

**BRAEMAR
COLLEGE**

Annual Report 2025



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Principal's Report

Braemar College entered 2025 with a strong sense of purpose and optimism, guided by our annual theme, Thrive and Strive in '25. As the year has progressed, it has become increasingly clear that this theme has been reflected not only in the achievements of our students, but also in the collective spirit, resilience and growth demonstrated across the entire College community.

A significant focus throughout 2025 has been on learning and teaching. Staff have undertaken an extensive review of the College curriculum, carefully examining programs across year levels to identify strengths, overlaps and opportunities for refinement. In an increasingly crowded educational landscape, this work is vital in ensuring that Braemar continues to provide a broad, balanced and engaging education that prepares students for life beyond school. At the same time, the addition of new facilities and learning spaces has further enriched classroom experiences, with teachers and support staff embracing these environments to inspire creativity, collaboration and connection.

Throughout the year, our students have embodied the values and aspirations of the College in countless ways. From the hard work of our Year 7 students in developing the new Woodend pump track, supported through the generosity of the Parents and Friends Association, to collaborative projects associated with the Mount Macedon Cross signage renewal, students have demonstrated initiative, teamwork and pride in contributing positively to their environment and broader community.

One of the most encouraging reflections from our College Captains this year has been the strength of the relationships that continue to characterise Braemar College. The positive connections between students and staff, alongside the supportive relationships formed between peers, remain one of the defining features of our College. In particular, our Year 12 cohort focused intentionally on strengthening belonging and connection throughout their final year, helping to foster an environment where students genuinely feel supported by one another.

There has also been a continued strengthening of the connections between Middle School and Senior School students. A growing number of collaborative activities and events have provided opportunities for mentoring, leadership and shared experiences across campuses. These opportunities have reinforced the spirit of our College motto, Unum Corpus Multi Sumus — one body, many parts — ensuring that students continue to feel connected to the wider Braemar community as they progress through their educational journey.

Beyond the classroom, students have embraced an extraordinary range of opportunities across sport, culture, service and global learning. Overseas and interstate experiences have remained a hallmark of Braemar life, with students participating in programs and tours to destinations including Lilla, Borneo, Cambodia, Japan and India. These experiences encourage students to develop independence, empathy and cultural understanding while creating lifelong memories and friendships.

Service learning has also remained central to the Braemar experience. Whether supporting local communities through Year 8 Experiential initiatives, participating in fundraising and awareness campaigns such as Dolly Day and the Children's Hospital Appeal, restoring gardens in Lilla, constructing nesting boxes for wildlife, or contributing to projects in Cambodia and India, our students have consistently demonstrated generosity, compassion and a willingness to contribute to communities beyond themselves.

Alongside these opportunities, cherished College traditions have continued to strengthen community spirit and belonging. Events such as the Year 8 Graduation Walk, the College Ball, the Year 12 Formal, House competitions, performing arts productions and Celebration Night all remain important milestones in the life of the College. The 2025 production of Peter Pan Jr, which brought together Middle and Senior School students, was a wonderful example of collaboration, creativity and shared purpose.

I extend my sincere thanks to our teachers, support staff, leaders, parents, volunteers and Board members. Of special note are my Senior Leadership Team and our Board Chair, Mr Ian Jackman for their dedication and support throughout the year. The commitment shown by so many people behind the scenes continues to sustain the vibrant and caring culture of Braemar College.

As we now look ahead to the College's 50th anniversary in 2026, we do so with immense pride in who we are today: a resilient, connected and forward-looking community, ready to embrace the opportunities and challenges of the future together.

Russell Deer

Principal

Student Outcomes

In 2023, the national body responsible for administering NAPLAN (ACARA) reset the measurement scale and time series. This change resulted in NAPLAN achievements prior to 2022 being unable to be compared to those from 2023 onwards.

Other significant changes to the administration and timing of these tests occurred. In 2023, NAPLAN testing moved from May to March, and for Braemar, the testing was conducted online only. The wording in the tables below reflects that change.

