



Where **u** can be YOU.

ANNUAL REPORT 2025





**Always was, always will be,
Aboriginal land.**

Urban College acknowledges the Wurundjeri People of the Kulin Nation as the Traditional Custodians of the land where we live, learn, and work. We pay our respects to Elders past, present, and emerging, and recognise their enduring connection to Country.



Where **u** can be YOU.



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WELCOME



Where **u** can be YOU.

We believe every young person deserves a safe, inclusive, and flexible learning environment where their individuality is valued, their wellbeing is prioritised, and they are empowered to grow, connect, and shape their own meaningful future.



Elise Hopkins
Executive Principal, Urban College

At Urban College, we exist for the young people who have not been able to find their place in mainstream education — students who are highly anxious, neurodiverse, and who need something different to thrive. 2025 was a year of consolidating what we know works, while laying serious groundwork for what comes next.

Everything we achieve at Urban College begins with our staff. Our teachers, wellbeing workers, and campus leaders bring patience, consistency, and genuine care to every interaction with our students — often in moments that ask a great deal of them personally as well as professionally. We invested significantly in professional learning throughout the year, because we know that supporting anxious and neurodiverse young people well requires staff who are supported themselves. Our team engaged in ongoing training in trauma-informed practice, wellbeing-integrated teaching approaches, and the compliance and curriculum knowledge needed to serve our students at the highest standard. This isn't a one-off event for us — it's a continuous commitment, and it shows in the quality of care our students receive every day. I want to acknowledge the quiet, sustained effort this takes, and thank every member of our team for the difference they make.

We could not do this work without the trust and partnership of our families. Many of our students arrive at Urban College after difficult experiences in mainstream settings, and it is often families who have advocated hardest, and longest, to find them a place where they can thrive. We see families as genuine partners in every student's journey — not bystanders to it — and 2025 reinforced just how much stronger our outcomes are when home and school work together. Thank you to every parent and carer who has trusted us with your young person's education this year.

Urban College does not operate in isolation, and we're proud of that. Our relationships with local councils, community members, and external partners have been essential to the work we've done this year, particularly as we progressed planning for future campuses at Scoresby and Healesville. We're equally grateful for the external professionals, allied services, and community organisations who work alongside us to support our students' broader needs, because we know that a young person's wellbeing and their capacity to learn are never separate things.

Operationally, 2025 was strong. Boronia operated at full capacity throughout the year, a clear signal that our model of small, flexible, wellbeing-integrated learning genuinely works. We also secured our Croydon campus this year, finalising a 20-year lease after a long and complex negotiation, and did the significant work of getting that campus registration-ready — a milestone I'm proud to say puts us on track to open Croydon's doors to students in 2026.

I want to sincerely thank our Board, and particularly our Chairperson, Paul Garnsworthy, for the guidance and partnership shown throughout the year. As we look ahead to 2026, our focus is clear: welcome our students at Croydon, continue building the relationships — with staff, families, and community — that make Urban College what it is, and keep laying the groundwork for Scoresby and Healesville.

Elise Hopkins
Executive Principal, Urban College



Our Vision:

Our vision as a community college is to break down traditional school barriers, by centring wellbeing, belonging, and practical pathways for life beyond school. To be a trusted and innovative learning community, empowering every student to thrive in an ever-changing world.

Our Values:



Connection



Individuality



Courage



Growth Mindset



Collaboration



Integrity

Our Mission:

At Urban College, we foster a culture of respect, belonging, and purpose. Through trust, support, and meaningful connections, we empower every individual to thrive in an inclusive, diverse, and accepting environment. Our open-minded and intuitive approach ensures that teamwork, relationships, and individual strengths are valued and celebrated.

Our Story

Urban College is a leading alternative high school in Melbourne, providing supportive, flexible pathways for senior secondary students aged 15–21. We offer education that adapts to each student's needs, focusing on wellbeing, real-world skills, and future success.

Our approach is built on flexibility, individualised learning, and a focus on personal growth, preparing students for their next step—whether that's further study, training, or entering the workforce.

We provide a wide range of academic and vocational pathways through the Victorian Curriculum and VCE Vocational Major, tailored to meet the diverse needs of our students. Our curriculum is hands-on and real-world, designed to engage students and equip them with the skills and confidence to succeed.

Beyond academics, we prioritise wellbeing and community. With a strong emphasis on personal development, we support students to build resilience, independence, and the tools they need to navigate life's challenges. Our staff are dedicated to creating a positive and inclusive culture where every student feels supported, respected, and valued.



Why choose Urban College?

- Smaller class sizes for more individual attention
- Tailored learning that adapts to each student's strengths
- Wellbeing support with a caring, inclusive approach
- Career & VET pathways for practical, real-world skills
- Flexible structure to balance study with life commitments
- Senior secondary focus with programs for students aged 15-21 years

Applied Learning

Year 10

Practical, engaging learning to help students reconnect with school.

VCE Vocational Major

Years 11 & 12

A flexible senior pathway focused on real-world skills and future goals.

VET

Vocational Training

Industry training with nationally recognised qualifications.

Individually Tailored

All Programs

Every program is designed around your student's needs, strengths, and goals.



Our Students

Urban College supports young people aged 15–21 who are looking for a fresh start in their education. Our students often arrive with significant gaps in learning and unmet social-emotional needs. Through strong relationships, flexible curriculum, and embedded wellbeing support, we re-engage young people in education and equip them with the skills to shape their own futures.

A Message from the Chair

The 2025 reporting period has been one of growth, achievement, and organisational maturity for Urban College. On behalf of the Board, I am pleased to present this report and reflect on a year in which our students, staff, and leadership team demonstrated resilience, commitment, and an unwavering belief in the potential of every young person entrusted to our care.



At Urban College, success is measured not only by enrolment growth or campus expansion, but by the outcomes achieved by our students. Many of the young people who enter our classrooms have experienced significant barriers to education and engagement. Our mission is to provide a safe, inclusive, and supportive environment where students can reconnect with learning, develop confidence, and achieve positive educational and personal outcomes. Throughout the year, we have seen countless examples of students making meaningful progress toward these goals, whether through improved attendance, strengthened wellbeing, academic achievement, or the development of pathways into further education, training, and employment.

