

2023 Annual Report to the School Community

School Name: Echuca College (8855)



DIVERSITY OF
STRENGTHS

- 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 24 April 2024 at 11:49 AM by Jessica Sargeant (Principal)

- This 2023 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 03 May 2024 at 01:53 PM by Larna Tarrant (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Echuca College is a secondary school with 700 students 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 motto 'Diversity Our Strength' is a reflection of the comprehensive and innovative curriculum provided to all students. While the majority of 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 so that we can focus on their development as resilient and responsible young adults, destined for success in a constantly evolving world. Our College is focused on the preparation of our students for the future.

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 enhanced by Leading Teachers and Learning Specialists specifically assigned to Curriculum, Wellbeing, Pedagogy and Engagement.

Echuca College is large enough to provide a comprehensive curriculum and a range of programs and resources second to none in this area to meet the most fastidious of students. Echuca College is also small enough to achieve the closeness which allows students and staff to develop ongoing educational relationships in a friendly and supportive learning environment. Innovative teaching programs and staff commitment to ongoing professional learning ensures that Echuca College delivers an exceptional and fulfilling educational experience for every student now, and in the future.

Our senior program offers a comprehensive range of studies within each of the major area of Arts, Business, Humanities, Languages, Health Sciences, Sciences, Technology and VCAL. The College is building a strong reputation in all these areas as evidenced by VCE results and the high proportion of students who gain full time employment or pursue tertiary education. Our successful VCAL program has provided senior students with a vocational element within their VCE studies and through their studies students have developed strong links with the local community.

Currently as part of the VETis program, we are offering a variety of VET Certificate Courses and we are involved in the School Based Apprenticeship Scheme. The College is also a member of the Beacon Foundation, a program that has assisted our students in pathways planning and development in the Echuca area for over 20 years.

Our facilities support a progressive curriculum and with the College being set on 12 hectares it provides plenty of room to move. In addition to sports fields and a picturesque piazza, our students enjoy a Performing Arts Centre, refurbished double basketball court stadium with squash courts and small gym, Cafe Learning centre, commercial kitchen, science centre and transitional neighbourhoods for years 7 and Year 12 Senior Learning. Echuca College also has a 'state of the art' hockey field that includes 12 tennis courts. Semester 2 will see the opening of the Echuca College STEM facility. With all this Echuca College is setting the standard for others to follow in the 21st Century.

Progress towards strategic goals, student outcomes and student engagement

Learning

All teaching staff are incorporating literacy and numeracy strategies into their lessons as a result of learnings in their Professional Learning Communities. All teaching staff are members of a PLC and have had the opportunity to gain feedback on the use of evidence-based teaching strategies and share artefacts as evidence of student learning. Maths focused on the lesson organisation to develop consistent and predictable routines and literacy undertook various inquiries for example the use of task words in VCE, low stakes writing and essay structure scaffolding. We have not yet seen this work translate to our VCE mean score which is overall 24,2 and well below state. Teachers are making and documenting adjustments to differentiate at point of need for learner and this will further continue into 2024. We have conducted whole school Professional learning around HITS with a focus on questioning. This has been the focus of walkthroughs with DSSI team leadership and learning specialists. Our Naplan data has shown some improvement at year 9 and we are getting closer to similar school.

Wellbeing

In response to our goal, we developed a whole school approach to physical, social, and emotional wellbeing. The wellbeing team reviewed the current mental health and wellbeing approach at Echuca College using the mental health menu and planning tool. The renamed Student Services team identified and implemented wellbeing programs that integrate physical, social and emotional learning. Learning Support Group, Selfie, Uplift, and Mindfulness have been implemented to support student wellbeing. We now have a visible schedule of wellbeing programs that we offer throughout the year including our Schoolwide wellbeing day. The student services team identify and schedule appropriate professional learning for teachers to support implementing wellbeing programs. All staff completed the suite of Berry Street training to support trauma informed pedagogical practice.

