | Actual |
|---------------------------------------|--------------|
| Student Resource Package ¹ | \$15,616,302 |
| Adjustments | \$0 |
| Books & Publications | \$14,592 |
| Camps/Excursions/Activities | \$1,709,485 |
| Communication Costs | \$35,921 |
| Consumables | \$585,588 |
| Miscellaneous Expenses ² | \$336,207 |
| Agency Staff | \$34,066 |
| Professional Development | \$104,738 |
| Equipment/Maintenance/Hire | \$862,643 |
| Property Services | \$1,154,827 |
| Salaries & Allowances ³ | \$1,441,582 |
| Support Services | \$538,569 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Trading & Fundraising | \$56,224 |
| Motor Vehicle Expenses | \$32,665 |
| Travel & Subsistence | \$1,684 |
| Utilities | \$357,282 |
| Total Operating Expenditure | \$22,882,372 |
| Net Operating Surplus/-Deficit | \$150,654 |
| Asset Acquisitions | \$1,029,828 |

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 | \$1,879,948 |
| Official Account | \$277,615 |
| Other Accounts | \$1,094,513 |
| Total Funds Available | \$3,252,076 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$1,210,028 |
| Other Recurrent Expenditure | \$39,682 |
| Provision Accounts | \$50,000 |
| Funds Received in Advance | \$498,535 |
| School Based Programs | \$66,417 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$988,170 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$147,951 |
| 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 | \$3,000,783 |

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.