NAPLAN Numeracy

	Year 5	Year 7	Year 9
2025			
% of students at "Needs additional support"	0	5	5
% of students at "Developing", "Strong" and "Exceeding"	100	97	97
2024			
% of students at "Needs additional support"	2	4	3
% of students at "Developing", "Strong" and "Exceeding"	98	97	98
2023			
% of students at "Needs additional support"	3	2	3
% of students at "Developing", "Strong" and "Exceeding"	97	98	97

NAPLAN Reading

	Year 5	Year 7	Year 9
2025			
% of students at “Needs additional support”	2	2	7
% of students at “Developing”, “Strong” and “Exceeding”	98	99	95
2024			
% of students at “Needs additional support”	2	4	5
% of students at “Developing”, “Strong” and “Exceeding”	98	87	97
2023			
% of students at “Needs additional support”	0	2	1
% of students at “Developing”, “Strong” and “Exceeding”	100	98	99

NAPLAN Writing

	Year 5	Year 7	Year 9
2025			
% of students at “Needs additional support”	3	7	6
% of students at “Developing”, “Strong” and “Exceeding”	97	96	96
2024			
% of students at “Needs additional support”	2	3	5
% of students at “Developing”, “Strong” and “Exceeding”	98	98	97
2023			
% of students at “Needs additional support”	13	2	7
% of students at “Developing”, “Strong” and “Exceeding”	87	98	93

NAPLAN Spelling

	Year 5	Year 7	Year 9
2025			
% of students at “Needs additional support”	7	8	6
% of students at “Developing”, “Strong” and “Exceeding”	92	95	96
2024			
% of students at “Needs additional support”	5	5	5
% of students at “Developing”, “Strong” and “Exceeding”	95	97	96
2023			
% of students at “Needs additional support”	9	3	2
% of students at “Developing”, “Strong” and “Exceeding”	91	97	98

NAPLAN Grammar & Punctuation

	Year 5	Year 7	Year 9
2025			
% of students at “Needs additional support”	3	3	9
% of students at “Developing”, “Strong” and “Exceeding”	97	98	94
2024			
% of students at “Needs additional support”	2	7	9
% of students at “Developing”, “Strong” and “Exceeding”	98	95	94
2023			
% of students at “Needs additional support”	3	4	4
% of students at “Developing”, “Strong” and “Exceeding”	97	96	96

VCE

In 2025, 144 students completed their VCE, and 126 students chose a scored pathway to qualify for an ATAR score. Some students also chose VCE VET subjects, providing them with VET qualifications to complement their VCE. Completion rates for VET units were affected by students' ability to undertake the course's work placement components. The students who chose a non-scored VCE pathway incorporated school-based traineeships and apprenticeships.

	2025	2024	2023	2022	2021
Percentage of ENTER/ATAR Scores 90 and above	11	14	16	22	21
Percentage of ENTER/ATAR Scores 80 and above	29	44	37	40	45
Percentage of ENTER/ATAR Scores Above 50	90	97	92	89	95

VCE	2025	2024	2023	2022	2021
Dux ENTER/ATAR Score	99.20	99.55	99.40	99.95	99.95
Average ENTER/ATAR Score	69.99	76.55	73.78	73.83	75.95
Percentage of Study Scores 40 or above	6.1	7.2	8.6	8.9	12.1
Top 10 VCE Students (Gender)	6G, 4B	8G, 2B	5G, 5B	9G, 1B	4G, 6B

