# 2025 Annual Report to the School Community

## School Name: Victorian School Of Languages (6359)

- 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 18 March 2026 at 03:04 PM by Judith Benney (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 10:46 AM by Judith Benney (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
    - school staff responses to the School Climate area of the School Staff Survey

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.

# About Our School

## School context

The Victorian School of Languages (VSL) is a government school providing complementary language study to students from Foundation to Years 12 (VCE), across all educational sectors – Government, independent and Catholic. In 2025, the VSL celebrated its 90th anniversary. The VSL teaches languages to around 17,000 students in 40 campuses situated in 10 Areas across metropolitan and country Victoria. More than 50 languages are taught in face-to-face classes and 13 languages are taught via distance education, with technology integrated across the curriculum. The Victorian School of Languages Head Office has recently moved locations to 20 Otter street Collingwood.

The VSL provides for culturally and linguistically diverse learners and responds to existing and emerging community needs as well as catering for local students interested in studying a second language. Vocational Education and Training (VET) pathways are also available for students via auspice arrangements with Ripponlea Institute. 2025 saw continued expansion in our delivery of English as an additional language virtually to students in regional Victoria. Our current enrolment sits at 187, servicing over 100 regional schools.

The VSL has a complex organisational structure with over 1000 staff comprising of 4 Principal Class Officers, 15 Leading Teachers, 3 Learning Specialists, circa 50 classroom teachers in Distance Education and VNAP and over 1000 sessional staff supported by administrative and technical staff.

The Victorian School of Languages offers a valuable service to education in the field of language teaching and learning. The school delivers quality professional development and develops an extensive range of local curriculum materials.  The VSL promotes the benefits of language learning, assists languages to obtain and retain the VCE accreditation and achieves excellent VCE results. The school is a prime vehicle for the delivery of multicultural policies and makes a significant contribution to the social fabric as it makes provision for non-English speaking background students.

The VSL school climate, staff safety and well-being opinion survey results (which cover Departmental staff only, not the majority of VSL's centre staff) show slightly lower scores than in the previous years.  This is most likely due to the upgrades to our student data systems and relocation to a new school location.

# Progress towards strategic goals, student outcomes and student engagement

## Learning

The Victorian School of Languages (VSL) continues to demonstrate strong growth, student engagement and academic achievement across its programs.

*Data caveat: Due to the VSL's unique structure, our students are unable to participate in the standard DoE Attitudes to school survey. As a result, the VSL conducts its own student opinion survey to collect relevant data.*

In 2025, the VSL enrolled 18,059 students studying a language. This included 14,367 Foundation–Year 10 students (13,544 attending one of 40 centres and 823 through Distance Education) and 3,692 VCE students. Participation in the annual Student Opinion Survey also improved significantly following changes to the administration process. The survey was distributed to 5,729 students in Years 5, 7, 9 and 11, and 2,648 responses were received, representing 46% of the surveyed cohort, a substantial increase from 385 responses in 2024.

Survey results show generally positive perceptions of the learning environment, particularly in the areas of challenging learning and assessment practices. Improvements were recorded in 8 of the 33 survey questions, particularly within principles related to deep learning and assessment. Areas identified for continued improvement include reflecting students' backgrounds and interests in learning programs, connecting learning to real-world contexts, and aspects of student safety and wellbeing. Differences between centre-based and Distance Education responses highlighted opportunities to strengthen collaboration, responsive teaching practices, and digital learning integration.

Academic outcomes at the VCE level remain strong. In 2025, 192 students achieved a study score of 40 or above, an increase from 183 in 2024, and three students achieved a perfect study score of 50.

Curriculum development also continues through the implementation of a Foundation–Level 10 progression continuum and associated diagnostic assessment tools across all languages. These tools support consistent assessment of reading, writing, speaking, listening and viewing skills and will enable clearer reporting of student progress to parents.

## Wellbeing

The VSL remains deeply committed to fostering a safe, supportive, and inclusive learning environment where every student has the opportunity to succeed and remain actively engaged in their language learning journey.

One significant focus was the implementation of High Impact Wellbeing Strategies. A series of professional learning sessions were delivered to teachers, equipping them with practical strategies to better support student wellbeing and promote disability inclusion in the classroom.

The work of the Disability Inclusion Coordinator was another important highlight. By liaising closely with students' home schools, the coordinator helped establish clear processes and developed Individual Education Plan (IEP) templates tailored specifically for VSL students. Staff received targeted training on disability inclusion, further strengthening the school's capacity to provide personalised support.

The school also placed a strong emphasis on developing its Respectful Relationships program, with full implementation planned for 2026. The Respectful Relationships team met regularly throughout the year to design and prepare a range of initiatives. These initiatives focus on helping students feel safe and welcomed in the classroom while fostering positive and respectful connections among peers.

To further support students learning through Distance Education, the school developed a comprehensive Student Wellbeing Toolkit for teachers and new "Student Study Skills and Wellbeing" resources for students, helping them develop effective learning habits while maintaining their wellbeing in an independent learning environment.

Finally, the introduction of Compass as a system to track and monitor student attendance marked another important step forward. This platform allows the school to better monitor student engagement while also strengthening communication with families, encouraging greater parental involvement in the learning process.

The VSL's Student Opinion Survey results for 2025 indicate that students feel well supported by their teachers in their language learning. When comparing results with the previous year, there is improvement in teachers providing students with different activities to help them learn in different ways. Students feel that their teachers listen to them and know when they are doing good work. There is still room for improvement in providing all VSL students with opportunities to connect their learning with the broader community. There has been improvement in the indicators relating to bullying and racism, and students feel safe at the VSL.