The Board is particularly encouraged by the level of student engagement evident across the College. Student attendance continued to remain substantially above sector averages for comparable settings, reflecting the strength of Urban College's educational model and the positive relationships developed between students and staff. Attendance is more than a statistic; it is a key indicator of student connection, confidence, and belonging. The fact that students are choosing to attend, participate, and engage in their learning is one of the strongest indicators that we are achieving our purpose.

During the year, Urban College continued to provide individualised learning experiences tailored to the diverse needs of students. Our staff have remained committed to supporting each young person to learn at their own pace, develop their strengths, and achieve success in a manner that is meaningful to them. The Board recognises that for many students, progress can be measured in small but significant milestones, and we celebrate every achievement that contributes to long-term growth and future opportunity.

The successful purchase of the Croydon campus represented an important milestone for the College. Opening a new campus allows us to extend our support to more young people and families while maintaining the personalised and student-centred approach that defines Urban College. We are pleased with the strong initial uptake of student interest for the 2026 year. At the same time, our Boronia campus maintained full capacity throughout the year, reinforcing the demand for our specialised educational offering and the positive reputation Urban College has built within the community.

OUR BOARD & GOVERNANCE



As a Board, our responsibility is to provide sound governance and strategic oversight that enables the College to fulfil its mission effectively and sustainably. Throughout the year, the Board remained actively engaged in overseeing organisational performance, monitoring compliance obligations, strengthening governance frameworks, and ensuring that decisions remained aligned with the best interests of students. We also supported significant strategic initiatives, including the acquisition of future campus sites in Scoresby and Healesville, which will enable Urban College to expand access to education for more young people in the years ahead.

Like all growing organisations, Urban College faced challenges during the reporting period. The Board was required to oversee several organisational matters, which were managed with care, fairness, and a commitment to continuous improvement. These experiences have strengthened our systems, policies, and organisational capability, ensuring that we continue to provide a positive, professional, and supportive environment for both students and staff.

The Board acknowledges that the College's achievements would not be possible without the dedication and professionalism of our employees. Campus Principles, Teachers, education support staff, wellbeing practitioners, and administrative teams work tirelessly to create a learning environment where students feel safe, respected, and empowered to succeed. Their commitment continues to make a meaningful difference in the lives of young people every day.

I would also like to acknowledge the exceptional leadership of Executive Principal Elise Hopkins. Throughout a year of considerable activity and growth, Elise has led with integrity, vision, and a deep commitment to the College's purpose. The Board remains confident in her leadership and appreciates the contribution she has made in building a culture focused on student success, accountability, and continuous improvement.

Urban College enters the 2026 year from a position of strength. We have a clear strategic direction, a growing campus network, strong governance foundations, and most importantly, a community that remains focused on improving outcomes for young people. While we are proud of the progress achieved this year, we remain focused on the work ahead and the opportunities to further strengthen educational, wellbeing, and pathway outcomes for every student we serve.

On behalf of the Board, I thank our students, families, staff, partners, and supporters for their ongoing trust and commitment. It is a privilege to serve as Chairperson of Urban College, and I look forward to seeing our students and our organisation continue to thrive in the years ahead.

Paul Garnsworthy
Chairperson, Board of Urban College

OUR BOARD & GOVERNANCE



Paul Garnsworthy
Chairperson

Paul joined the board in May 2024. Paul is a Founder, Managing Director and Senior Advisor with over 20 years of experience leading a finance and management consulting business, advising SMEs across multiple industries. He brings to his role a history of hands-on leadership experience with a strong understanding of governance, regulatory frameworks and risk management.



Mike Kertes
Deputy Chairperson & Non-Executive Director

Mike was appointed to the Urban College Board in February 2024 and is a current member of the AICD, having recently completed the Company Directors Course. He brings strong commercial and strategic expertise through his role as Workforce and Services Manager at iMedX and prior experience as Managing Director of Clinical Documentation Improvement Australia.



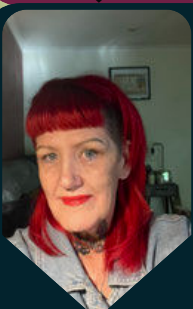
Megan Merlino
Treasurer

Meagan joined the board in 2025. She has spent 10 years in Education working in a range of secondary schools as a teacher, leading teacher, learning specialist, head of numeracy, head of wellbeing and assistant principal. Meagan has also worked as a clinical specialist for Melbourne University, teaching, supporting and assessing student teachers.



Elise Hopkins
Secretary

Elise formally joined the board in 2024 as Executive Principal and Board Secretary. She brings to her role over 12 years experience in Education, including 6 years working in leadership roles across multiple schools. Since joining Urban College, she has grown the school from a single campus into a multi-campus college. Elise holds a Masters of Educational Leadership.



Robyn Young
Director

Robyn continued her role of Board Director in 2025. She is a Youth Homelessness Case Manager with 34 years of experience working alongside vulnerable young people and families. She is passionate about supporting young people to identify their strengths, explore their aspirations, and work towards meaningful life goals. Through a compassionate, authentic, and advocacy-focused approach, she helps young people overcome barriers, strengthen connections, and achieve positive outcomes.



Michael Puddy
Director

Michael joined the board in 2024. He holds a Masters of Education and has worked in schools for over 20 years in a range of roles including Lead Teacher, Assistant Principal and currently the Principal of Billanook Primary School. He leads with a focus on working with his school community to create a shared vision of growth and ensuring children, parents, staff and local community are all given a voice.



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OUR YEAR IN REVIEW



OUR YEAR IN REVIEW



2025 was a year of continued growth and impact for Urban College, as we deepened our commitment to flexible, student-centred education at Boronia and prepared to launch our new Croydon campus.