Engagement

We have embedded the learning support group program every morning and students have a key advocate to support them with attendance, to communicate with parent/carer and support students in achieving their learning goals. Ready to Learn meetings are held at the start of the year and all students complete a learning plan. We have established protocols and processes to support at-risk students and build relationships with their families. A referral process leads to, allocation meetings, student support group meetings. The inclusion team use data to identify students needing targeted support to ensure attendance and engagement at school. We have successfully completed disability and inclusion profile meetings and have a number in progress. Noah's Ark is providing Tier 1-3 interventions and best practice supports for teaching staff in occupational therapy and speech interventions. Njernda VAELA and Echuca College are working in partnership to support first nations students. We continue to monitor attendance with a continued higher than average absence rate with 43 days average per student. This is a continued area for growth. Our attitude to school survey data was disappointing however after doing focus groups with students we were able to understand that the post review re-structure to the community organisation had not had enough time to take effect.

Financial performance

The 2023 Annual report will show that the Echuca College maintained a very sound financial position throughout 2023, finishing the year with a surplus. Special grants in 2023 included the Sporting Schools grant used to encourage physical activity through the purchase of extra sporting equipment for the school. The Shire of Campaspe funding used to assist with maintenance of the hire facilities. Some students were also able to participate in a STEM camp with the financial assistance Swinburne University. The college has used funds to begin replacing old classroom furniture. The senior area has been furnished with new modernised furniture creating a better learning environment for the senior students. Furniture requirements for other areas of the school have been documented and Echuca College is working towards fulfilling those needs.

The schools strategic plan along with the annual implementation plan continue to provide the framework for the allocation of equity funding. Equity funding was used to support literacy and numeracy through maintain literacy and numeracy specialist teachers throughout 2023 and into 2024. Wellbeing supports for students have been met by using the mental health fund to increase the time fraction of our Mental health practitioner. Indigenous students were also supported with a grant and scholarships to support their educational needs.

**For more detailed information regarding our school please visit our website at [Echuca College](https://www.echucacollege.vic.edu.au)
<https://www.echucacollege.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 734 students were enrolled at this school in 2023, 368 female and 366 male.

2 percent of students had English as an additional language and 12 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).

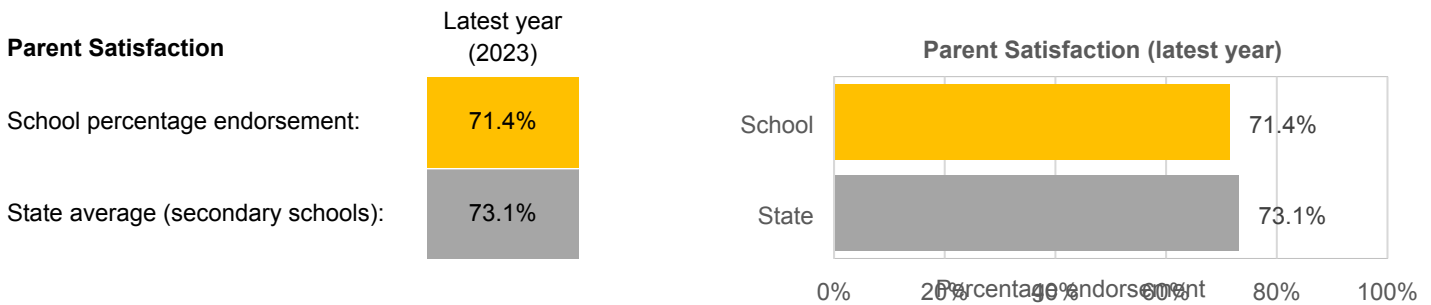
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

