

# 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

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## 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,



**The Victorian**

Echuca College



# About Our School

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## 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 100403 ave



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



# 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 government schools.



## 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:



## 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%

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%

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%

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%

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## 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**



## 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:		





## 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.

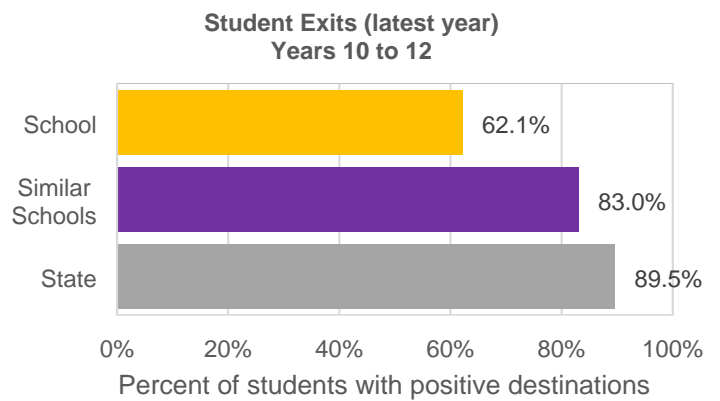
### Students exiting to further studies or full-time employment

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
<b>Total Operating Revenue</b>	<b>\$12,726,725</b>

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

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

- (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**

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

<b>Financial Commitments</b>	<b>Actual</b>
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
<b>Total Financial Commitments</b>	<b>\$1,099,688</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 Based*