- Boronia sustained full capacity of 100 enrolments
- Continued facilities upgrades at Boronia including the installation of outdoor picnic tables and lockers, repaint of the school interior and refurbishment of the campus roof
- Significant refurbishment of Boronia's Wellbeing Space and Student Hub. The space continues to be a valuable support for students requiring additional emotional or sensory regulation throughout the day
- Purchase of two buses for daily school bus runs and excursions
- Completed works on Croydon campus to open semester 1 2026
- The successful registration and launch of Croydon, with 69 students enrolled to begin in 2026 against a capacity of 150
- The acquisition of properties for Croydon, Scoresby (capacity 120, target 2027) and Healesville (capacity 120, target 2028)



Urban College 2025 Snapshot:

[119]

Total students supported

[100]

Student enrolments maintained at capacity

[52]

New enrolments in 2025

[24]

Students graduated

[67%]

Graduates into positive pathways

[17]

VET qualifications completed

Technology and Digital Resources

2025 was a year in which Urban College started incorporating AI and emerging digital technologies more directly into classroom learning. Students were given practical opportunities to explore AI rather than simply being told about it. This included using ChatGPT, Google Gemini, experimenting with AI-generated images through Canva, and using Google's Teachable Machine to create and test a basic machine-learning model. Students were also encouraged to evaluate the accuracy and limitations of AI-generated information and consider some of the ethical and social issues associated with the technology.

Digital technology was also incorporated more broadly into learning. Students used Google Docs, Canva, Compass, online research tools, web-based applications and multimedia to research, create and present their work. This allowed students to demonstrate their learning in different ways rather than relying solely on traditional written tasks.



Another focus during 2025 was responsible AI use. Where ChatGPT and Google Gemini was incorporated into learning, the aim was for students to use it as a tool to support brainstorming, questioning and idea development rather than simply generating completed work. Students were encouraged to critically review AI-generated information and acknowledge when AI had contributed to their work. This approach was explicitly incorporated into 2025 assessment material as part of developing good digital citizenship.

Teaching staff were also supported to begin incorporating AI into their professional practice. Staff explored how generative AI could assist with curriculum planning, lesson development, creating classroom activities, differentiation and assessment resources. The focus was on using AI to support teacher workload and improve the quality and accessibility of learning materials, while maintaining teachers' professional judgement.

Over the year, Urban College focused on building both student and staff digital literacy and beginning to embed AI literacy into teaching and learning critically, appropriately and responsibly.

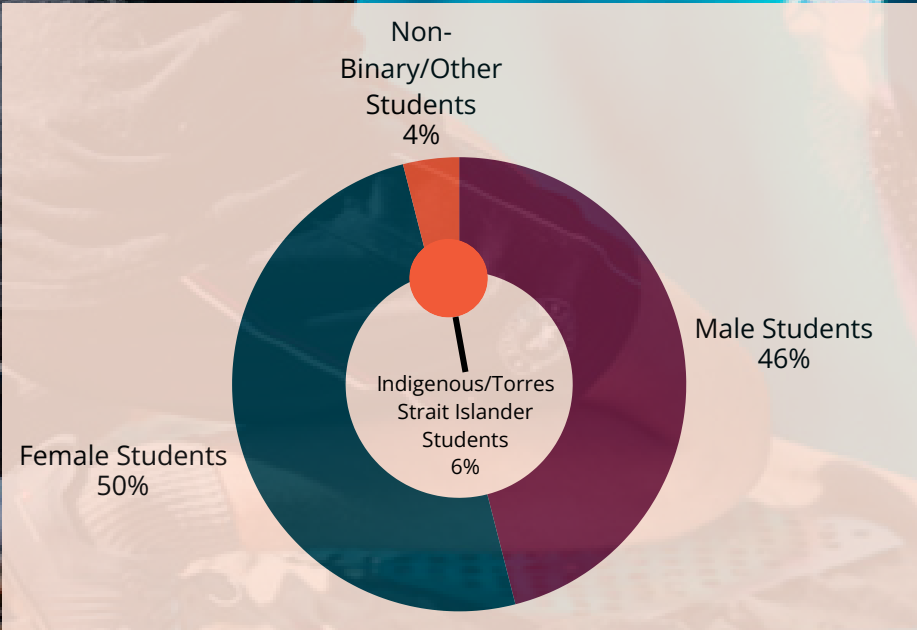
OUR YEAR IN REVIEW



Student Demographics

In 2025, Urban College saw significant student number growth, maintaining campus capacity throughout the year. We welcomed 52 new students to our Boronia campus, purpose-built with updated facilities and spaces that support both learning and student-wellbeing. As members of our growing community, we worked with students to identify strengths, overcome challenges, and create a positive school experience.

Year Level /Program	Number of Students	Attendance Rate 2025
Applied Learning - Year 10	[47]	[57%]
VCE Vocational Major 1 & 2	[34]	[67%]
VCE Vocational Major 3 & 4	[25]	[81%]





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**TEACHING
AND
LEARNING**



Urban College's Learning Model: Learning Designed for You



Flexible

Learning that fits
you



Supportive

Safe, calm, and
trauma-informed



Personalised

Your pathway, your
plan



Strengths Based

We focus on what you
do well

Urban College offers a fresh approach to education through our Year 10 - Applied Learning Program, VCE Vocational Major (VCE-VM) & Vocational Education and Training (VET) programs. Both Year 10 and Senior School are supported by Urban College's Learning Sequence, a framework that supports teachers in providing a purposeful, connected learning environment that tailors to the student. We emphasise growth, not grades in guiding students through their final years of schooling and on to positive pathways.



A Day at Urban College:

 **Breakfast Club from 8:45 AM — meals and student connection**

 **Classes run 9:00 AM – 2:45 PM.**

 **Three breaks daily (two short onsite, one longer offsite with permission)**

 **Staff supervision onsite throughout the day**

Year 10

Our Year 10 Program is carefully designed to provide students with a strong academic foundation while embracing a hands-on, personalised approach to learning. We align our curriculum with the Victorian Curriculum and Assessment Authority (VCAA) standards to ensure that all students receive a rigorous and balanced education, preparing them for the challenges of senior secondary school and beyond.

We recognise that Year 10 is a pivotal year in a student's educational journey, and our program is structured to give students the flexibility to explore different fields of interest, develop key skills, and build a strong sense of self. We understand that each student learns differently, and we take a highly individualized approach, tailoring learning experiences to meet the unique needs, interests, and abilities of every student.



Year 10 – Applied Learning Program

- English
- Maths
- Science
- Humanities
- Health and Physical Education
- Art
- Digital Tech
- Future Focus

VCE

The VCE Vocational Major (VCE VM) at Urban College offers students in Year 11 and Year 12 a practical, engaging pathway to success. Designed for students who prefer hands-on learning and are looking to build the skills and confidence needed for the workforce or further vocational study, the VCE VM combines academic rigor with real-world experience.

