

2024 Annual Report to the School Community

School Name: Echuca College (8855)



DIVERSITY
STRENGTH

- 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 30 April 2025 at 02:15 PM by Jessica Sargeant (Principal)

- As executive officer of the school council, I attest that this 2024 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 30 April 2025 at 02:15 PM by Jessica Sargeant (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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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. These levels 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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Echuca College is a secondary school with an enrolment of approximately 600 students. It is located on the border with NSW on the Murray River, combining the urban sophistication of a small city with the charm of Red Gum forests, rural industry, and a thriving tourist precinct. The school vision, Echuca College is a connected learning community that grows through resilience, acceptance and opportunity ensures we maximise all opportunities for our learners. The Echuca College community is guided by the values of Respect, Resilience and Inclusion. At Echuca College we have high expectations for every class, every day for everyone. While most students come from the immediate rural cities of Echuca-Moama, approximately 30% travel along more than twenty bus routes, some travelling an hour each way to access the education provided. Students attending the College are drawn from ten urban and rural feeder primary schools from both Victoria and New South Wales.

At Echuca College we get to know our students as individuals and learning is personalised. We can focus on the development of resilient and respectful learners, destined for success in a constantly evolving world. Echuca College is focused on preparing our students for the future and all students have a home group leader that assists them with developing their 'About Me' profile. This profile details learning strengths and challenges which enables us to better support the student.

The innovative learning environment at Echuca College is underpinned by high expectations and the use of School Wide Positive Behaviour supports. Our college is structured in year levels across three communities the Campaspe Kookaburras, the Goulburn Kangaroos, and the Murray Turtles. The framework for our positive environment is strengthened by year level leaders who work in these communities and are supported by a team of experienced teachers and student leaders. As a result, a positive and responsible approach to education fosters exemplary values of inclusion, resilience and respect for self and others.

The high standard of education delivered in all areas of the College is tribute to the dedication, intellect and empathy of our teaching and support staff- all whom take collective pride and inspiration from our students. Our Teaching and Learning is guided by our Echuca College Instructional Model and is enhanced by Leading Teachers and Learning Specialists specifically assigned to Curriculum, Wellbeing, Literacy and Numeracy.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Echuca College we have high expectations, for every class, every day for everyone. Learning

at Echuca College is driven by our vision that we are *a connected learning community that grows through resilience, acceptance and opportunity*. We have an instructional model that incorporates the Gradual Release of Responsibility model, I Do, You Do, We Do and conduct regular learning walks to observe this in action. The instructional model has three phases, connect, learn and reflect. During the connect phase staff focus on establishing consistent predictable routines, learning intentions and success criteria and links to prior learning. The learn aspect of our model is the focus on the I Do, You Do, We do and finally the reflect stage is checking for understanding and links to what's next. Recently we conducted a professional learning day focused on our instructional model and all leading teachers, learning specialist and principals delivered professional learning sessions focused on an area of our model. The best session of the day was when all staff were grouped, and they presented to their peers on how to use a particular teaching and learning strategies. In addition, all classroom-based learning support staff attended and were part of the day. The success of this day was the collective focus on teaching instruction and all staff being involved. The effectiveness a collaborative approach to developing a whole school quality teaching and learning focus is evident in the results of the Staff Opinion Survey, which have shown growth with collective focus on student learning with 64% reporting positive and collective responsibility with 63% reporting positive in 2024. Also in 2024 we have made some progress in relation to meeting our four years goals and targets particularly with VCE. Our Dux was 95.6, next 94.45 with 10 students over 70, all study mean 24.64, above 37, 4.4% and an English mean of 23.58. We also have had some good growth with Naplan reading at year 9. We still have to work on English and attendance to improve to meet our targets. Numeracy will also be a focus for 2025.

