



HIGHVIEW
COLLEGE

Annual Report

2025

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School History

Highview College is an ecumenical, independent, co-educational Year 7 - 12 school founded on Christian values. Highview College was established in 1974 as the first ecumenical school in Australia. The belief that those of all faiths and cultural backgrounds should be welcomed, laid the foundation of our College. We are an inclusive community that welcomes families from all faiths. Highview College's 'GRACE' values, Growth, Respect, Aspiration, Compassion and Excellence guides everything we do.



Maryborough's Brigidine Convent was founded in January 1902. In 1903, St. Joseph's College opened on this site and operated as a Catholic school until it closed in 1973. The Christian Community College then opened its doors on this site as Australia's first truly ecumenical school. In 1990 the name was changed to Highview College and in 1997 became one of the four foundation members of Ecumenical Schools Australia (ESA).

Over five decades the College has improved facilities and pedagogy and has a well-supported technology infrastructure.

In Years 7 and 8, students experience a broad curriculum of core subjects alongside a wide range of semester-based practical units that extend creative and critical thinking. From Year 9 onwards, students can tailor their own learning programs, leading to either a VCE or

Vocational Major pathway (VM). We also offer a range of VET studies, Distance Education Courses and School Based Apprenticeships. Careers education is embedded across all year levels, with tailored guidance to support future aspirations.

We recognise that every young person has unique goals. Whether students aspire to achieve an ATAR and progress to university, or to secure an apprenticeship leading to employment, we support them with a personalised program. We design learning pathways that meet individual needs, and we understand the essential link between wellbeing and academic success. Our safe, inclusive environment ensures that students are both nurtured and challenged, with progress regularly acknowledged and celebrated.

Student Cohort Information

Students travel to Highview from a range of locations in every direction in Central Western Victoria, with many travelling up to 45 minutes each way by bus.

There is a diversity of religions and cultures among the Highview College families for whom the primary language spoken at home is English.

We have 12 students who are indigenous.

Approximately 30% of our families receive assistance from Highview through bursaries for their children to attend Highview College. Fees charged to families are maintained at a contribution of \$4,000 per annum.

At August Census in 2025 our enrolments were 463.

Student Attendance

Attendance records are kept with electronic rolls marked every lesson. Absences are followed up if parents/guardians do not notify the school as to the reason(s) for student absences.

Long term and regular absences are followed up by the Student Wellbeing team who contact the families to organise meetings and discuss their concerns, including the implications of regular and long-term absences. Ongoing support / counselling is provided.

The average student attendance rate for 2025 was 87%. The breakdown of student attendance for 2025 by year level is as follows:

	Attendance Percentage
Year 7	88%
Year 8	87%
Year 9	87%
Year 10	89%
Year 11	86%
Year 12	86%
TOTAL	87%

Our attendance rates have remained consistent over the last two years.

Staffing

‘Staffing’ is a complex mosaic of expertise, experience, retention and recruitment. In 2025 we welcomed staff and farewelled staff. We have a balance of experienced and beginning teachers.

The following table indicates the Level and therefore experience the teachers are for the last five years.

Level	2025	2024	2023	2022	2021
1	4	1	1	0	2
2	0	1	0	3	3
3	2	0	3	1	3
4	0	2	2	4	3
5	2	0	3	2	2
6	0	2	2	0	4
7	2	3	2	2	0
8	3	2	5	0	3
9	1	5	0	3	2
10	4	1	3	1	2
11	33	33	23	26	21
TOTAL	51*	50*	44*	42*	45*

* Not equivalent to FTE

Staff Qualifications

All teaching staff have appropriate tertiary qualifications and are registered with the Victorian Institute of Teaching.

2025 Executive

Eryn O’Mahony

Principal

B Sc, Grad Dip (Student Welfare), M Ed

Simon Hooper

Business Manager and Company Secretary

BA, Dip Acc, Dip GI, ANZIIF (Snr Assoc), CIP, MAICD, ASA

Abby Hansen

Co-Director of Wellbeing

B Ed (Hons)

Stuart Mandersloot
 Director of Administration
 B Engineering (Hons), Dip Ed (Maths/Physics)

Alex Dang
 Head of Mathematics
 B Sci, Dip Ed

Carolyn Moores
 Director of Innovation & Learning
 BSc (Hons), Grad Dip Ed, PhD (Physics)

Stephanie Di Sante
 Head of English
 B Ed

Luke Treacy
 Co-Director of Wellbeing
 B Ed (PE)

