

# 2025 Annual Report to the School Community

School Name: Wallan Secondary College (8791)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 27 March 2026 at 10:09 AM by Michael Ritchie (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 22 April 2026 at 09:37 AM by Michael Ritchie (Principal)

## How to read the Annual Report

### What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### School context

Wallan Secondary College (WSC) is a Year 7 – 12 Secondary College situated in Wallan, 50 kilometres north of Melbourne, in the Mitchell Shire one of the fastest growing areas outside of the Melbourne Central Business District (CBD).

Land in Wallan and the surrounding area is continuing to be developed, attracting many families to the area.

The College opened in 2006 with 110 students. There has been strong enrolment growth in the past 12 months with numbers steadily increasing in excess of 950 in 2025.

In 2025, the College had 5 Principal Class members, 10 Leading Teachers, 1 Learning Specialists, approximately 75 teaching staff and 39 support staff. Staff include classroom teachers, Educational Support (ES) administration, ES student support and ancillary staff in Science, Technology, ICT and Careers.

The college completed the School Review process in 2023 and continued to review and update policies in line with Child Safe Standards and best practice in 2024.

The staff and community used School Wide Positive Behaviour Support (SWPBS), Real Schools, and Berri Street to teach and set expectations for our students and implement appropriate consistent consequences. Wallan Secondary College staff offer exceptional teaching and learning practices that inspire and engage students to achieve excellence in all that they do.

The College endeavours to become the local school of choice for families seeking quality educational options for their children.

Wallan Secondary College strives to be at the forefront of educational initiatives, programs and policies, offering a wide range of opportunities for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science, Humanities, Health and Physical Education; complimented by programs in the Arts, Music, Technology subjects and Indonesian.

A wide range of Victorian Certificate of Education (VCE) and Vocational Education and Training (VET) subjects and a Victorian Certificate Education Vocational Major (VCE VM) program offered in Year 11 and 12. Tertiary and employment pathways are well established.

In 2025 the College continued to offer an enrichment and extension program (GOLD) from Year 8 to 9. The College has a number of students enrolled as part of International Students Program.

WSC offered a full range of extracurricular opportunities; including Student Leadership, Clubs, Performing Arts, Breakfast and homework programs, inter school sporting and co-curricular activities including camps.

We continue to provide a Learning for Life Program which includes small group literacy and numeracy intervention. The Independent Reading program continues to be embedded in Year 7 and 8 within the English curriculum, focusing on reading and comprehension skills and development.

Students are encouraged to develop their leadership skills; opportunities are provided through a range of learning experiences including College Captains and House Leaders through further development and implementation of the new House System. All students of WSC should show

leadership by demonstrating and modelling our school values of Respect, Responsibility and Resilience.

Our College Motto is 'Learning for life', this is embodied in the actions of all key stakeholders who are jointly committed to improving the learning outcomes of students.

The College has a culture of participation and striving to achieve our best. We believe improving student outcomes is achieved through creating connection and rapport with students and families, supporting students wellbeing and learning through outstanding teaching and academic rigour.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2025, Wallan Secondary College continued to refine and improve teaching and learning programs within the college. All staff participated in Professional Learning Communities (PLCs) with a focus on literacy or numeracy. Staff continued to build their capacity to monitor and utilise data to support their teaching and assessment practices through professional learning. Staff also participated in professional learning around Explicit Teaching as part of VTLM2.0. There was also a focus on the development of new curriculum aligned with Victorian Curriculum 2.0 for all subject areas. Programs such as the Learning for Life intervention program for Literacy and Numeracy continued to be implemented, as well as the Tutor Learning Initiative to support students needing extension.

NAPLAN results indicated that the percentage of students in the Strong or Exceeding category for Reading at Year 7 and Year 9 were 39% and 35.7% respectively. For Numeracy, the percentage of students in the Strong or Exceeding category at Year 7 was 35.6%, and 36.1% at Year 9. In terms of relative growth, 64.1% of students achieved High or Medium relative growth for Reading, and 56.8% for Numeracy. Teacher judgements of student achievement against the Victorian Curriculum suggest that 60% of students from Year 7-10 are at or above the expected standard, with 48.1% of students from Year 7-10 at or above age expected standards in Mathematics.