Wellbeing

At Echuca College we have developed and implemented an About me Profile. This profile is completed by the learning mentor, the student and the parent or carer on the first day of the year. While the profile includes information about the student in terms of interests and background, we also include what helps them in the classroom, what hinders them, what it will look like if they are disengaged etc. Having this information available to all staff on Compass allows us to get to know our students and tailor learning adjustments to suit. In 2024 each class has developed a class "About Us Profile". This has been completed by all teachers of the class collaborating as a team and making collective decisions regarding their learning level and ability. The teams then created a checklist of strategies that can assist the learners and are agreed practices from the teaching team. We allocated five weeks of our meeting time to this process to allow collaboration and discussion. For Example, all teachers of 8A would meet and discuss the profiles for each student and look for commonalities or consistent strategies that can be used. This is broken into two sections, firstly "The class told us we can help by" visual timetables, quiet classroom, limited distractions, opportunity for group independent and partner work, scaffolding work... The second section includes "Consistent practices teachers agree to implement" positive acknowledgements, seating arrangement, using a calm voice/low tone, restorative and respectful conversations with students, informal check-ins, providing a check list of instructions. These strategies have been developed by combining student voice and teacher input. One of the most powerful aspects of this process was putting faces to the data. Each class developed their PowerPoint, and all students were placed on a visual data wall according to teacher judgement and NAPLAN. It was powerful when a student was exceeding on NAPLAN but attendance and teacher judgement were low. This led to professional discussions around student engagement and achievement. 2023 Attitude to school survey data was collated. This is a quantitative data set. To obtain the

valuable qualitative data the collated AtoSS data presented to students in cohort focus groups. Using protocols, students were able to discuss the data and provide insight into the factors behind the data and to create responses that discussed strategies that Echuca College should start doing, stop doing and keep doing. This process was later repeated with the 2024 AtoSS. Student leaders were invited to an after-school meeting to present their findings to staff.

These adjustments and deep item analysis protocols have seen some significant growth in the Attitude to School Survey (AtoSS) responses in specific cohorts when matched to their responses in 2023. The 2024 Year 12 Female students responded 41% positively to the question “I feel like I belong at this school.” This same cohort, as Year 11s in 2023, responded with just 18% positive response. This question also saw strong increases in our Year 10 cohorts. Positive endorsement from 2024 Male Year 10 students increasing to 32% from 23% in 2023. Positive responses from Year 10 female students increased to 26% from 16% in 2023. Echuca College also saw significant increase in positive endorsement around the question “I like this school.” 2024 Year 9 male students increased to 44% from 38% in 2023. Year 10 Females increased to 35% from 25% in 2023. Year 12 Females increased to 45% from 14% in 2023.

Engagement

in 2024 with SWPBS, we undertook several feedback sessions with staff, discussed what constituted major and minor behaviours and overall listened to staff feedback. We established a SWPBS team with staff and student representatives worked closely with the regional coach and were able to simplify the matrix linked it to our shared vision and values. As a result, we have just been awarded our Blue Award which is a testament to the commitment to our shared vision and goals as a school community. The student leadership area of the school continues to grow and we now have a First Nations Leadership team that meet twice a term in addition to our community leaders and school captains. In terms of student voice and agency in 2024 we had 53 results higher than the matched cohort in 2023 which is evident in the work we have been doing across the school. The school held focus groups with a random selection of students from all year levels to unpack the 2023 and 2024 Attitudes to Schools Survey Data and provide suggestions on what we as a school should keep doing, stop doing and start doing. This voice from the focus groups was then presented by student leaders to staff where staff also had the opportunity to unpack the data and were given meeting time to plan for student voice within teaching.

We developed a new attendance procedure which allocated duties for intervention in absences to Learning Mentors, Community Leaders and Leading Teacher- Wellbeing. A system was developed that collated student absence data each week and sent a graphical and numerical representation of this data to the staff in these roles. A fortnightly Attendance meeting was held to discuss significant attendance concerns and make referrals to agencies for assistance. 49% of students were absent for 30 or more days in 2024 and 14% absent for between 20 and 29.5. The processes will be reviewed and strengthened in 2025.

Financial performance

Echuca College concluded the year with a surplus of \$118,000, attributed to receiving all expected revenue and lower-than-budgeted expenditures. The primary funding sources included the

Student Resource Package and various Department of Education Grants, supplemented by curriculum contributions from school families.

The college received \$705,000 in equity funding, which was allocated according to the school's strategic and implementation plans. This funding was primarily directed towards staffing improvements and wellbeing supports to enhance student educational outcomes. Additionally, the school's mental health funds were used to increase the time fraction of the mental health practitioner, further supporting student wellbeing.

Throughout 2024, Echuca College focused on upgrading furniture, particularly in the maths/science building, to create a better learning environment. Scholarships from MADEC continued to support the educational outcomes of indigenous students. The school remains in a strong financial position, enabling the continuation of educational programs and facility upgrades into 2025.