Kate Griffin
 Head of Humanities / VM Co-ordinator
 B Arts (Hons), Grad Dip Ed

Student Wellbeing Leadership Team

David Fairclough
 Head of Junior School (Year 7)
 B Film & TV, Dip Ed (Sec)

Phillip Harvey
 Head of Technology
 B Sci/Bus, Dip Ed (Bus, Chem)

Daniel Patton
 Head of Junior School (Year 8)
 B Arts, Dip Ed, M Ed, M Wellbeing

Patrick Jenes
 Head of Health & Physical Education
 B App Sci, Grad Dip Ed (Sec)

Wayne Robb
 Head of Middle School (Year 9)
 B App Sci, B Ed (Prim)

Hisu Lee
 Head of The Arts
 M Arts, Dip Ed

Brogahn Richards
 Head of Middle School (Year 10) Term 1
 B Ed (P-10)

Andrea Youren
 Head of Science
 B App Sci (Hons), Grad Dip Ed

Garry George
 Head of Middle School (Year 10) Term 2-4
 B Arts, PGCE (English)

Teachers
 Yuhui Bai
 B Ed Science (Hons)

Sarah Lovel
 Head of Senior School (Year 11 & 12)
 B Ed (PE, Psych)

Liam Belcher
 B Ed

Makaela Watson
 MA (Psych), Adv. Grad Dip Psych

Madeline Belcher
 B Ed

Curriculum Advancement Team

Karissa Beaton
 Head of Learning Diversity
 B Arts, Grad Dip Ed (Prim)

Wayne Blakeley
 B Arts, B Theo, Dip Ed (Sec)

Cassandra Dellavedova
 B Ed

Kathleen Dunne
 Chef, Grad Dip Tech Ed

Melissa Esmore
 B Health/PE

Maddison Farrell
 B Ed, B Commerce

James Fox
 B Ed (PE)

Lucy Freemantle
 Head of Senior Pathways
 B App Sci (PE), Dip Ed (Sec)

Dean Gale
 B Arts, M Ed

Vanessa Hurse
 B Ed (P-10)

Kate Lee
 B Arts, Grad Dip (Visual Arts), B Visual Arts

Karen Lenk
 B Arts, Dip Ed, B Ed (Prim)

Natalie Lohmann
 B Ed (Prim), Dip. Lang. (Indo.)

Alice Margrison
 B Arts, M Ed

Marion Martin
 B App Sc, Dip Ed, Grad Dip (Sec)

Leah McMahon
 B Arts, B Ed, Grad Cert (Catholic Studies), Grad
 Cert (Mediation)

Meggan Plant
 B Arts, M Ed

Sandra Pope
 Music Co-ordinator
 B Music (Hons), M Ed

William Radford
 B Arts, B Ed

Mia Reece
 B Ed (P-10)

Andrea Romeo
 B Arts (Hums), Adv Dip (Bus. Man.), Grad Cert
 RE, Grad Dip Ed

Chris Scholten
 B Arts (Hons), Dip Ed, M Arts

Cory Skilton
 B Arts, M Ed

Leisha Skilton
 B Ed

Mykel Smith
 B Ed (PE, Mathematics)

Laurissa Steel
 Head of SEQTA
 B Ed (Indo) (P-12)

Alex Sutton
 B Ed (PE/Health)

Luke Tatchell
 B Ed (Sci/Maths)

Aileen Thomas
 B Ed (Gen Sc), B Sci (Biology)

Bridget Wilson
 B Ed (HPE, Psych)

Specialist Support Assistants

Music	Vincent Bourke
Library Manager	Christine Cananzi
Learning Diversity	Nadine Costelow
Food Technology	Lucy Dean
Learning Diversity	Maree Gordon
Careers Practitioner	Janelle Howlett
Arts	Cha Lee
Head of Sport	Brad Mathieson
Library	Rachel Mitchell
Food Technology	Caitlyn Murrell
Head of Sport	Matthew O'Brien
Learning Diversity	Samantha Porter
Learning Diversity	Bianca Powell
Science Lab	Leanne Stephens
Learning Diversity	Corina Thorose

Administration Staff

Public Relations	Melissa Adams
Accounts Manager	Karen Crutchfield
IT Manager	David Delves
IT Assistant	Casey Etheridge
IT Systems Admin.	Lucas Fitt