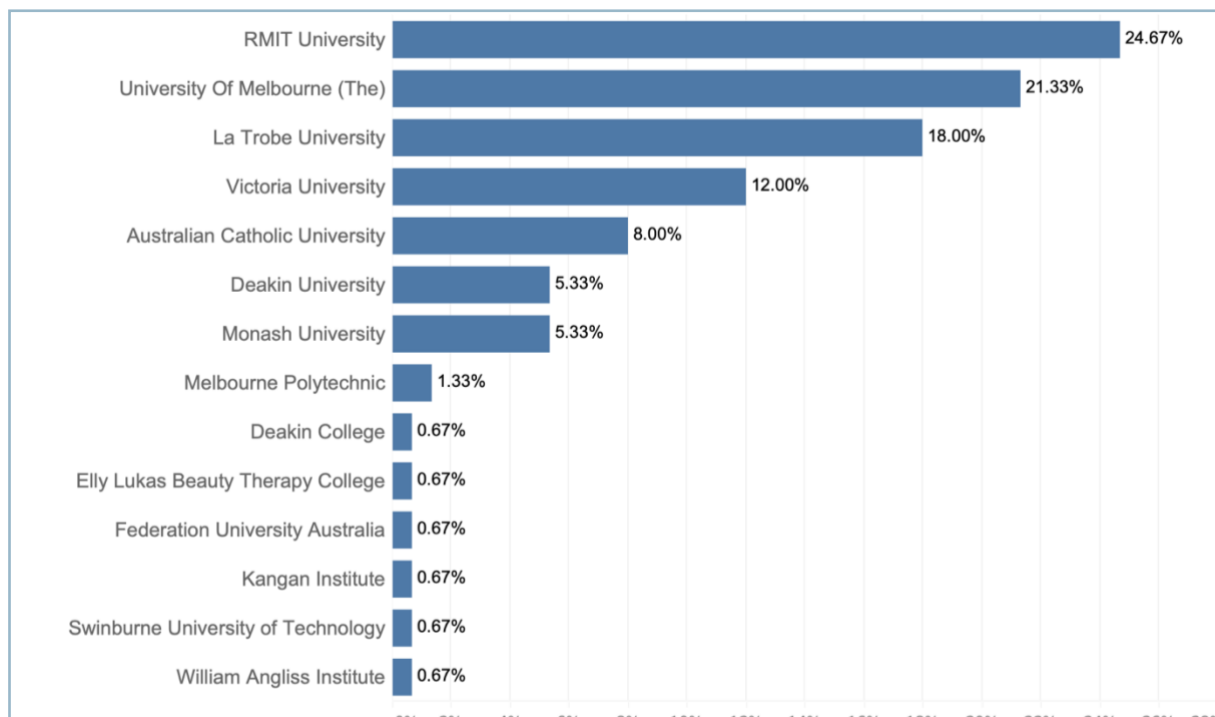
Vocational Education and Training (VET)

The College is a Registered Training Organisation and currently has certificates in the Hospitality area as part of the scope of registration. The College partners with other VET providers to broaden curriculum choice.

	2025	2024	2023	2022	2021
Number of VET Certificates with enrolments.	10	9	13	14	11
Number of students enrolled in a VET Certificate.	50	50	62	75	47
Percentage of VET units of competence completed.	88	90	88	86	95

Post School Destinations

The destinations of the Year 12 cohort, based upon data available at the College, show that the majority of our students enter a university pathway.