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 652 students were enrolled at this school in 2024, 328 female and 324 male.

2 percent of students had English as an additional language and 14 percent 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: **Medium**

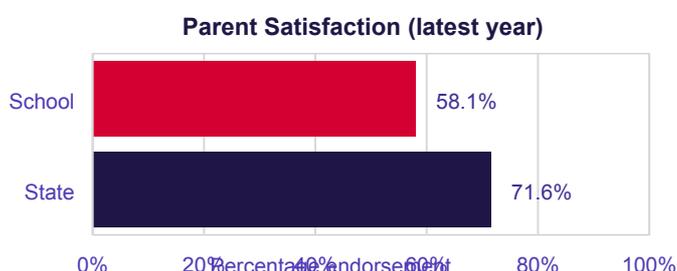
Parent Satisfaction Summary

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.

Parent Satisfaction

Latest year
(2024)



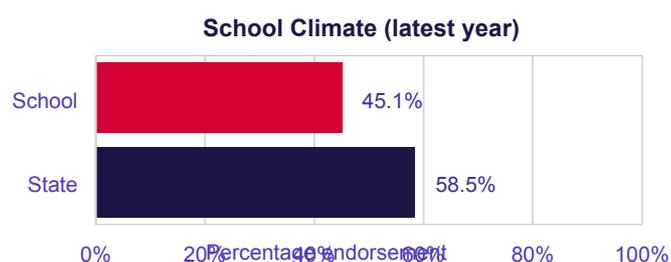
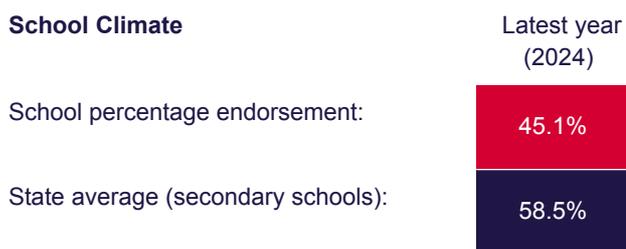


School Staff Survey

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.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

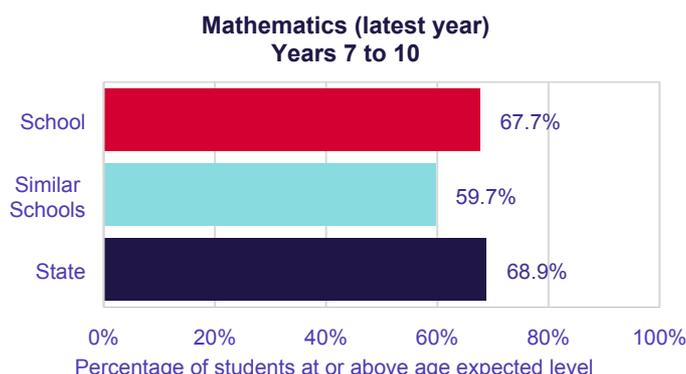
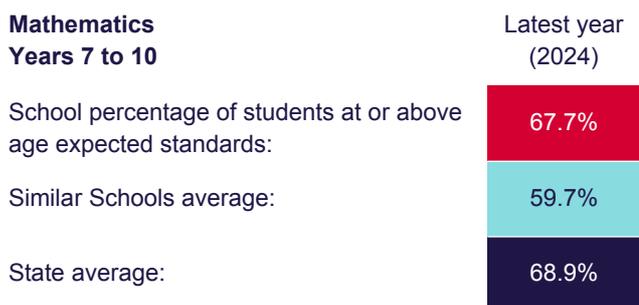
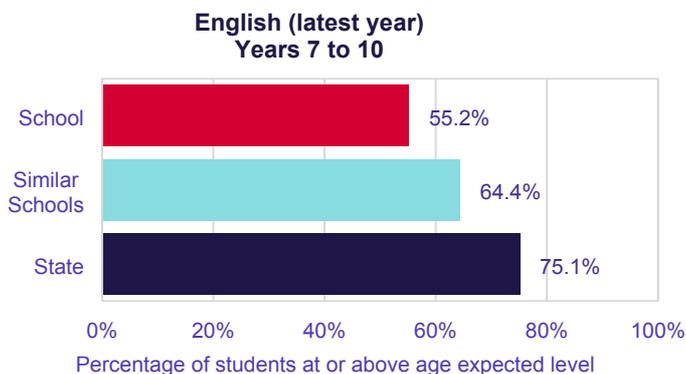
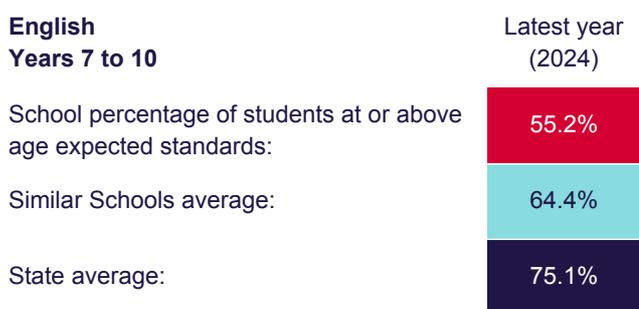


LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.



LEARNING (continued)

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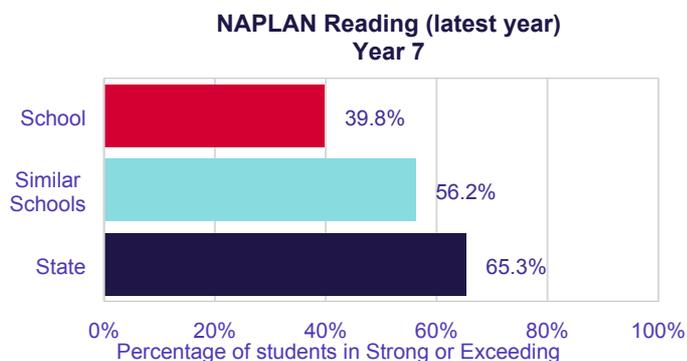
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

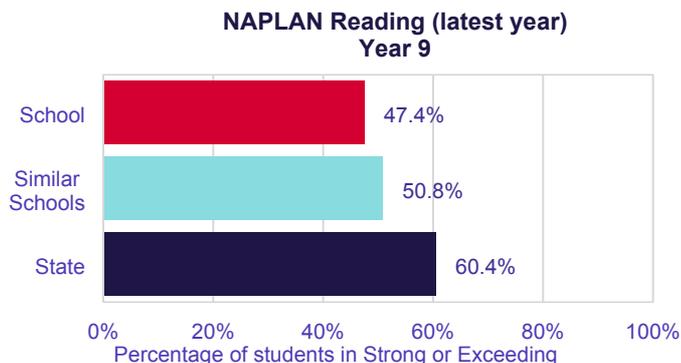
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	39.8%	39.7%
Similar Schools average:	56.2%	57.2%
State average:	65.3%	65.7%



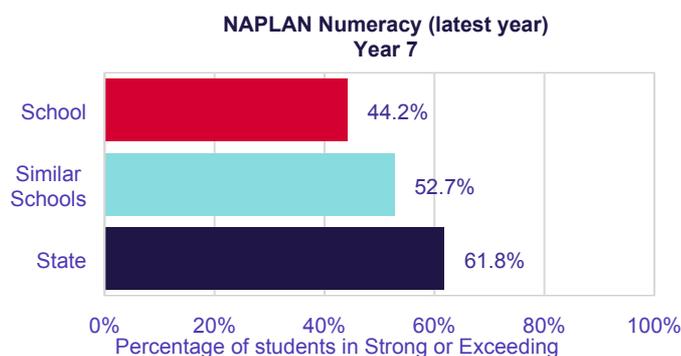
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.4%	50.2%
Similar Schools average:	50.8%	51.9%
State average:	60.4%	60.2%



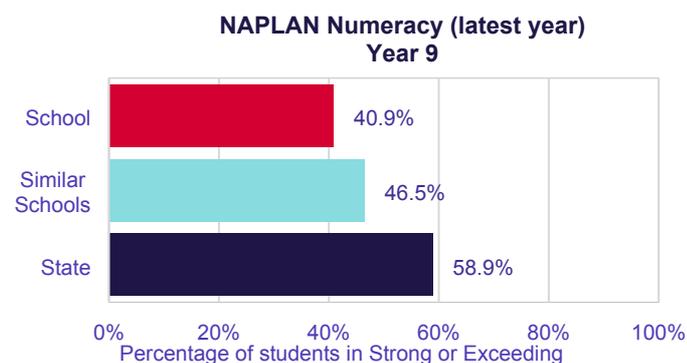
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.2%	41.2%
Similar Schools average:	52.7%	53.2%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.9%	42.6%
Similar Schools average:	46.5%	48.2%
State average:	58.9%	59.4%