The VCE VM provides a flexible and supportive learning environment, ensuring students meet all academic standards while developing practical skills that are relevant to their future aspirations. Students engage in a curriculum that emphasises real-world applications, allowing them to build essential skills and problem-solving abilities.

Through project-based tasks, collaborative learning, and independent work, students are given the opportunity to explore various fields and develop a deeper understanding of their chosen areas of interest.

The focus remains on providing students with the opportunity to build critical life and workplace skills, fostering creativity, teamwork, and independent thinking. This approach allows students to take on new challenges, develop resilience, and become confident learners.



VCE Vocational Major (Years 11 & 12)

The VCE-VM program centres on five key streams of learning:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- Industry Related Skills (VET)

VET - Certificate II & Certificate III in Community Services

Personal Development & Professional Learning:

Professional development is a key priority at Urban College. In 2025, staff engaged in a range of learning opportunities aligned to our strategic goals, with a particular focus on trauma-informed practice, student engagement, and curriculum innovation. Key training was undertaken alongside Andy Jones and Huddle Learning Systems, to create a holistic plan for strategic improvement and enhancing the positive impact of leaders within the school.

How We Impact Learning:

Urban College Learning Sequence:

1. Purpose and Success

What are we learning? Why does it matter?

2. Engage & Connect

Build connection. Spark curiosity.

3. New Learning

Explicit teaching. Scaffolded input.

4. Practice & Choice

Apply learning. Student agency.

5. Reflect & Feed Forward

Review progress. Next steps.

In the Classroom:

- Evidence-based instructional strategies
- Urban College's Learning Model
- Knowing our students
- Timely feedback & feed-forward approach
- Learner agency and goal setting

With our Colleagues:

- Staff and team meetings driving collaboration
- Planning relevant learning experiences and preparing curriculum
- Ongoing alignment to individual student needs

Developing Ourselves:

- Staff committed to growth and reflection on practice
- Professional reading, learning, and peer observation
- Performance and development planning



5th Huddle Leadership Symposium

In November, Executive Principal Elise Hopkins attended the 5th Annual Huddle Leadership Symposium - Leading an Observable Learning Culture with Cale Birk. The Symposium focused on mapping the key constructs of a school's learning culture in order to connect leadership and actions to enhance professional practices. This was a valuable learning experience, leading to improved practices in classrooms for all learners.

Huddle Learning Systems - Urban College Leading Learning, Teaching and Leadership

Across 2025, Urban College staff undertook a 12-month program to holistically enhance teaching practices. Tailored to the educational goals of Urban College, Staff underwent professional development via workshops, 1:1 coaching, peer feedback/reflective analysis, networking, and leadership development/training. Under the guidance and mentorship of Andy Jones and Huddle, this program worked to:

1. Surface and elevate a shared sense of Responsibility, Expectation and Mindset amongst the professional workforce at UC.
2. Ensure that the individual needs of all students at Urban College are known, understood and responded to effectively through a set of common teaching and learning practices.
3. Ensure that the strategic improvement goals and improvement activity of the school are clearly understood and embraced.
4. Create conditions for students where they can all reach their maximum potential; academically, socially and emotionally.

Throughout 2025, staff undertook internal PDs and training to further enhance teaching practice and ensure they continue to meet the diverse needs of the Urban College cohort.

Training	Date Undertaken	Course Content
Autism Awareness Workshop	04/03/2025	This professional development session supports inclusive practices for educational professionals, drawing on evidence-based information to provide participants with a deeper understand of Autism and neurodiversity in early childhood and other education settings.
Borderline Personality Disorder Workshop	27/05/2025	Run by Eastern Health, this course explored the challenges or working with people with a diagnosis of BPD, building awareness and understanding and helping create systems to respond and support appropriately.
Body Image Training for Educators	28/05/2025	Evidence based & prevention focused; addressing the risk & protective factors underpinning the development of negative body image, disordered eating and eating disorders. This session is designed to provide comprehensive information and easy to use tools to support body image education and early intervention.
Understanding Eating Disorders In Young People	29/05/2025	The course provides an overview of the risk and protective factors for and signs and symptoms of eating disorders. It gives advice on approaching young people you may be concerned about and explains how to support the recovery of a young person with an eating disorder. It concludes with guidance on fostering a supportive environment to support young people's body image.
Eastern Health YMHFA Course & Refresher	04/08/2025	The course is designed to raise awareness of how to manage/triage/refer issues regarding a young person's mental health.
Medium Rigid Licensing	11/08/2025	Training and Licensing to drive Medium Rigid Vehicle (School Bus)



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WELLBEING AND INCLUSION



WELLBEING AND INCLUSION



At Urban College, wellbeing and learning are inseparable. Our comprehensive wellbeing approach is embedded in every aspect of school life — from our daily Breakfast Club to one-on-one support from our Wellbeing Team. We know that young people learn best when they feel safe, understood, and supported.

The Wellbeing Team at Urban College plays a critical role in fostering a safe, inclusive and supportive learning environment that enables students to engage positively in their education and personal development. Throughout 2025, the Wellbeing Team was led by Head of Wellbeing, Alisha, alongside the College Counsellor, Jen, who provided dedicated onsite counselling support to students.

The wellbeing framework at Urban College adopts a proactive, trauma-informed and student-centred approach, focusing on engagement, emotional regulation, social connection, inclusion and access to support services. A key priority throughout 2025 was the promotion and education of respectful relationships, ensuring students developed the knowledge, skills and confidence to build healthy relationships, establish appropriate boundaries, recognise unsafe behaviours and seek support when needed. Respectful relationships education was embedded across wellbeing programs, targeted activities, classroom discussions and whole-school wellbeing events.

Through a range of targeted programs, interventions and partnerships, the wellbeing team worked collaboratively with students, families, staff and external agencies to promote positive wellbeing outcomes across the college community. These initiatives aimed to strengthen resilience, increase student connectedness, enhance emotional wellbeing and support students to thrive both within and beyond the school environment.



WELLBEING AND INCLUSION



Wellbeing Programs and Initiatives

Breakfast Club

Our Breakfast Club runs every day between 8:45am and 9:15am, offering students a warm, nutritious start to the day. It's more than just breakfast — it's a space to connect with friends and staff, check in emotionally, and start the morning in a calm and welcoming environment. A rotating menu includes items such as croissants, bacon and egg muffins, ham and cheese pockets and pancakes. This program supports students in establishing a consistent morning routine, promoting healthy eating habits and provides a space for students and staff to connect and prepare of their day of learning.



