

2025 Annual Report to the School Community

School Name: Peninsula College (5230)



- 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 27 April 2026 at 11:47 AM by Trevor Hodsdon (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 April 2026 at 11:48 AM by Trevor Hodsdon (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 for Teacher Judgements against the curriculum
 - Mathematics for Teacher Judgements against the curriculum
- 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:

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.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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.

'Levels A to D' 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')

About Our School

School context

Peninsula Specialist College is a dual-mode school supporting students aged 5–18 with a diagnosed intellectual disability across both primary and secondary settings. The College delivers comprehensive curriculum programs based on the Victorian Curriculum F–10 and the Victorian Pathways Certificate (VPC), ensuring every student is supported to achieve personal success.

Each student has an Individual Learning Plan (ILP) developed annually, providing a personalised and differentiated approach tailored to their unique learning needs, strengths, and goals. At Peninsula Specialist College, we believe every child has the capacity to learn in an environment grounded in dignity and respect.

Students are encouraged to take responsibility for their learning, develop independence, and build positive relationships within the school and wider community. Our staff work collaboratively in multidisciplinary teams to support each student's academic, social, and emotional development.

Therapeutic interventions are embedded within all educational programs. Occupational Therapy supports students in regulating their nervous systems, ensuring they are ready to learn. A strong focus on functional communication ensures every student has a voice in their learning, guided by thorough assessment processes. Additionally, an integrated Physiotherapy program promotes strength, mobility, and physical wellbeing.

Peninsula Specialist College is a School Wide Positive Behaviour Support (SWPBS) school. This evidence-based framework underpins our approach to understanding and supporting student behaviour. Staff are trained to proactively prevent and respond to behaviours in a consistent, positive manner.

SWPBS fosters a positive school climate, promotes student competence, and supports an inclusive and responsive school culture. Through data-informed practices, professional collaboration, and targeted supports, we create safe, engaging, and purposeful learning environments that enable all students to achieve academic and social success.

Our school values are central to everything we do:

- **Be Responsible**
- **Be Respectful**
- **Be Safe**
- **Be a Learner**

Progress towards strategic goals, student outcomes and student engagement

Learning

The College is making steady progress towards our key learning goal of improving student attainment in English and Mathematics. This growth has been driven by several important initiatives.

At the beginning of 2025, the College appointed a second Assistant Principal to lead the implementation of a viable curriculum and oversee improvements in teaching and learning. Throughout the year, the Assistant Principal delivered professional learning sessions focused on the *science of learning*. This work drew on contemporary research into how students learn best, with an emphasis on reducing cognitive overload, minimising distractions, and breaking learning into manageable chunks to support retention and retrieval.

This approach complemented the College-wide implementation of the Department of Education's *Phonics Plus* reading program. The program provides a clear and consistent lesson structure, supporting staff to deliver explicit and systematic reading instruction. Over time, teachers have developed strong expertise in implementing the program, with encouraging improvements already evident—particularly within the Junior School.

Another highlight has been the expansion of Vocational Education and Training (VET) opportunities for students in Years 11 and 12. Students accessed a range of pathways, including school-based Certificate II courses in Art and Design and Hospitality, as well as externally delivered programs such as Salon Assistant, Active Volunteering, Parks and Gardens, and Animal Care. These opportunities have enabled students to develop practical skills in authentic learning environments, with the potential to support future employment pathways.

A further area of progress has been the strengthening of Mathematics teaching and learning. The College has prioritised the delivery of practical, relevant Maths lessons with clear real-world applications. This focus has increased student engagement and helped learners recognise the value of numeracy skills in everyday life.

Wellbeing

Student wellbeing continues to be a high priority at Peninsula Specialist College. Throughout 2025, we were proud to introduce and strengthen a number of initiatives designed to support the diverse needs of our students.

A key highlight has been the introduction of animal-assisted therapy. Two staff members, Rachel and Katrina, have Labradors currently being trained as therapy dogs. Each week, the dogs are present at the College and support students in a variety of ways. They greet students on arrival, provide calming sensory breaks, offer comfort during therapy sessions, and are incorporated into reward systems that promote positive behaviour. Their presence has had a significant positive

impact, contributing to a calm, supportive, and engaging school environment for both students and staff.

Another important initiative has been the development of a clear, tiered approach to wellbeing through the Multi-Tiered System of Supports (MTSS), led by the therapy team. This framework ensures that support is responsive to the varying needs of students.

At Tier 1, all students benefit from whole-school supports, including consistent visual structures and routines across classrooms. At Tier 2, targeted small group interventions are provided, such as social skills programs. At Tier 3, students receive highly individualised support, including behaviour support plans and Individual Learning Plans (ILPs).

The implementation of the MTSS framework has strengthened our approach to wellbeing by ensuring support is both targeted and sustainable. It has also enabled a more effective distribution of responsibilities across the College. Tier 1 supports are delivered by classroom staff, Tier 2 through a collaborative approach between classroom and therapy staff, and Tier 3 interventions are led by the therapy team. This structure has improved efficiency and reduced the workload on therapy staff, while maintaining high-quality support for students.

Engagement

Student engagement, as measured by attendance, remains an ongoing challenge at Peninsula Specialist College. A range of factors continue to influence attendance data, including students attending regular external therapy appointments and those identified within the long-term absence category.

In 2025, only 7% of students achieved attendance rates above 95%, compared with 19% of students in similar schools. Additionally, 35% of students recorded attendance rates below 70%, an increase from 22% in the previous year. These figures highlight the need for continued and targeted strategies to improve overall attendance across the College.