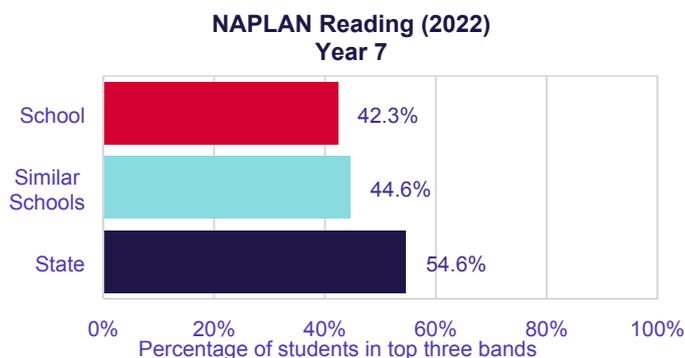
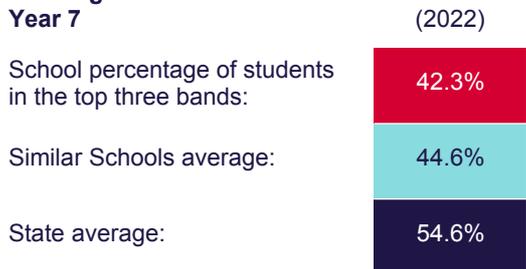


LEARNING (continued)

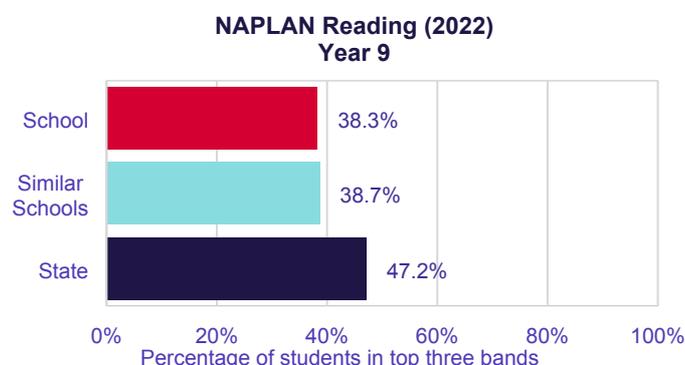
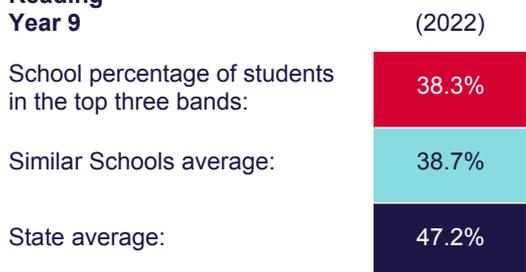
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

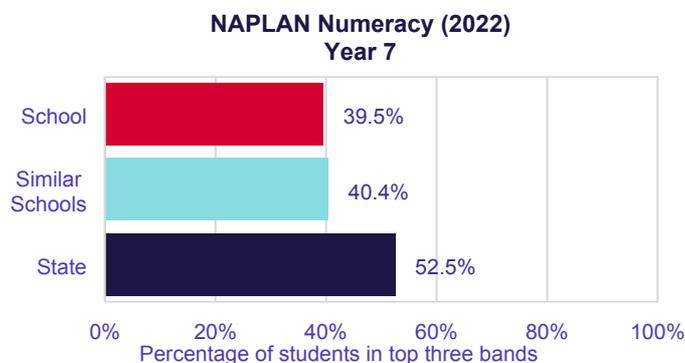
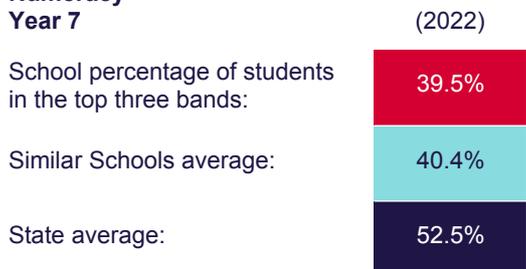
Reading Year 7