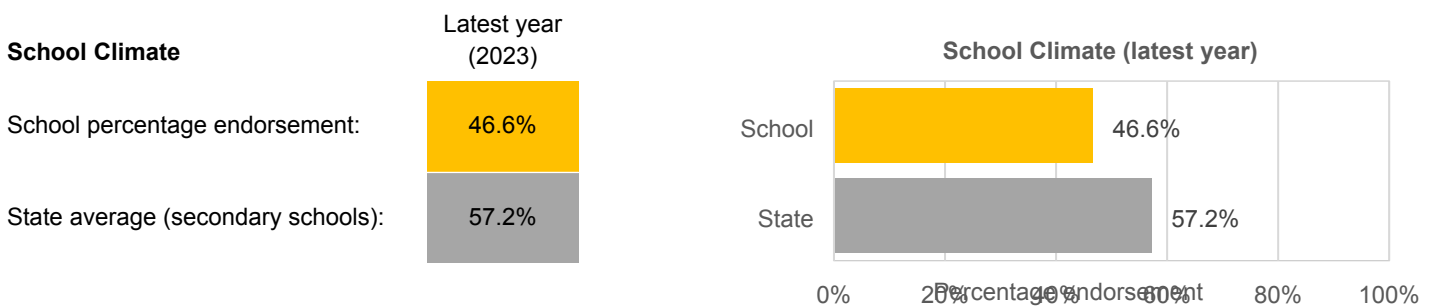


School Staff Survey

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

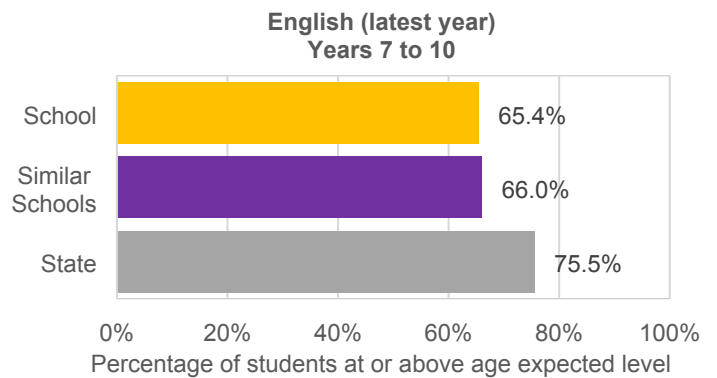
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

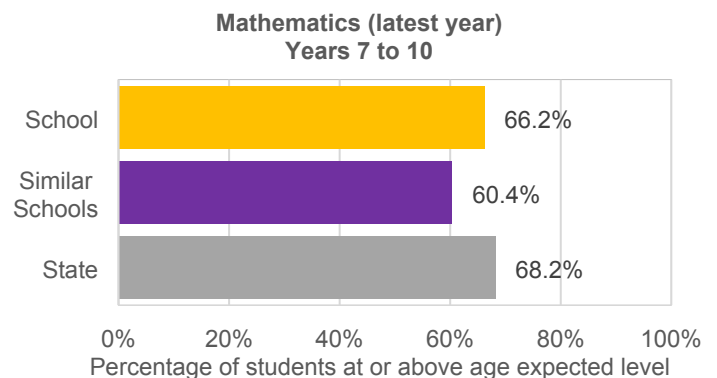
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	65.4%
Similar Schools average:	66.0%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	66.2%
Similar Schools average:	60.4%
State average:	68.2%



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

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

39.6%

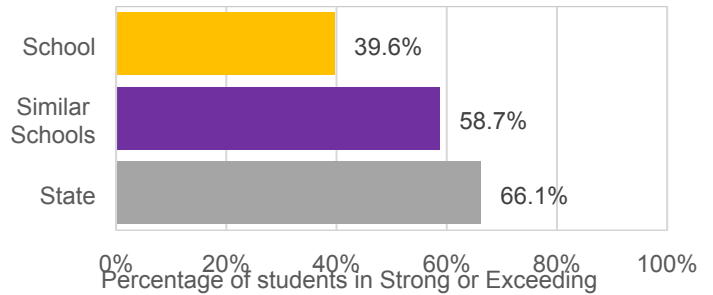
Similar Schools average:

58.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.6%

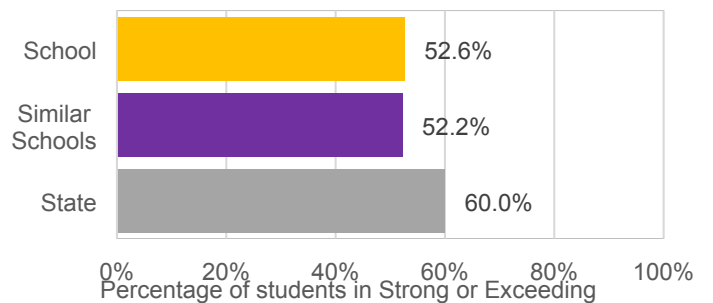
Similar Schools average:

52.2%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

39.0%

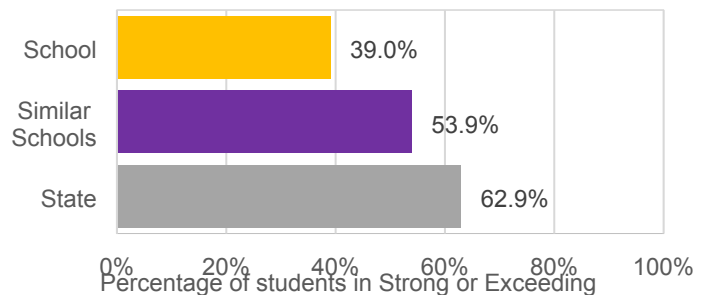
Similar Schools average:

53.9%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.0%

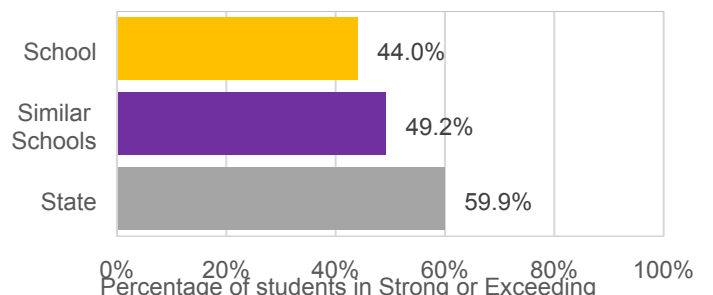
Similar Schools average:

49.2%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



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

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 7

Latest year
(2022)

School percentage of students in the top three bands:

42.3%

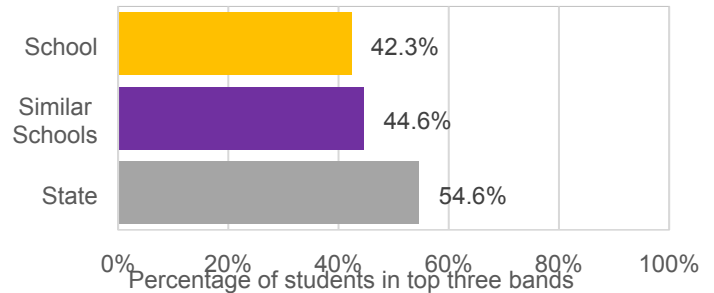
Similar Schools average:

44.6%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year
(2022)

School percentage of students in the top three bands:

38.3%

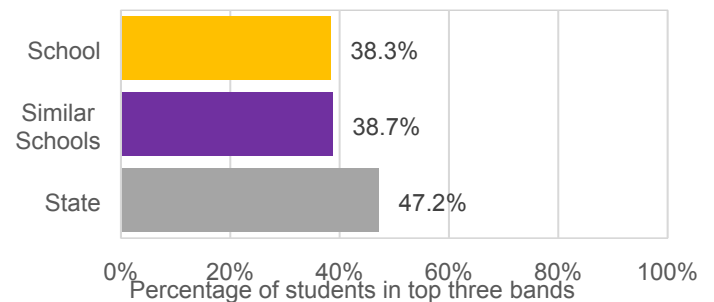
Similar Schools average:

38.7%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

Latest year
(2022)

School percentage of students in the top three bands:

39.5%

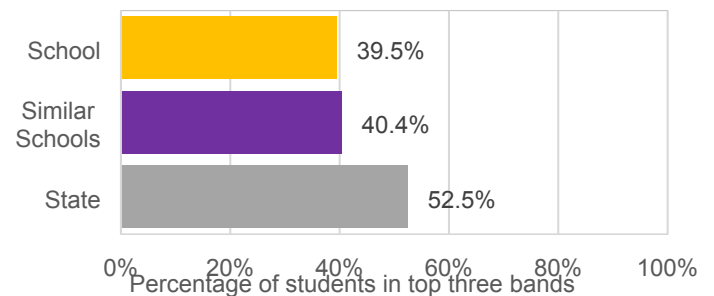
Similar Schools average:

40.4%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year
(2022)

School percentage of students in the top three bands:

34.8%

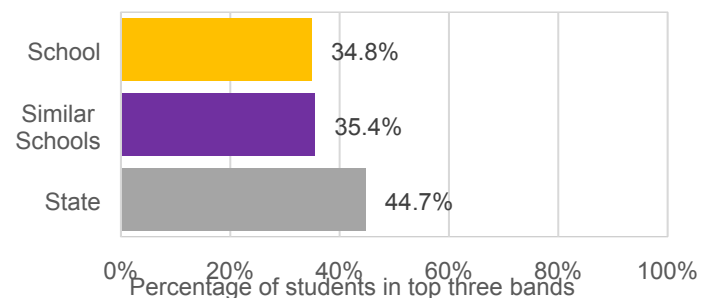
Similar Schools average:

35.4%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



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.*

Victorian Senior Secondary Certificate

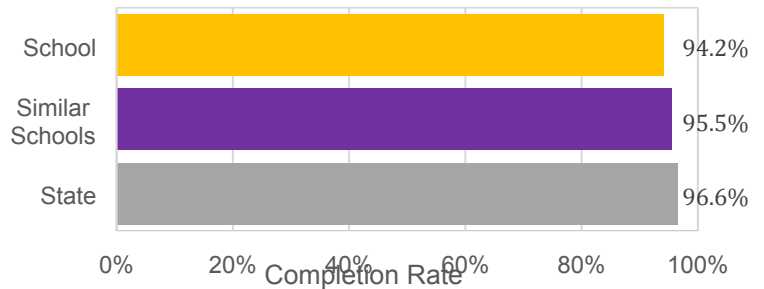
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	94.2%	94.6%
Similar Schools completion rate:	95.5%	96.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

24.2

Number of students awarded the VCE Vocational Major

9

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

34%

Percentage VET units of competence satisfactorily completed in 2023:

69%

WELLBEING

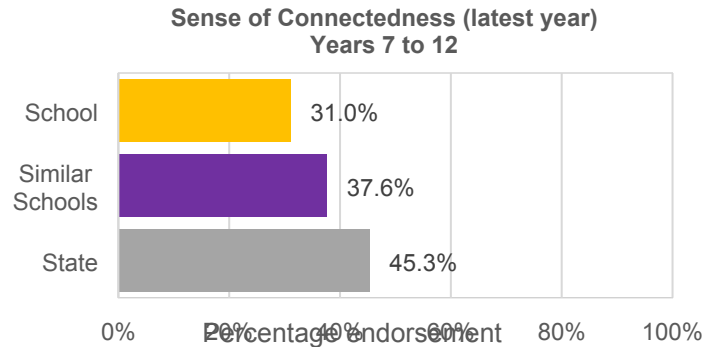
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	31.0%	43.9%
Similar Schools average:	37.6%	42.4%
State average:	45.3%	49.9%

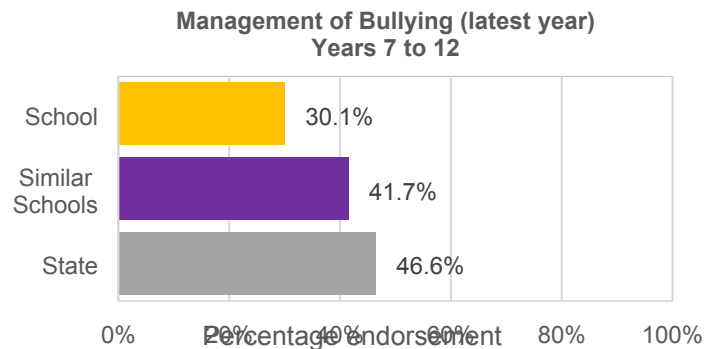


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	30.1%	41.0%
Similar Schools average:	41.7%	45.3%
State average:	46.6%	51.0%



ENGAGEMENT

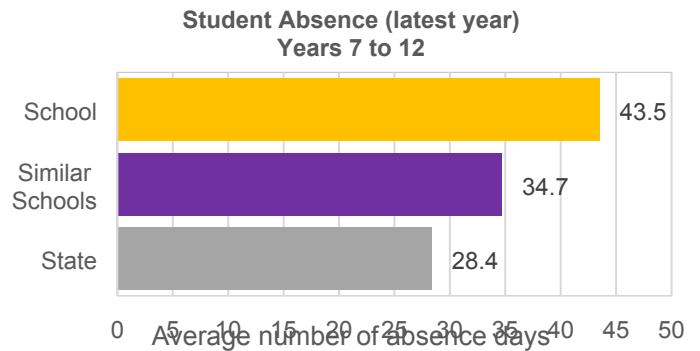
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	43.5	41.7
Similar Schools average:	34.7	30.5
State average:	28.4	23.8