Social Club

During lunchtime, our Social Club brings students together through creative and fun activities like craft sessions, video games, and chill-out zones — giving students a safe and welcoming environment to build friendships, develop social skills, foster connection and reinforce a sense of belonging within the College community.

Wellbeing Space (Green Room)

Students have access to a dedicated Wellbeing Space — a calm, sensory-friendly, supportive environment designed for relaxation, emotional check-ins, and one-on-one support. Our Wellbeing Team is always available for students who need a chat, guidance, or a quiet place to reset. Students were able to access the space for wellbeing support and check-ins, breaks from overstimulating environments, quiet study and learning opportunities, and safe and supported transitions throughout the school day. The college therapy dog, Bear, remained a much-loved presence within the wellbeing space, providing comfort, connection and positive engagement opportunities for students and staff alike.



Student Pantry & Food Support

The Student Pantry continued to provide practical support to students experiencing food insecurity. Donations and community support enabled students to access meals, snacks and essential food items throughout the school day. Weekly BBQs further promoted community connection, engagement and access to nutritious food in a welcoming environment.

Thrift Shop

The Urban College Thrift Shop operated monthly and was additionally available on a needs-based basis for students requiring clothing support. The initiative aimed to:

- Reduce barriers associated with financial hardship.
- Promote dignity and choice.
- Support student wellbeing and participation.
- Encourage sustainability and community contribution.

WELLBEING AND INCLUSION



Equine Therapy

Urban College partnered with Wedgetail Therapy in Launching Place to deliver an Equine Therapy Program throughout 2025. Each term, four students were selected to participate in an eight-week program focused on:

- Emotional regulation
- Building self-awareness
- Developing healthy boundaries
- Strengthening assertiveness and communication skills

Students engaged in therapeutic activities with rescued horses while being supported by qualified equine therapists. Urban College wellbeing staff were there as an additional support too. Transport to and from the program was provided by the college. Feedback from participating students indicated positive outcomes in confidence, emotional regulation and relationship-building skills.



Guided by qualified equine therapists, the program focused on building coping strategies to support anxiety management, emotional regulation, mindfulness, healthy boundaries, self-confidence, and communication skills.

Throughout the sessions, students spent time with horses and dogs, while also having the option to engage in creative art projects around the farm.

One student shared,

"I learnt different ways to communicate how I am feeling and that I can express my emotions through artwork."

Another reflected,

"I liked that I got to spend time outside and with animals. Animals calm me down and it helped me for the rest of the week at school to not be so anxious."

WELLBEING AND INCLUSION



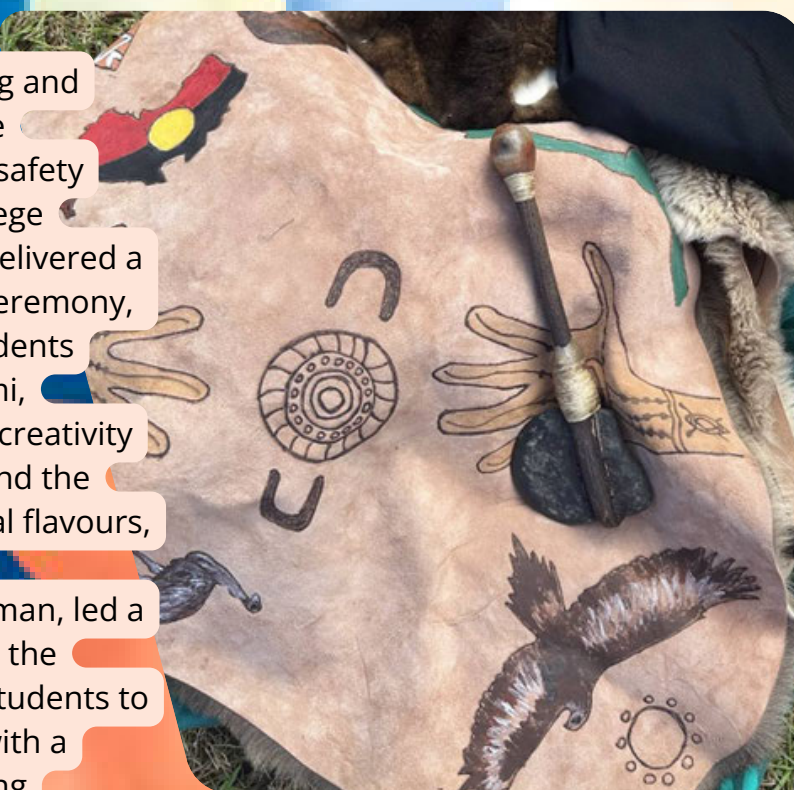
Wellbeing Days

Four dedicated Wellbeing Days were delivered throughout 2025, each focusing on a key area of student wellbeing.

Term 1: Celebrating Cultural Diversity

Our first Wellbeing day focused on recognising and celebrating diversity within the Urban College Community. The event began with a cultural safety survey, followed by an introduction from College Counsellor Jen. Aunty Julie and Rick Baldwin delivered a heartfelt Welcome to Country and Smoking Ceremony, with Rick showcasing traditional artifacts. Students engaged in diverse activities, including Origami, Celebration Art, and Cultural Bingo, fostering creativity and cultural understanding. The Tasting Around the World event at lunchtime offered international flavours, while an AFL activity kept students active.

In the afternoon, Shae, a proud Kamilaroi woman, led a session on Indigenous languages, followed by the "Where Are We From?" activity, encouraging students to reflect on their heritage. The day concluded with a second cultural safety survey to assess learning outcomes.



Term 2: Respectful Relationships

Urban College held a full-day Respectful Relationships event focused on inclusion, wellbeing, and positive communication. The day began with a BBQ breakfast and a Green Flag/Red Flag activity on healthy relationships. Students then joined workshops including self-defence, anti-bullying (Doing It For Dolly), team games, and a group art piece.

After pizza, the energy soared with the Amazing Race—a special highlight of the day, planned and led by our incredible Year 12 students. Not only did they deliver a thrilling and fun experience for all, but they also managed to complete their assessment tasks as part of the event. The day encouraged students to explore healthy relationships, empathy, communication, respect and community connection.