In 2025, majority of students graduated with a Victorian Senior Secondary Certificate with a VCE/VCE VM completion rate of 99%. Many of these students moved onto further study at TAFE or university, or found employment. An afterschool study club was available to students seeking extra support from staff over the course of the year. Revision seminars were externally sourced in Term 4 to assist students with their examination preparation.

## Wellbeing

In 2025, our school made significant progress in embedding a multi-tiered approach to student wellbeing, focusing on accessible support, data-informed strategies, and proactive programs.

A key highlight was the implementation of a new Wellbeing Data Tracker. By utilising protected time for our wellbeing team, we have moved towards a more proactive model. This system has enabled us to accurately log and analyse student needs, leading to more timely and targeted interventions. The data shows that over 950 students accessed the Wellbeing intake space throughout the year, demonstrating the team's success in creating a safe and accessible first point of contact for students.

We also strengthened our Tier 2 support, successfully running 16 group intervention programs for students in Years 7 - 10. This targeted approach has been vital in addressing issues like mental health and peer conflict before they escalate.

Our commitment to a positive school culture was evident through a renewed focus on celebrating positive behaviours. Termly assemblies now specifically recognise achievements in attendance and GPA, creating a platform for students to be celebrated and reinforcing a positive, aspirational environment for all.

## Engagement

In 2025, we sharpened our focus on engagement as a key driver of both learning and wellbeing via engagement processes. By strengthening our systems for attendance, behaviour, and student voice, we have created a more connected and positive school environment.

A major achievement was the reduction in suspensions across all Sub-School from the beginning of the year towards the end. This progress reflects our consistent use of School-Wide Positive Behaviour Supports (SWPBS), including the regular awarding of merits and a tiered approach to intervention that addresses behaviours proactively rather than reactively.

We also made significant strides in student attendance. A new, more explicit attendance policy was introduced, supported by weekly attendance discussions in Sub-School meetings to ensure a whole-school focus. The implementation of 5-week attendance sprints allowed us to track priority cohorts and celebrate improvements in real-time. This targeted approach, combined with attendance awards at assemblies, has contributed to the Junior Sub-School maintaining a weekly attendance rate of 80% or higher for seven out of nine weeks in Term 3. We also saw a notable increase in families proactively and accurately reporting absences, strengthening the home-school partnership.

Student voice was a key priority, with formal feedback sought from both students and staff on our student leadership model. This input will directly inform improvements for 2026. Our commitment to creating a vibrant school culture was evident through the expansion of daily clubs and the collective work of staff to embed engagement principles into the Victorian Teaching and Learning Model (VTLM) 2.0.

Finally, we invested in building leadership capacity by sending a number of staff to additional attendance-focused training. This professional learning has enhanced our whole-school

understanding of the complex factors affecting attendance, enabling us to provide more holistic and effective support for our students and families.

## Financial performance

*The College maintained a positive financial position in 2025 and finished the year with a surplus of approximately \$650,000. At the end of the reporting period, the school held a cash balance of approximately \$1 million. The school's finances are carefully managed, with funds allocated to support planned fencing upgrades and facilities improvements.*

*During the year, the school invested in maintaining and improving its facilities, including painting and reception area upgrades. School Council continued its oversight of essential service agreements, including the extension of the school's cleaning contract.*

*The school received its main funding through the Student Resource Package, along with Equity funding of \$400,000, Disability Funding of \$40,000 and additional State and Commonwealth Government funding of \$550,000 to support student programs and wellbeing . Locally raised funds, including parent contributions and facility hire, also supported school operations and improvements.*

**For more detailed information regarding our school please visit our website at  
<https://www.wallansc.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 958 students were enrolled at this school in 2025, 484 female and 471 male. 21% had English as an additional language and 5% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	28.3%	
	Similar schools	68.6%	
	State	74.1%	

### School Staff Survey


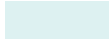




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	42.1%	
	Similar schools	54.9%	
	State	59.3%	

## LEARNING













### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>60.0%</b>	
	Similar schools	68.6%	
	State	74.9%	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>48.1%</b>	
	Similar schools	60.4%	
	State	70.5%	

### NAPLAN

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

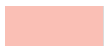
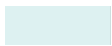