Despite these challenges, the *Attitudes to School Survey* provides a more encouraging picture of student engagement. Results indicate that 87% of students reported a strong sense of inclusion, 73% expressed a positive sense of connectedness to school, and 81% indicated that they put in a positive effort when attending. These results suggest that when students are present at school, they feel supported, included, and engaged in their learning.

This presents a strong foundation for future work. It is clear that improving attendance will be critical in maximising student outcomes, as increased presence at school directly supports higher levels of engagement and achievement.

Moving forward, the College will prioritise strategies aimed at improving attendance while continuing to build a positive and inclusive school environment that encourages students to attend regularly and engage fully in their learning.

Other highlights from the school year

Other highlights from the school year reflect a strong sense of community, celebration, and opportunity for all students at Peninsula Specialist College.

Throughout the year, students engaged in a range of camps and excursions that supported independence, social development, and real-world learning. This included both senior school camps and experiences aligned to the Duke of Edinburgh's Award, where students developed resilience, teamwork, and personal responsibility through structured challenges.

The College community also came together to celebrate a number of whole-school events. A standout highlight was our sold-out dance concert, which showcased student talent, confidence, and creativity in a highly engaging and inclusive performance. Events such as Book Week and Footy Colours Day provided opportunities for students to connect with the broader school community, celebrate shared interests, and participate in fun, themed activities.

Sport has continued to play an important role, with students proudly representing the College in the School Association Basketball League (SAABL) Friday basketball competition. This has supported the development of teamwork, perseverance, and school pride.

Headstart Week remained a key transition initiative, allowing students to build familiarity with their future classrooms and staff in a supportive environment. Additionally, our onsite Mother's Day and Father's Day events were well attended and strengthened connections between families and the College.

Collectively, these experiences have enriched student engagement and contributed to a positive and inclusive school culture.

Financial performance

The financial situation for the College continues to be challenging. The College had 150 students enrolled in 2025 and total funding from the Student Resource Package (SRP) of \$8.5 million. However there continues to be a delay in the payment of funding through the Disability Inclusion Profile (DIP) process. This delay meant that the College ended the year with a deficit of \$809,309. This is due to the delay in providing the funding. The true picture is hopefully closer to \$200,000 deficit for 2025. Unfortunately, it won't be until well into 2026 that we will know the true picture of the finances for 2025.

The school council had a contract with Theircare to provide outside hours school care for students at the College. There was also a contract with Advance College to provide the Parks and Gardens certificate two course to some of our senior students.

The College also received equity funding of \$125,667 which was used to provide additional staff across the College.

**For more detailed information regarding our school please visit our website at
<https://www.peninsulaspecialist.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 150 students were enrolled at this school in 2025, 42 female and 108 male. NDP had English as an additional language and 11% 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 **High**.

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	81.8%	
	Similar schools	84.0%	
	State	86.9%	

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	57.5%	
	Similar schools	64.8%	
	State	68.0%	

LEARNING

Teacher Judgement of student achievement English

Percent of results at each achievement level in English

		2025	
A	School	5.7%	
B	School	7.1%	
C	School	12.5%	
D	School	12.0%	
0.5	School	5.7%	
F-F.5	School	15.7%	
1.0-1.5	School	16.7%	
2.0-2.5	School	13.8%	
3.0-3.5	School	8.4%	
4.0-4.5	School	1.5%	
5.0-5.5	School	0.5%	
6.0-6.5	School	0.5%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	2.5%	

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics

		2025	
A	School	4.4%	
B	School	9.5%	
C	School	8.0%	
D	School	8.8%	
0.5	School	5.8%	
F-F.5	School	20.4%	

			2025
1.0-1.5	School	15.3%	
2.0-2.5	School	15.3%	
3.0-3.5	School	7.3%	
4.0-4.5	School	5.1%	
5.0-5.5	School	0.0%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	1.5%	

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	13.0%		17.5%
	Similar schools	40.3%		36.2%
	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
Ungraded	School	56.1		44.9
	Similar schools	40.3		39.4
	State	40.0		39.6

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Ungraded	School	71.7%	

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	\$7,908,481
Government Provided DET Grants	\$1,081,383
Government Grants Commonwealth	\$0
Government Grants State	\$150,770
Revenue Other	\$15,192
Locally Raised Funds	\$190,866
Capital Grants	\$0
Total Operating Revenue	\$9,346,691

Equity	Actual
Equity (Social Disadvantage)	\$125,667
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$125,667

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

Expenditure	Actual
Student Resource Package ¹	\$8,730,454
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$41,464
Communication Costs	\$12,441
Consumables	\$71,418
Miscellaneous Expenses ²	\$19,653
Agency Staff	\$383,621
Professional Development	\$14,629
Equipment/Maintenance/Hire	\$70,176
Property Services	\$177,955
Salaries & Allowances ³	\$220,827
Support Services	\$142,668

Expenditure	Actual
Trading & Fundraising	\$204,129
Motor Vehicle Expenses	\$12,269
Travel & Subsistence	\$0
Utilities	\$54,294
Total Operating Expenditure	\$10,156,000
Net Operating Surplus/-Deficit	(\$809,309)
Asset Acquisitions	\$322,386

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	\$225,183
Official Account	\$162,601
Other Accounts	\$0
Total Funds Available	\$387,784

Financial Commitments	Actual
Operating Reserve	\$237,591
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$150,000
School Based Programs	\$35,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
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	\$422,591

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.