WELLBEING AND INCLUSION



Term 3: Self-Care and Mental Wellbeing

Term 3's Wellbeing Day focused on the theme of self-care and connection. The program began with a barbeque breakfast, followed by a keynote presentation from guest speaker Arthur Bolkas, former prisoner now criminologist who shared his powerful story of resilience, recovery, and building a fulfilling life. Students engaged thoughtfully with his presentation and asked considered questions. The afternoon offered a wide range of activities designed to promote wellbeing and teamwork, including a harm minimisation workshop with YSAS, grounding and meditation sessions, crafting for relaxation and a team building obstacle course with prizes.

The day was a valuable opportunity for students to reflect, connect, and learn practical strategies for looking after their own wellbeing and supporting others.

Term 4: Celebration Day

Students had an absolute blast at Gumbuya World for our Term 4 Wellbeing Day/Celebration Day — racing down the waterslides, screaming through the rides, and checking out some awesome animals. Term 4's Wellbeing Day was a reminder of how important it is to take time out to celebrate achievements, build friendships, and support wellbeing in a fun and relaxed environment — and our students (and staff) certainly made the most of the it. We also took the opportunity to recognise and congratulate our Urban College Values Award winners, who were recognised for consistently demonstrating our school values of Connection, Individuality, Courage, Growth Mindset, Collaboration and Integrity. A day full of laughter, connection, and Urban College community spirit!



Inclusion & Diversity

Urban College celebrates diversity and is committed to inclusivity and equity for all members of our community, including our LGBTQI+ students, staff, and families. Urban College remains committed to creating a diverse, inclusive and welcoming environment where all students feel safe, respected and valued.

Throughout 2025, the wellbeing team supported a range of initiatives that celebrated diversity and promoted inclusion, including:

- Harmony Day celebrations
- Wear It Purple Day
- Cultural diversity activities
- Inclusive wellbeing programming
- Student-led participation opportunities

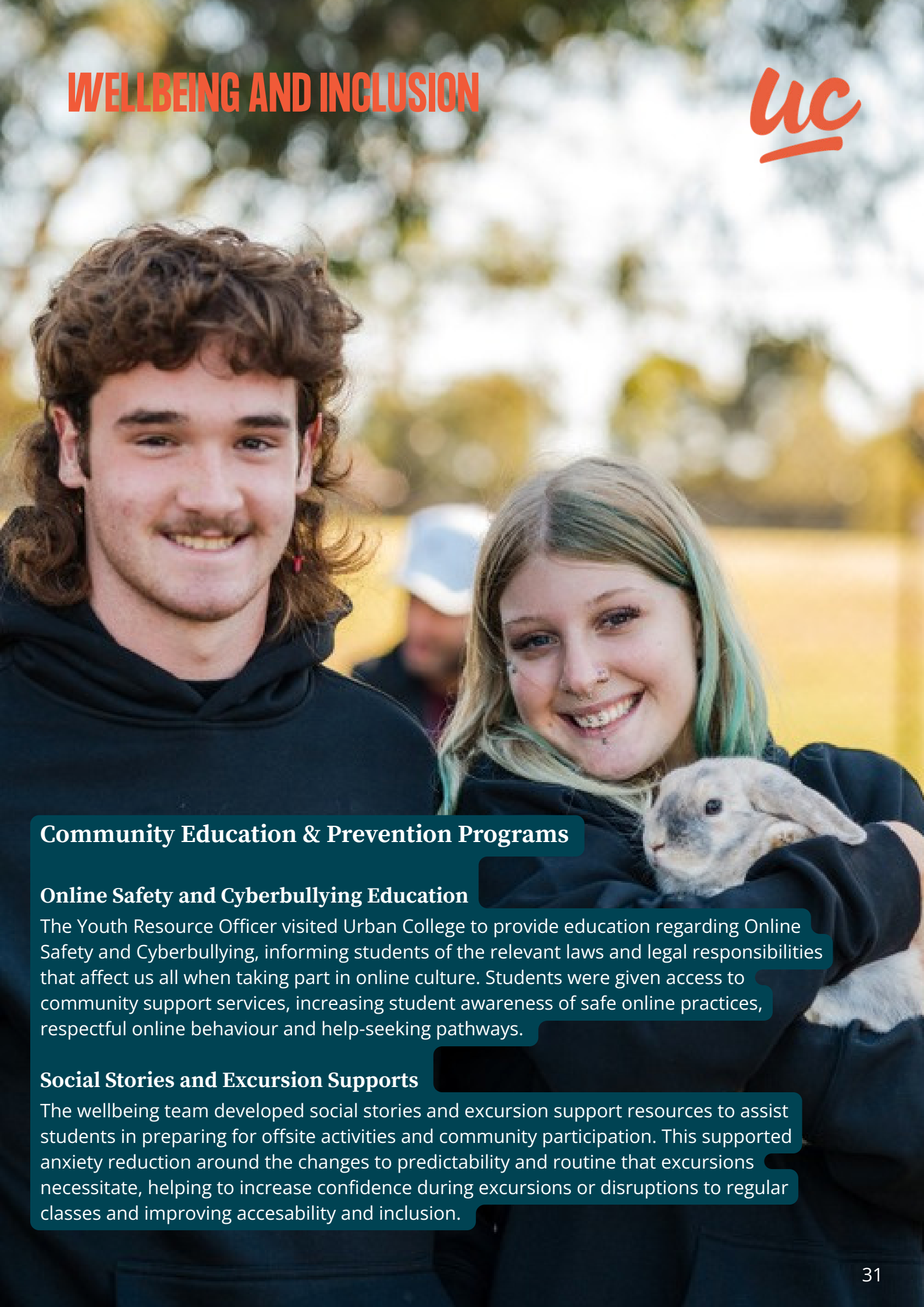
These initiatives encouraged students to embrace diversity, challenge discrimination and contribute to a respectful and inclusive college culture.