Attendance Rate (latest year)

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

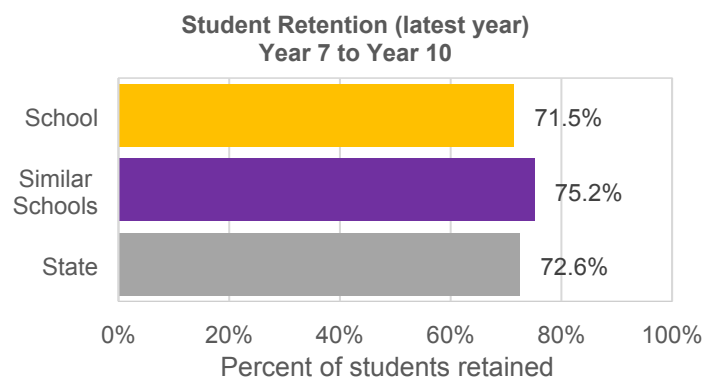
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	78%	74%	77%	77%	81%	87%

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 (2023)	4-year average
School percent of students retained:	71.5%	75.9%
Similar Schools average:	75.2%	76.7%
State average:	72.6%	73.8%



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.*

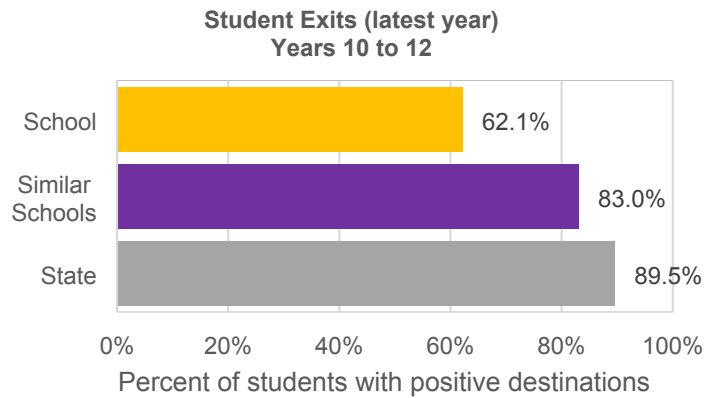
Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	62.1%	71.8%
Similar Schools average:	83.0%	83.4%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$9,631,603
Government Provided DET Grants	\$2,200,471
Government Grants Commonwealth	\$29,197
Government Grants State	\$0
Revenue Other	\$239,113
Locally Raised Funds	\$626,342
Capital Grants	\$0
Total Operating Revenue	\$12,726,725

Equity ¹	Actual
Equity (Social Disadvantage)	\$691,456
Equity (Catch Up)	\$67,652
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$759,108

Expenditure	Actual
Student Resource Package ²	\$9,408,105
Adjustments	\$0
Books & Publications	\$2,831
Camps/Excursions/Activities	\$493,575
Communication Costs	\$7,291
Consumables	\$230,803
Miscellaneous Expense ³	\$87,095
Professional Development	\$73,610
Equipment/Maintenance/Hire	\$192,517
Property Services	\$444,874
Salaries & Allowances ⁴	\$195,005
Support Services	\$625,720
Trading & Fundraising	\$25,620
Motor Vehicle Expenses	\$127
Travel & Subsistence	\$0
Utilities	\$119,807
Total Operating Expenditure	\$11,906,981
Net Operating Surplus/-Deficit	\$819,745
Asset Acquisitions	\$65,986

- (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 20 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$3,111,267
Official Account	\$99,694
Other Accounts	\$174,691
Total Funds Available	\$3,385,651

Financial Commitments	Actual
Operating Reserve	\$381,414
Other Recurrent Expenditure	\$191,155
Provision Accounts	\$6,771
Funds Received in Advance	\$0
School Based Programs	\$353,044
Beneficiary/Memorial Accounts	\$10,015
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$147,289
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,099,688

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.