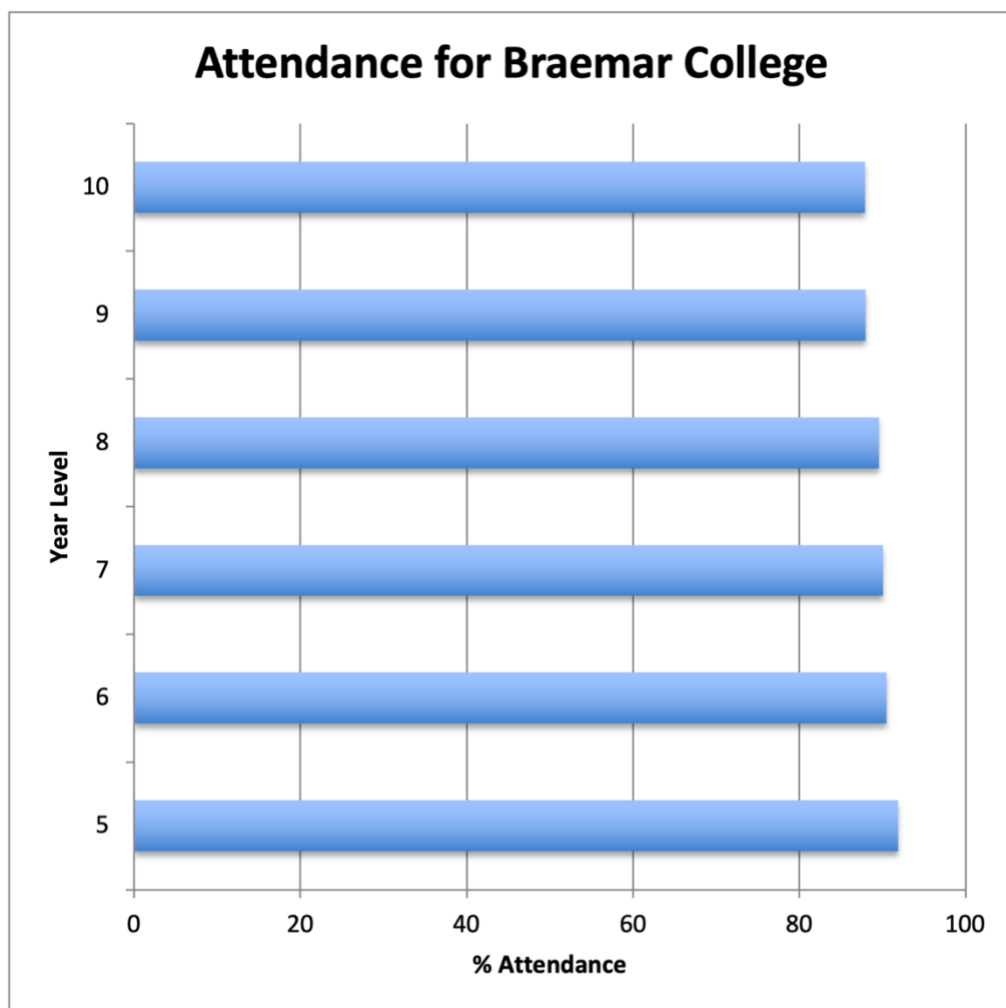


Student Composition

In 2025, the student population was 1094. The student population is drawn from a geographical area roughly bounded by Sunbury, Malmesbury, Trentham and Kilmore. The ratio of males to females across the campus is currently 53% male to 47% female.

Student Attendance

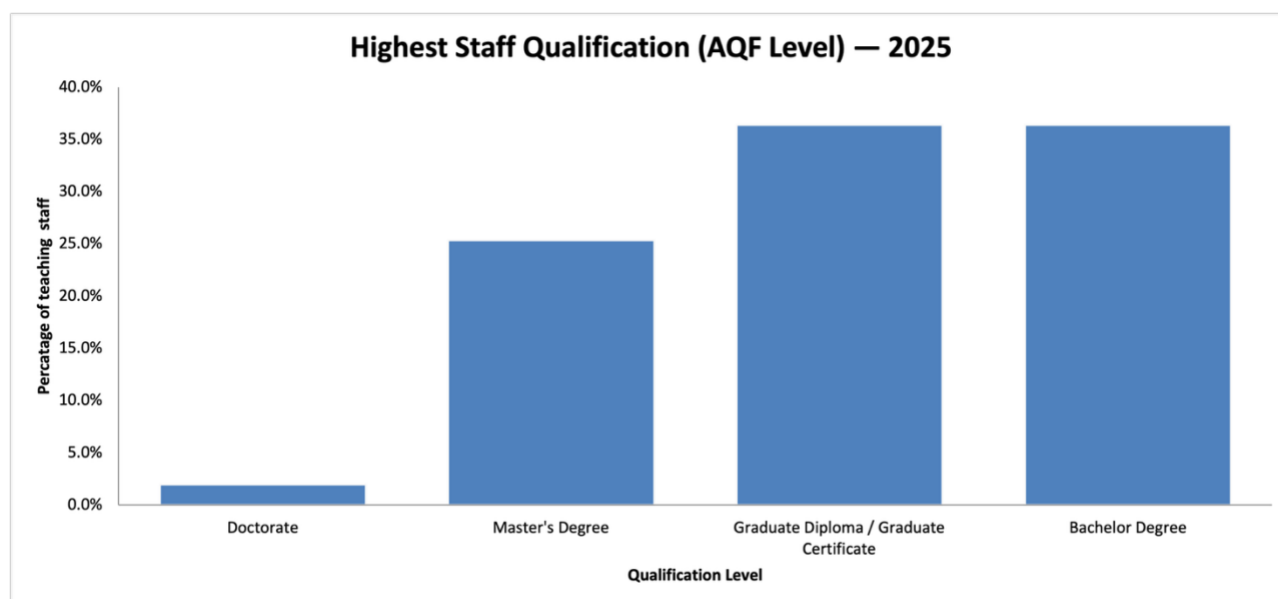
In 2025, students' attendance statistics, although improving, still exhibited signs of disruption, primarily due to the increased prevalence of families managing more complex needs post-COVID. Students were encouraged to remain home when unwell, and their overall adherence to this message was appreciated.