Receptionist	Sarah Johnson
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Principal's EA	Kylie Moore
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Registrar	Kay Murray
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Receptionist	Sharon O'Shea
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Maintenance Staff

Building Operations	Trevor Kaye
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Cleaner	Andrew Hem
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Maintenance & Grounds	Andrew Holmes
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Cleaner	Hope Lander
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Cleaner	Jennifer Lander
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Cleaner	Brooke Primmer
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Cleaner	Shona Taylor
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Staff Numbers**Based on August Census**

For 2025, the staff numbers were:

- 50 Teachers (45.10 FTE)
- 2 Exec (2.0 FTE)
- 16 Administration / Operations staff (13.15 FTE)
- 16 Specialist Support staff (11.24 FTE)

Of these 84 employees, there are 54 females and 30 are males. There are no indigenous staff at Highview.

Teacher to student ratio: 10.475

Student to staff ratio:

Specialist support – 41.18

Administration – 32.726

Satisfaction Surveys

The 2025 Parent Survey indicated an overall mean score of 78%. Parents were very pleased with the outstanding support of the staff and teachers at the school, helping to make their child's learning environment a positive one.

The highest rated items were for: 'This school is kept clean and tidy'; 'The technology and other resources are easily accessible to my child'; 'The school keeps me well-informed of my child's academic progress'; 'This school is well managed,; 'Teachers communicate with me regularly about my child's progress'; 'I have access to my child's teacher(s) when I feel the need to contact them'. Areas for improvement were 'Dealing more effectively with bullying'

In the 2025 Student Survey the highest-rated items were: 'My classes are a good size'; 'My school provides plenty of opportunities for all students to participate in sporting activities, camp programs and lunchtime activities.'

Areas for improvement were: 'Students show more respect for each other.'

The annual staff survey, data provided evidence that Highview staff value collegiality and have a positive attitude to their work. Summary of positives were: work autonomy, work-life balance, staff relationships, collegiality, role clarity and able to manage the workload and meet school expectations. Student behaviour was identified as a stressor for staff and has been identified as an area of focus in 2026.

Year 6 students transitioning into Year 7 attend three transition days:

- 'Experience Day' in November
- 'Orientation Day' in December, and
- 'Head Start Day' in January

On 'Experience Day' we complete an entry and exit survey. In 2025 our Year 6 students responded as below:

Questions	Response Options	AM	PM
How are you feeling right now?	Good	38	33
	Great	24	42
	Not Sure	16	1
Have you had a tour of the school yet?	Yes	46	N/A
	No	26	N/A
Which subjects (AM) are you looking forward to / (PM) did you enjoy?	Physical Education	66	65
	Food Technology	65	70
	Art	48	62
	English	16	26
	Indonesian	17	30
	Mathematics	17	27
Are you worried about anything?	Making Friends	27	13
	Meeting Teachers	14	15
	The Classes	25	21
	Finding your way around the school	52	37

The survey results indicate that 'Experience Day' is allaying many of the concerns of Year 6 students. It also indicates that subjects are more enjoyable than anticipated by students.

2025 Senior Secondary Completion & Achievement

VCAA School number: 01413

VCAA School name: HIGHVIEW CHRISTIAN
COMMUNITY COLLEGE

Address locality: MARYBOROUGH

School Programs:

Number of VCE 3-4 Units with enrolments
22

Number of VET certificates with enrolments
(including SBATs) 9

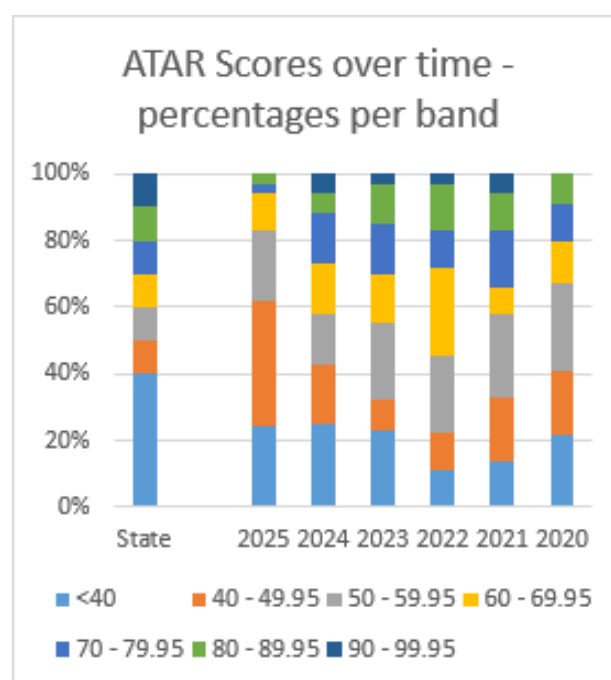
Student Cohort:

Number of students:
Enrolled in a VCE 3-4 Unit 96
Enrolled in a VET certificate 46
Percentage applying for tertiary places 60

Student Achievement:

Percentage of satisfactory VCE completions
96
Percentage of Certificate III VET units of
competency completed 100
Number of students awarded the VCE
Vocational Major 3
Median VCE study score 25
Percentage of study scores of 40 and over
1.8

Results Over Time



Results summary

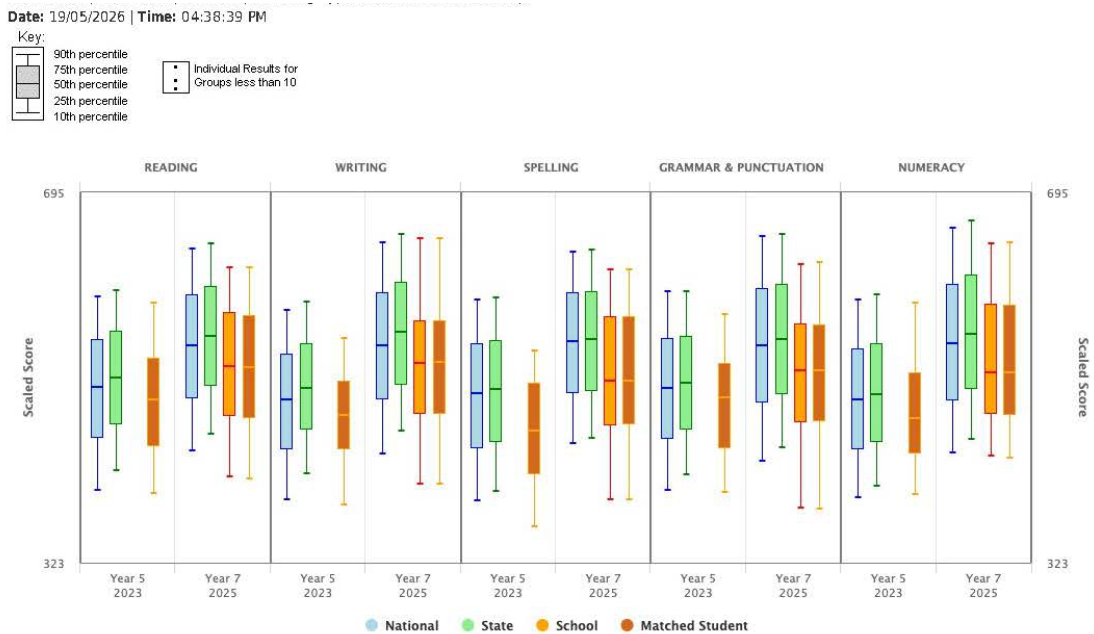
The data highlights a consistent pattern: students are generally performing at a level comparable to state averages in internal school-based assessments (SACs), while external examination results tend to be lower than the state average. As a result, VCAA moderation processes have impacted the final study scores.

Analysis comparing predicted and achieved scores suggests that a number of students did not fully realise their academic potential. At the same time, there are positive examples of individual students exceeding expectations, demonstrating that strong outcomes are achievable providing encouragement for future improvement.

NAPLAN Results

NAPLAN participation for Highview College was 99% in comparison to the participation for all Australian students which was 95%.

Year 7 – NAPLAN 2025



	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2023	2025	Diff	2023	2025	Diff	2023	2025	Diff	2023	2025	Diff	2023	2025	Diff
National Mean	496	538	42	483	538	55	489	542	53	497	539	42	488	545	57
State Mean	507	549	42	498	552	54	494	544	50	503	546	43	494	555	61
School Mean	∞	517	∞	∞	516	∞	∞	507	∞	∞	505	∞	∞	522	∞
No. of Students (School)	∞	91	∞	∞	90	∞	∞	91	∞	∞	91	∞	∞	89	∞
Matched Student Mean #	487	521	33	469	523	54	456	514	58	484	514	30	474	524	50
No. of Students Matched		85			85			83			83			83	
% Matched		93%			94%			91%			91%			93%	

∞ = no results available

The Matched Student Group is the group of students who sat this year's NAPLAN at your school, and have a result from 2 years prior.