Working with Families

At Urban College, success is a shared journey. We place great importance on open communication, trust, and genuine partnership with families and carers. Parent and carer engagement in student goal-setting and IEPs continued to grow in 2025, with initiatives including:

- Compass Bulletins
- Blog posts on Website
- Social Media
- IEP Meetings



Community Education & Prevention Programs

Online Safety and Cyberbullying Education

The Youth Resource Officer visited Urban College to provide education regarding Online Safety and Cyberbullying, informing students of the relevant laws and legal responsibilities that affect us all when taking part in online culture. Students were given access to community support services, increasing student awareness of safe online practices, respectful online behaviour and help-seeking pathways.

Social Stories and Excursion Supports

The wellbeing team developed social stories and excursion support resources to assist students in preparing for offsite activities and community participation. This supported anxiety reduction around the changes to predictability and routine that excursions necessitate, helping to increase confidence during excursions or disruptions to regular classes and improving accesability and inclusion.

WELLBEING AND INCLUSION



Personal Care and Hygiene Support

Through the "Pinch-a-Poo" initiative, students had access to toiletries, hygiene products and essential personal care items. This program helped ensure students could access necessities that support health, wellbeing, dignity and school engagement.

External Support Partners

Urban College also maintained strong partnerships with community organisations throughout 2025, enabling us to provide comprehensive support to students and families. Key external partners included:

- Youth Support + Advocacy Service (YSAS)
- Child Protection Services
- Headspace Australia
- Child and Youth Mental Health Service (CYMHS)
- Salvation Army Boronia
- Knox Infolink
- The Orange Door
- Frontyard Youth Services
- Safe Steps
- Eastern Centre Against Sexual Assault (ECASA)
- Victorian Aboriginal Child and Community Agency (VACCA)
- Local police units and SOCIT (Knox)





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COMMUNITY & PARTNERSHIPS



Excursions & Community Programs

Excursions – Supporting Learning Outside the Classroom

Students were given the opportunity to attend a variety of exciting and engaging excursions to support their learning across the Year 10 Applied Learning and VCE courses. These offered both experiences navigating a variety of public spaces and events and also opportunities for focused learning outside the classroom, supporting both personal growth and learning engagement. Some highlights include:

Event	Date	Total Attendees	Learning Supported
Year 10 NGV International Visit	13/06/2025	32	Year 10 - Art
Year 10 Ninja Parc	15/08/2025	26	Year 10 - Health & PE
Year 10 Melbourne Molocaust Museum	18/08/2025	29	Year 10 - Humanities
Year 10 - Ticket to the Universe, Scienceworks Excursion	11/11/2025	40	Year 10 - Science
Year 11 - Holey Moley Data Collection	13/06/2025	31	Year 11 - Numeracy
Year 11 - Escape Room	27/06/2025	29	Year 11 - Personal Development
Year 12 - Escape Room	13/03/2025	25	Year 12 - Personal Development
Year 12 - Hijinx Hotel	24/06/2025	25	Year 12 - Personal Development
Year 12 - Frontyard Education Centre - Youth Homelessness Educational Session	28/08/2025	25	Year 12 - Personal Development

COMMUNITY & PARTNERSHIPS



Whole School Werribee Zoo Excursion

On Monday 1 September 2025, 60 students from Years 10, 11 and 12 took part in Urban College's whole school excursion to Werribee Open Range Zoo. This annual event provided a unique opportunity for students to apply their classroom learning in an engaging and authentic environment. The day began with a safari bus tour, where students observe animals in open range habitats and explored ideas of conservation, biodiversity and sustainability.

Each year level then participated in activities tailored to their studies. Year 10 students examined evolution and natural selection, investigating how species adapt to changing environments. Year 11 students focused on employability and workplace skills through simulated zoo-based tasks, while Year 12 students undertook a self-guided tour to gather material for their Literacy assessments.

The excursion was a valuable experience for all students, blending enjoyment with meaningful learning. Students will continue to draw on their visit to Werribee Zoo in upcoming classwork and assessments, making the day both memorable and academically enriching.



COMMUNITY & PARTNERSHIPS



Educational Programs

Students undertook a range of educational and training incursions and excursions, learning practical skills and encouraging personal growth and teamwork as well as planning for what comes after Urban College. Programs of note included:

Event	Date	Attendees	Outcome
Victorian Careers and Employment Expo	20/03/2025	36	As part of exploring careers pathways and the Work Related Skills curriculum, year 11 and 12 students attended the Victorian Careers and Employment Expo at the Melbourne Showgrounds. Students completed tasks during the event to assist in researching possible career pathways.
METEC Driver Education	30/04/2025	27	Students completed a driver education day to support safe driving behaviours and attainment of their Probationary Licenses.
St. John's Party Ready Program	06/08/2025	35	Year 10 students undertook the Party Ready Program run by St. John's, enabling students to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation. Students were also trained in CPR and the use of defibrillation.



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GRADUATE OUTCOMES



GRADUATE OUTCOMES



Throughout 2025, our Careers and Pathways program has focused on helping students build clarity and confidence about their futures through experiences, planning and personalised support. A major highlight was the Year 10 Work Experience block at the end of Term 2, with 21 students completing placements across a range of industries aligned to their interests, strengthening their employability skills and understanding of workplace expectations. Students also engaged in a variety of real-world learning opportunities, including an industry immersion in civil construction with Laing O'Rourke at their South Dynon Train Maintenance Facility, the Year 12 tour of Swinburne Wantirna, and an onsite presentation from Apprenticeship Support Australia to all cohorts, broadening awareness of apprenticeship and traineeship pathways after school.

Students further explored options through two career expo visits: the Victorian Careers and Employment Expo and the OELLEN Career Expo, which had a strong trades focus and directly connected a couple of our students with apprenticeship opportunities. Across year levels, students worked on Career Action Plans to reflect on strengths, identify goals, and map out next steps for future study or employment. In preparation for 2026, all incoming Year 11 and 12 students have been supported with VET course selections and application processes, ensuring they are informed and confident about their pathway choices. Many students also accessed individual 1:1 career counselling interviews for tailored guidance, resume building assistance and an onsite first aid course added to students' practical skills and work readiness.



GRADUATE OUTCOMES



We are proud of the achievements of our 2025 graduates. Urban College is committed to ensuring every young person who completes their schooling with us moves forward into a positive pathway.

November 15th marked a significant milestone for our Year 12 students, as 24 graduates were honoured at the Year 12 Graduation Ceremony.