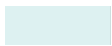

		2025		3-year average
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>39.0%</b>		<b>41.3%</b>
	Similar schools	61.4%		60.6%
	State	65.9%		65.7%
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>35.7%</b>		<b>42.2%</b>
	Similar schools	57.0%		54.6%
	State	62.7%		61.0%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>35.6%</b>		<b>36.5%</b>
	Similar schools	60.1%		56.8%
	State	65.6%		63.5%
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>36.1%</b>		<b>36.5%</b>
	Similar schools	55.2%		52.4%
	State	61.9%		60.2%

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


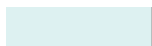

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>64.1%</b>	
	Similar schools	69.7%	
	State	74.1%	
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>56.8%</b>	
	Similar schools	70.0%	
	State	73.5%	

### 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 VCE VM students at the School, Similar School, and State level.

		2025		3-year average
<b>VCE/VCE VM completion rate</b>	<b>School</b>	<b>99.0%</b>		<b>95.1%</b>
	Similar schools	96.1%		95.7%
	State	97.2%		96.9%
<b>Mean VCE study score</b>	<b>School</b>	<b>22.8</b>		<b>NDA</b>
<b>Total VCE VM students</b>	<b>School</b>	<b>14</b>		<b>NDA</b>

## WELLBEING

### 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).

		2025	4-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>29.4%</b>	<b>28.2%</b>
	Similar schools	45.5%	42.0%
	State	49.8%	47.7%

### Student Attitudes to School – Managing 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).

		2025	4-year average
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>29.3%</b>	<b>30.2%</b>
	Similar schools	47.9%	44.1%
	State	50.8%	48.6%

## ENGAGEMENT

### Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	78.8%	<div style="width: 78.8%;"></div>	77.1%
	Similar schools	79.7%	<div style="width: 79.7%;"></div>	80.3%
	State	81.5%	<div style="width: 81.5%;"></div>	81.2%

### Student retention

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

		2025		4-year average
Real retention rate	School	77.9%	<div style="width: 77.9%;"></div>	73.7%
	Similar schools	72.1%	<div style="width: 72.1%;"></div>	72.4%
	State	68.8%	<div style="width: 68.8%;"></div>	68.7%

### Average absence days per student


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

		2025		4-year average
Year 7 - 12	School	46.9	<div style="width: 46.9%;"></div>	45.0
	Similar schools	33.8	<div style="width: 33.8%;"></div>	32.7
	State	30.2	<div style="width: 30.2%;"></div>	29.4

### Attendance rate

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

		2025	
Year 7	School	77.5%	<div style="width: 77.5%;"></div>
Year 8	School	75.8%	<div style="width: 75.8%;"></div>
Year 9	School	71.2%	<div style="width: 71.2%;"></div>
Year 10	School	73.4%	<div style="width: 73.4%;"></div>
Year 11	School	81.8%	<div style="width: 81.8%;"></div>

			2025
Year 12	School		83.1% 

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$12,362,064
Government Provided DET Grants	\$3,702,426
Government Grants Commonwealth	\$15,506
Government Grants State	\$35,474
Revenue Other	\$115,088
Locally Raised Funds	\$312,577
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$16,543,135</b>

Equity	Actual
Equity (Social Disadvantage)	\$590,134
Equity (Catch Up)	\$241,147
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$831,281</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$12,255,324
Adjustments	\$0
Books & Publications	\$4,201
Camps/Excursions/Activities	\$169,210
Communication Costs	\$46,456
Consumables	\$205,375
Miscellaneous Expenses <sup>2</sup>	\$59,967
Agency Staff	\$0
Professional Development	\$76,730
Equipment/Maintenance/Hire	\$245,702
Property Services	\$985,037
Salaries & Allowances <sup>3</sup>	\$1,423,174
Support Services	\$478,067

Expenditure	Actual
Trading & Fundraising	\$10,987
Motor Vehicle Expenses	\$3,801
Travel & Subsistence	\$738
Utilities	\$150,772
<b>Total Operating Expenditure</b>	<b>\$16,115,542</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$427,592</b>
<b>Asset Acquisitions</b>	<b>\$517,850</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$982,597
Official Account	\$63,801
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,046,397</b>

Financial Commitments	Actual
Operating Reserve	\$643,370
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$458,659
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$250,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,352,029</b>

*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.*