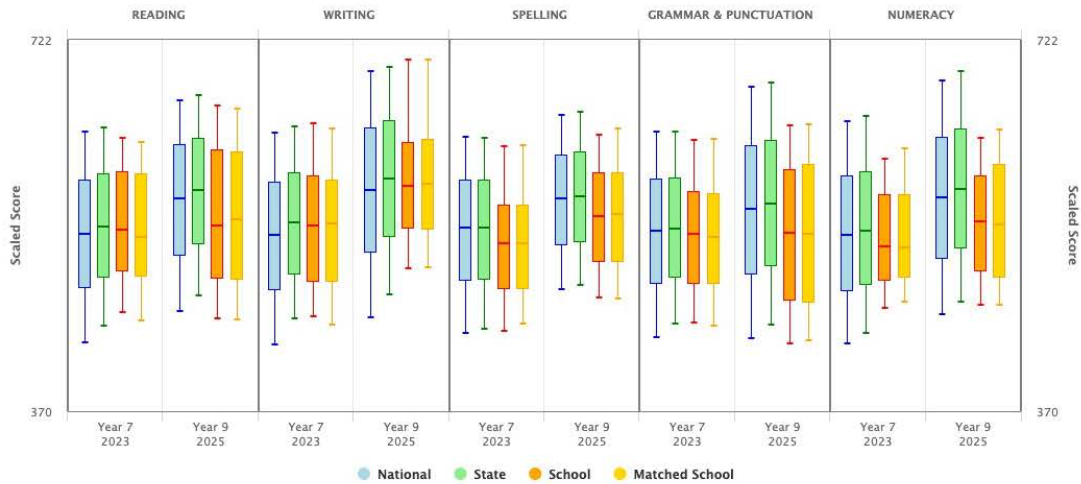
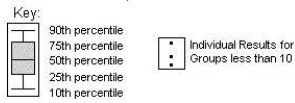
About this report:

- This report uses the National Assessment Program Scale.
- The percentiles displayed in the table are interpolated values.

The Year 7 2025 NAPLAN data shows that our Year 7 cohort continued to make growth and improvement comparable to the State average. As the Highview College cohort commenced from a lower achievement baseline, their results continue to sit below State averages across all learning domains.

Year 9 - NAPLAN 2025

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	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2023	2025	Diff	2023	2025	Diff	2023	2025	Diff	2023	2025	Diff	2023	2025	Diff
National Mean	536	568	32	534	575	41	539	569	30	539	559	20	538	573	35
State Mean	545	577	32	547	587	40	541	572	31	543	566	23	544	582	38
School Mean	547	555	8	548	589	41	529	553	24	537	534	-3	533	552	19
No. of Students (School)	86	88	2	88	88	0	85	86	1	85	86	1	88	83	-5
Matched School Mean #	542	557	15	546	589	43	530	554	24	534	537	3	535	553	18
No. of Students Matched		74			78			73			73			69	
% Matched		84%			89%			85%			85%			83%	

* = n=0 results available

The Matched School Group is the group of students who have sat both tests at your school.

About this report:

- This report uses the National Assessment Program Scale.
- The percentiles displayed in the table are interpolated values.

The Year 9 2025 NAPLAN data shows that our Year 9 cohort made strong gains in Writing and Spelling comparable to the State Average. Students continued to progress in Reading and Numeracy with further work required in Grammar and Punctuation.

Finance

Simon Hooper, Business Manager

Sources of Income

Highview College's income for 2025 was as stated in the table below.

Tuition Fees	1,679,667	1,657,448	1,416,472
Grant Income	10,311,758	9,474,059	8,729,155
Other Revenue	71,442	92,737	98,836
TOTAL INCOME	12,062,867	11,224,244	10,244,463

Categories of Expenditure

Highview College's expenditure for 2025 was as stated in the table below.

Expenditure	2025	2024	2023
Education and Wellbeing	583,482	526,097	457,373
Salaries and Associated Costs	9,178,428	8,019,513	7,425,234
General, Administration and Other Expenses	2,473,486	2,552,167	2,565,757
TOTAL EXPENDITURE	12,235,396	11,097,777	10,448,364

2024 Post-School Destination

This information will be released by VCAA during Semester 2 of 2026 and this report will be re-published at that time.