Staff Composition and Qualifications

The composition of the College's teaching staff reflects the trends in the broader educational community. Approximately 70% of the staff are female, two-thirds have been teaching for more than ten years, and approximately a third are part-time. Currently, over a quarter of the staff have post-graduate qualifications.

The College actively encourages the staff to pursue further studies, supporting a number of staff financially to achieve their higher education goals. The College continues to encourage and support staff to further their formal qualifications through partnerships with tertiary institutions, private providers and TAFEs. The College was proud of the staff, who, despite the impacts of the past years, continued their educational journey and completed their qualifications. The breadth of qualifications for our staff is represented below and is displayed by the Australian Qualifications Framework levels.



Student, Parent and Staff Feedback

At Braemar College, feedback from students, parents and staff is valued as an essential part of our commitment to continuous improvement. We believe that listening to our community, responding thoughtfully and acting on evidence strengthens the learning experience and helps us continue to develop as a college. Feedback is gathered throughout the year using both formal and informal opportunities, recognising that meaningful conversations are just as valuable as structured surveys.

Student Feedback

Students have many opportunities to share their views about their educational experience. Through the College's pastoral care and wellbeing structures, students regularly engage with their Year Level Leaders, Heads of House and teaching staff to discuss their learning, wellbeing and school experience.

Students also contribute feedback through targeted surveys, particularly in areas such as wellbeing, technology use and school programs. These surveys help inform future planning and ensure that student voice remains central to decision-making.

From a teaching and learning perspective, Braemar utilises the T-Exel student feedback platform. Students provide anonymous feedback to their individual teachers through a 30-question survey aligned with the Australian Professional Standards for Teachers. The results are benchmarked against participating schools and provide teachers with valuable evidence to reflect on their practice. Each teacher uses this feedback to establish a professional learning goal, ensuring that student voice directly informs ongoing professional growth and improved classroom practice.

Staff Feedback

Staff contribute to the ongoing development of the College through a range of formal and informal feedback mechanisms. The Consultative Committee provides a structured forum where workplace matters can be raised and discussed collaboratively. In addition, feedback is regularly gathered through year level teams, learning area meetings, leadership forums and other collaborative working groups.

Staff are also encouraged to engage directly with their leaders, including Heads of School, members of the Senior Leadership Team and the Principal. These conversations occur throughout the year and provide opportunities to celebrate successes, identify challenges and explore opportunities for continuous improvement.

Parent Feedback

Parents and carers play an important role in shaping the life of the College. Opportunities for feedback occur regularly through parent-teacher interviews, year level information evenings, school events and ongoing communication with teachers and College leaders.

The Principal also hosts informal ****Principal Coffee Catch-ups**** in local townships throughout the year. These relaxed, agenda-free gatherings provide parents with an accessible opportunity to ask questions, offer suggestions and discuss matters relating to the College in an open and welcoming environment.

More formally, the Parents and Friends Association provides an important avenue for community feedback. Through its regular meetings and representation on College committees, including the Uniform Committee, parents contribute ideas and perspectives that inform decision-making across a range of College initiatives. The Principal meets regularly with the Parents and Friends Association to listen to feedback, celebrate successes and consider opportunities for further improvement.

By combining formal evidence with ongoing conversations across our community, Braemar College ensures that feedback is not simply collected, but thoughtfully considered and used to strengthen the educational experience for every student.