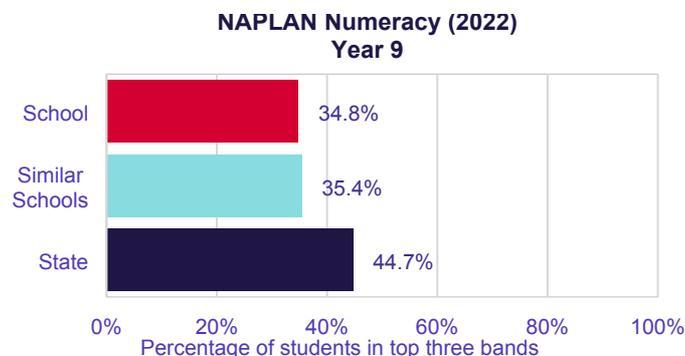
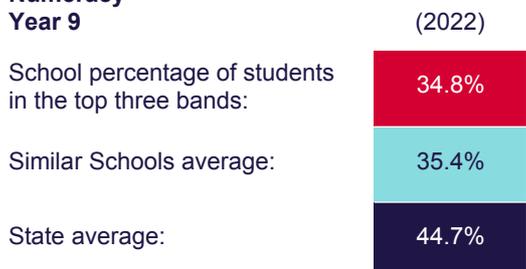
Reading Year 9



Numeracy Year 7



Numeracy Year 9



LEARNING (continued)

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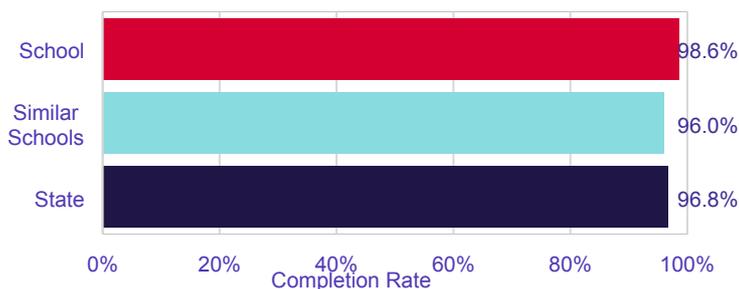
Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	98.6%	96.1%
Similar Schools completion rate:	96.0%	95.7%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

24.6

Number of students awarded the VCE Vocational Major

7

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

43%

Percentage VET units of competence satisfactorily completed in 2024:

78%

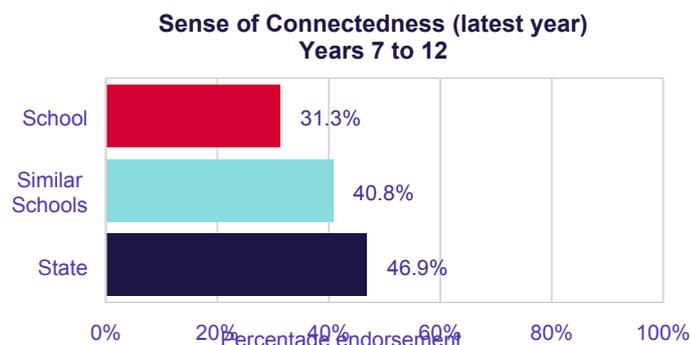
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

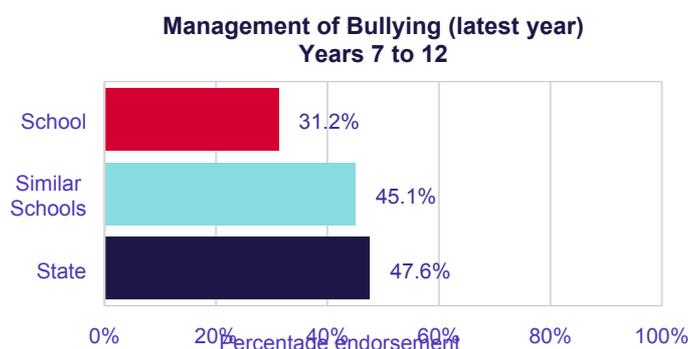
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	31.3%	37.3%
Similar Schools average:	40.8%	41.8%
State average:	46.9%	48.0%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	31.2%	35.3%
Similar Schools average:	45.1%	45.2%
State average:	47.6%	49.1%