## Engagement

The Victorian School of Languages is committed to increasing levels of student engagement and participation in Language learning through the continued implementation of the Student Engagement and Wellbeing Policy. Through Professional Learning the VSL has enhanced the capacity of staff to use appropriate technologies, enrich and differentiate curriculum and improve student learning assessment, motivation and engagement. The roll-out of Compass across all our centres was a critical step in understanding student trends in attendance.  Staff participated in professional learning opportunities ranging from our Area-based  professional learning sessions attended and, throughout the year, targeted professional development sessions for both F-10 and VCE teachers.

The introduction of "Compass" in 2025 marked a significant step in digitising our attendance reporting. While the system offers streamlined tracking, the diverse needs of our large staff body meant that implementation was inconsistent in the early stages. We identified key obstacles, including the need for further professional development and improved hardware access. By Term 4, reporting became more consistent, yielding an average attendance figure of 72%, which will serve as a benchmark for our 2026 engagement strategies

Our student well-being strategies were reinforced with staff through regular presentations and on-line resources. We encourage a culture of effective curriculum planning which assesses the impact of Language programs. Through differentiation and high impact pedagogical strategies teachers prepare students to reach their full potential, gaining both knowledge in their Language area and the skills to improve their learning. Follow up on both student attendance and learning is undertaken through a 3-way teacher, parent and student conference/interviews twice a year. The school increases opportunities for Language study, particularly at VCE level, including alternative Vocational Education Training VET in Schools for specific Languages and providing classes to International students.

## Other highlights from the school year

The VSL commemorated its 90th anniversary in 2025 with an all staff professional learning day, and included presentation from Deputy Secretary David Howes and Professor Joseph Lo Bianco on the VSL's key role in language education.

In 2025, our Annual Implementation Plan has focused on strengthening learning outcomes in F-10, consolidating professional learning communities, and preparing for the implementation of the Victorian Curriculum Languages 2.0. We continue to support our VCE teachers through significant changes to the CCAFL Study Design, with tailored webinars and extended instructional time. An updated enrolment policy, aligned with our realignment within the Department of Education as a "Designated Special Purpose School" was introduced in 2025.

In 2025, the VSL contininued to invest in technology and systems to better support our teaching and administration among our 1000 plus staff. Inclusion and safety remain core priorities, and towards the end of 2025 The VSL recruited three curriculum and inclusion leading teachers to support the delivery of high quality curriculum at centre classes.

## Financial performance

The school concluded the period with an operational deficit of $354,397, representing 1.6% over total revenue received. Despite this, our financial position remains robust with solid cash flow and reserves. Having successfully cleared a long-term credit deficit, we enter 2026 with a credit surplus.  As of 31 December 2025, available cash totalled $3.787M and after accounting for $4.29M in commitments (including the $2M benchmark reserve), the effective reserve stands at $1.5M—comfortably within current Department of Education (DE) guidelines. The school will continue to fund a strategic administrative and operational restructure.  Another key focus of improvement to be funded by the school in conjunction with DE is the implementation student management and online learning platforms to enhance educational outcomes.  An additional $200,000 has been dedicated to provision for long service leave liabilities.

**For more detailed information regarding our school please visit our website at vsl.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 NDA students were enrolled at this school in 2025, NDA female and NDA male. NDA 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 ____.

## 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** | **61.0%** |
| | State | 59.8% |

# 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 | $10,228,149 |
| Government Provided DET Grants | $10,171,141 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |

| Revenue | Actual |
|---|---|
| Revenue Other | $366,147 |
| Locally Raised Funds | $1,314,517 |
| Capital Grants | $0 |
| **Total Operating Revenue** | **$22,079,954** |

| Equity | Actual |
|---|---|
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage - Extraordinary Growth) | $0 |
| **Equity Total** | **$5,000** |

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

| Expenditure | Actual |
|---|---|
| Student Resource Package[1] | $10,009,320 |
| Adjustments | $0 |
| Books & Publications | $0 |
| Camps/Excursions/Activities | $2,334 |
| Communication Costs | $116,652 |
| Consumables | $364,755 |
| Miscellaneous Expenses[2] | $882,877 |
| Agency Staff | $20,815 |
| Professional Development | $59,875 |
| Equipment/Maintenance/Hire | $271,138 |
| Property Services | $61,546 |
| Salaries & Allowances[3] | $10,296,302 |
| Support Services | $286,031 |
| Trading & Fundraising | $1,069 |
| Motor Vehicle Expenses | $3,343 |
| Travel & Subsistence | $7,884 |
| Utilities | $50,410 |
| **Total Operating Expenditure** | **$22,434,352** |
| **Net Operating Surplus/-Deficit** | **($354,397)** |
| **Asset Acquisitions** | **$0** |

[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.

| Expenditure | Actual |
| --- | --- |

[3] Salaries and Allowances refers to school-level payroll.

# FINANCIAL POSITION AS AT 31 DECEMBER 2025

| Funds Available | Actual |
|---|---|
| High Yield Investment Account | $3,560,114 |
| Official Account | $227,061 |
| Other Accounts | $0 |
| **Total Funds Available** | **$3,787,175** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $2,070,839 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $1,000,000 |
| Funds Received in Advance | $1,033,770 |
| School Based Programs | $75,000 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $120,000 |
| 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** | **$4,299,609** |

*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.*