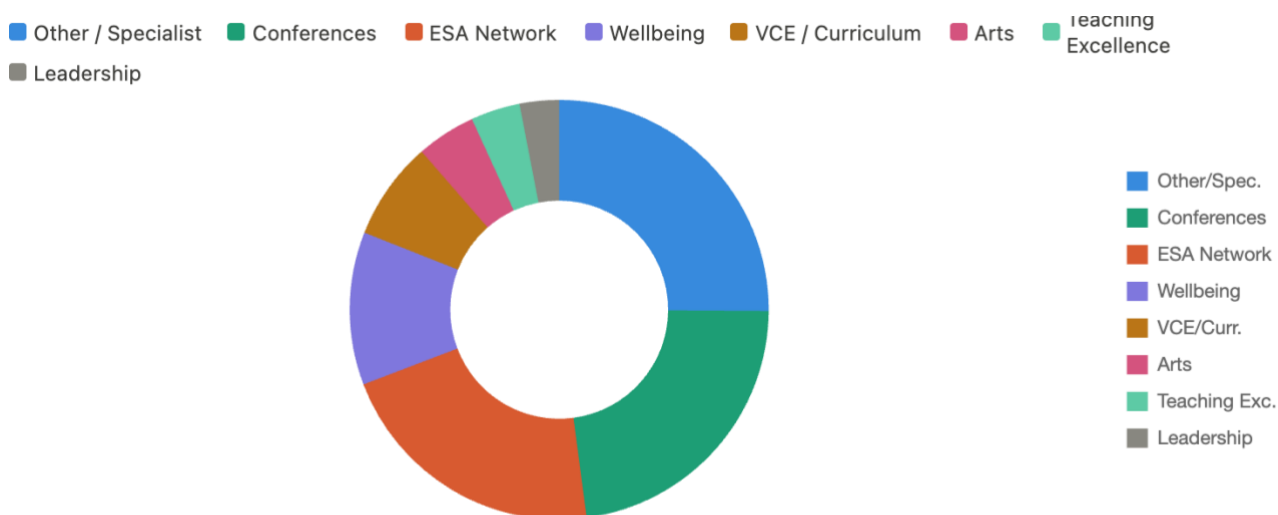
Staff Professional Learning

Arising from the COVID-19 pandemic, the use of online professional learning remains a stable part of PL delivery.

Staff, in most cases, were able to choose an in-person or a virtual attendance mode. Overall, the professional learning in 2025 was delivered in whole-group scenarios, by learning area and individually. Both off-site and on-site opportunities existed for staff.

During the year, the in-house professional learning flexed between face-to-face and online or a combination of both to meet the changing health landscape of our community.

The growing network of professional learning opportunities available via the Ecumenical Schools Association (ESA), continues to support our College. These network meetings support leaders, teachers and educational support staff and add strength operationally, for teaching and learning and thought leadership.



THEME BREAKDOWN BY TERM



Financial Statements

2025 was again an economically challenging year with high rates of inflation impacting our parent community on school fee affordability as well as the rapid rise in the costs of operating the College. The significant impact was more notable on the College's capital works program due to the explosion in construction costs, which are widely felt within the building industry.

Overall, student enrollment numbers remained roughly the same as the prior year. Inflationary increases in all expenditure categories also pressured operating and capital budgets. Accordingly, appropriate steps were taken to curb expenditures and defer some capital works projects.

The delay in the construction of the Multi-purpose Hall at the Woodend Campus generated savings on interest costs and boosted investment income. This placed the College in a strong position to overcome the cost escalation of the additional build at the Woodend Campus (Stage 3 Technology building project) which were completed in 2025.

The State Government's announcement of the introduction of a payroll tax on Independent Schools was yet another blow to the College's long-term cash flow budget. Together with the current economic conditions, this was immediately evident in the reduction in the 2025 budgeted surplus and the flow-on effect impacting the major capital works program.

Despite the College's positive financial position, the Independent Education Sector, in general, faces a number of headwinds. The cautious financial management approach to navigating these challenges will continue to steer us in the right direction.

Income and Expenditure