ENGAGEMENT

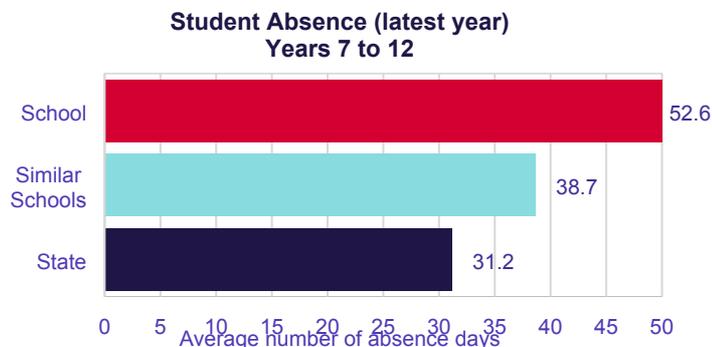
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	52.6	44.9
Similar Schools average:	38.7	34.2
State average:	31.2	27.2



Attendance Rate (latest year)

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

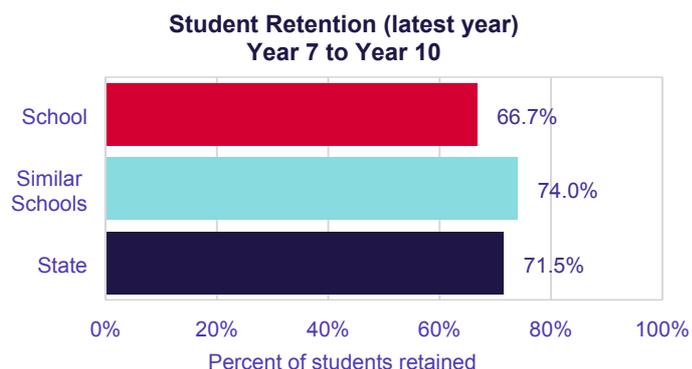
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	71%	71%	69%	73%	78%	85%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	66.7%	72.5%
Similar Schools average:	74.0%	75.8%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

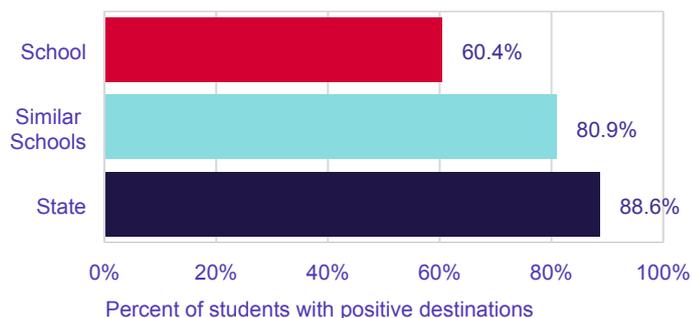
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	60.4%	67.8%
Similar Schools average:	80.9%	83.1%
State average:	88.6%	89.5%

Student Exits (latest year) Years 10 to 12



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$9,070,576
Government Provided DET Grants	\$1,637,652
Government Grants Commonwealth	\$19,364
Government Grants State	\$0
Revenue Other	\$242,870
Locally Raised Funds	\$268,944
Capital Grants	\$0
Total Operating Revenue	\$11,239,407

Equity ¹	Actual
Equity (Social Disadvantage)	\$641,340
Equity (Catch Up)	\$64,600
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$705,940

Expenditure	Actual
Student Resource Package ²	\$9,253,507
Adjustments	\$0
Books & Publications	\$2,313
Camps/Excursions/Activities	\$148,031
Communication Costs	\$9,669
Consumables	\$177,579
Miscellaneous Expense ³	\$62,553
Professional Development	\$48,296
Equipment/Maintenance/Hire	\$156,345
Property Services	\$421,363
Salaries & Allowances ⁴	\$190,395
Support Services	\$442,593
Trading & Fundraising	\$57,351
Motor Vehicle Expenses	\$126
Travel & Subsistence	\$11,019
Utilities	\$140,081
Total Operating Expenditure	\$11,121,220
Net Operating Surplus/-Deficit	\$118,187
Asset Acquisitions	\$104,923

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$3,350,122
Official Account	\$84,936
Other Accounts	\$182,932
Total Funds Available	\$3,617,990

Financial Commitments	Actual
Operating Reserve	\$314,114
Other Recurrent Expenditure	(\$747)
Provision Accounts	\$1,601
Funds Received in Advance	\$0
School Based Programs	\$383,018
Beneficiary/Memorial Accounts	\$10,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$48,880
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$395,511
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,152,376

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.