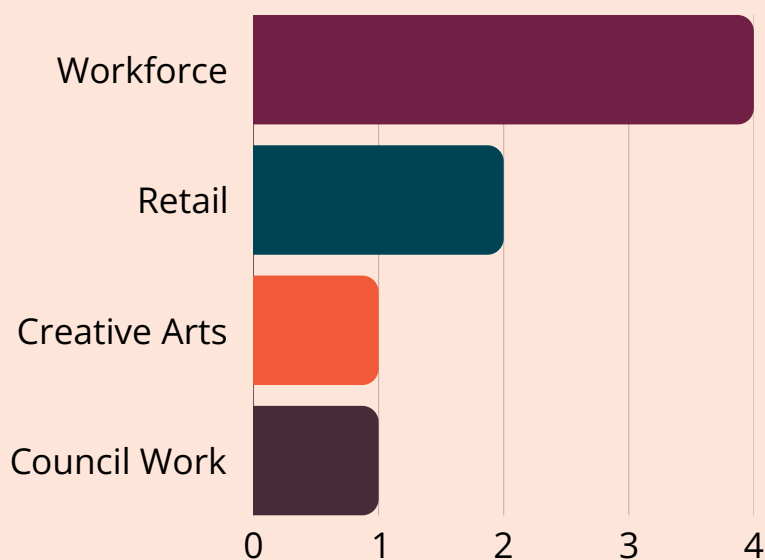
This special event celebrated their hard work, achievements, and perseverance throughout their school years. We are incredibly proud of our graduates and wish them all the best as they embark on the next chapter of their journeys. Congratulations to the Class of 2025!



GRADUATE OUTCOMES

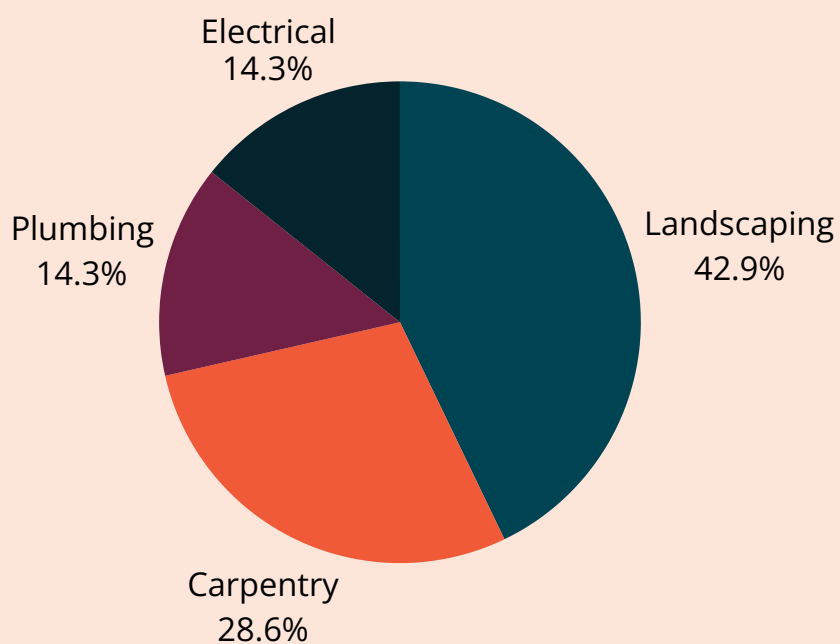


Employment Pathways



Graduate Destination	Number	%
Further Education (TAFE/University)	[2]	[13%]
Employment	[8]	[50%]
Apprenticeship/ Traineeship	[6]	[38%]
Total Graduates	[24]	[67%]

Apprenticeship / Traineeship Pathways



Further Study Areas



Real
Estate



Tourism

Where Our Money Went

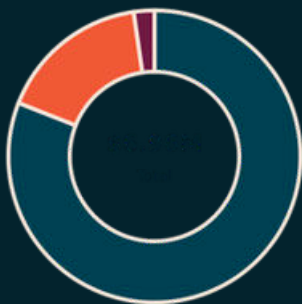
In 2025, nearly three in every four dollars Urban College spent — almost \$2.4 million of our \$3.22 million total — went directly to the people and programs in front of our students: teachers and wellbeing workers delivering our curriculum every day, alongside the school buses, first aid supplies, and graduation celebrations that support students beyond the classroom.

The remainder kept the College running: maintaining our campus, managing insurance and compliance, and investing in the systems that let our staff focus on students instead of paperwork.

This was made possible by \$6.96 million in income, mostly through Federal and State Government grants, and resulted in a surplus of \$3.74 million — money that isn't sitting still. It's being reinvested into our growing campus network at Croydon, Scoresby, and Healesville, so more young people who haven't found their place in mainstream education can find it here. However the money moves through Urban College, it lands in the same place: funding a young person who's safe, supported, and able to learn.

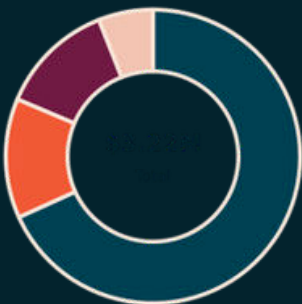


Income Breakdown



●	Federal Government Grants	81.00%	\$5,638,080
●	State Government Grants	16.70%	\$1,166,049
●	Other income	2.30%	\$158,864

Expenditure Breakdown



●	Core & Specialist Staff	68.20%	\$2,197,183
●	Administration & Resources	13.20%	\$424,247
●	Premises & Infrastructure	12.60%	\$407,132
●	Curriculum & Excursion Expense	6.00%	\$192,685

FUTURE



As we reflect proudly on the achievements and growth of our students in 2025, we also look ahead with excitement for the future of Urban College.

We are proud to announce the opening of our second campus in 2026 located in Croydon. With capacity for 150 students, our new campus embodies the same supportive and flexible learning approach that has made Urban College Boronia a trusted place for young people who are ready to reconnect with education in Years 10 - 12.



Through 2026, Urban College is focused on a clear set of strategic priorities: opening our Croydon campus, progressing our Scoresby campus toward its 2027 opening, and continuing planning for the Healesville campus, which is set to open in 2028. Alongside this growth, we're expanding our Learning Model and curriculum offerings, and growing and refining our wellbeing programs. We're also focused on strengthening family engagement and community partnerships, and continuing to build staff capacity through targeted professional learning.

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