

2025 Annual Report to the School Community

School Name: Euroa Secondary College (7820)



- 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 13 March 2026 at 12:38 PM by Anna Eddy (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 17 March 2026 at 07:55 PM by Anna Eddy (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

Euroa Secondary College is a supportive and inclusive rural learning community where all students are encouraged to achieve success and pursue excellence. Our school is built on the belief that every student can learn, grow and achieve when provided with the right support, opportunities and encouragement. At Euroa Secondary College we strive to create a learning environment where students feel connected, challenged and empowered to achieve their personal best.

Our vision is to be *“a united community where everybody has responsibility in preparing youth for their future.”* This vision reflects our strong commitment to working in partnership with students, families and the wider community to ensure every young person is supported to reach their full potential. Our work is guided by the school values of Challenge, Empowerment, Respect and Responsibility, which underpin expectations for learning, behaviour and relationships across the school.

Euroa Secondary College is a co-educational rural secondary school located in the township of Euroa in the Shire of Strathbogie in north-east Victoria. The college is the only government secondary school in the local area and serves students from across the district, with many travelling to school via eight bus routes covering a radius of approximately 60 kilometres. In 2025 the school had an enrolment of 272 students.

The school has a Student Family Occupation and Education (SFOE) index of 0.4961, reflecting a diverse community with a mix of socio-economic backgrounds. Approximately 6% of students identify as Aboriginal or Torres Strait Islander.

The college operates with a structured leadership and staffing model designed to support both student learning and wellbeing. In 2025 the school employed 41.52 equivalent full-time staff, including Principal Class, Learning Specialists, Leading Teachers, classroom teachers and education support staff.

Euroa Secondary College offers a broad and inclusive curriculum aligned with the Victorian Curriculum across the junior and middle years, including English, Mathematics, Science, Humanities, Health and Physical Education, the Arts, Technologies and Languages. Senior students are supported through a range of pathways including the Victorian Certificate of Education (VCE), the VCE Vocational Major (VCE VM) and the Victorian Pathways Certificate (VPC). Students also access Vocational Education and Training (VET) programs delivered both onsite and through regional providers.

Strong connections with families, local organisations and community groups remain a defining feature of the school. As the only secondary school in the region, Euroa Secondary College plays an important role in the community and continues to work closely with families and partners to ensure a welcoming, inclusive and high-quality learning environment for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Euroa Secondary College continued to demonstrate positive progress in student learning outcomes across a range of key measures including NAPLAN achievement, growth data and senior secondary completion. The school achieved a VCE and VCE Vocational Major completion rate of 97.5%, exceeding similar schools (96.1%) and aligning closely with state outcomes. The school's mean VCE study score of 25.9 reflects the continued efforts of staff to support students to successfully complete their senior secondary studies and transition to further education, training or employment.

Strengthening teaching and learning remained a key focus throughout the year. Learning Specialists worked closely with staff to support the implementation of consistent instructional practices and evidence-based teaching strategies, ensuring lessons are structured, engaging and responsive to student learning needs.

Achievement data highlights the strong learning growth many students make during their time at Euroa Secondary College. While some students commence Year 7 performing below state benchmarks, by Year 9 a significant proportion of students are performing strongly compared with similar schools and state averages. In 2025, 71.9% of Year 9 students achieved Strong or Exceeding proficiency in Reading, well above similar schools (55.3%) and above the state average (62.7%). In Numeracy, 65.6% of Year 9 students achieved Strong or Exceeding proficiency, also exceeding similar schools and state averages.

Growth data further demonstrates this progress. 86.2% of students achieved medium or high relative growth in Numeracy between Year 7 and Year 9, significantly higher than both similar schools and the state average. Teacher judgement data also reflects positive outcomes, with 66.9% of students in Years 7 to 10 achieving at or above expected standards in English and 59.9% in Mathematics.

Student voice continues to inform improvements in teaching practice. PIVOT survey results across 2025 show strong student perceptions of classroom practice, with improvements in areas such as clarity of instruction, feedback and learning engagement. PIVOT responses are measured on a six-point scale, providing students with an opportunity to give detailed feedback about their classroom learning experiences. For example, the item *"This teacher helps me focus on learning"* increased from 4.77 in March to 4.96 in September, while *"This teacher gives clear instructions"* increased from 4.82 to 5.01. Students also reported stronger perceptions that feedback helps them improve, increasing from 4.80 to 5.00. These results indicate strong student perceptions of teaching practice and reflect the school's continued focus on improving instructional clarity, feedback and student engagement in learning.

Euroa Secondary College will continue to focus on strengthening differentiated teaching practices and ensuring all students are appropriately challenged in their learning.

Wellbeing

Student wellbeing remained a strong focus at Euroa Secondary College in 2025. The school continues to embed its values of Challenge, Empowerment, Respect and Responsibility across all aspects of school life, supporting positive behaviour, strong relationships and a culture where students feel safe and supported. School Wide Positive Behaviour Support (SWPBS) continues to guide behaviour expectations and reinforce positive student actions. Initiatives such as the House Cup and SWPBS recognition systems encourage participation, teamwork and positive school culture.

Results from the Attitudes to School Survey highlight improvements in students' sense of connection to the school. In 2025, 52.4% of students reported a positive sense of connectedness, which is above similar schools (43.2%) and the state average (49.8%). The school also achieved strong results in the Management of Bullying factor, with 61.7% positive endorsement, significantly higher than both similar schools (47.3%) and the state average (50.8%).

The Resilience Project continues to be embedded within the extended Homegroup program, supporting students to develop strategies related to gratitude, empathy and mindfulness while strengthening positive relationships.

A highlight in 2025 was the reintroduction of the Hands on Learning program, providing practical learning opportunities for students who benefit from applied learning environments. The program has supported improved engagement while strengthening relationships between students and staff.

The school also continued to strengthen Disability Inclusion processes, completing Disability Inclusion Profiles and implementing Individual Education Plans to ensure students receive appropriate adjustments and support.

These initiatives reflect the school's ongoing commitment to ensuring every student feels safe, supported and connected to the school community.

Engagement

Student engagement remained a key priority at Euroa Secondary College in 2025, with a continued focus on strengthening attendance, amplifying student voice and providing a wide range of opportunities for students to remain connected to their school and future pathways.

Attendance continues to be actively monitored by Sub School Leaders and the wellbeing team, with early intervention and regular communication with families when concerns arise. In 2025 the average absence per student was 35 days, which is lower than similar schools (39.3). Individual attendance plans and Student Support Group meetings are implemented where required to provide tailored support for students experiencing ongoing attendance challenges. Attendance rates across year levels ranged from 77.8% in Year 10 to 86.5% in Year 7, reflecting the school's continued work to support engagement across the middle years.

Student retention remains a strength for the college. In 2025, 80% of students remained at Euroa Secondary College from Year 7 through to Year 10, significantly higher than similar schools

(72.6%) and the state average (68.8%). This highlights the strong sense of connection students develop within the school community.

Post school pathways are also a positive outcome for the school. In 2024, 90.7% of exiting students transitioned to further study or full-time employment, well above similar schools (77.9%) and the state average (81.5%). These outcomes reflect the school's strong focus on supporting students to explore career pathways and make successful transitions beyond secondary school.

Student leadership and participation in extracurricular activities continue to play an important role in building engagement and school pride. The Student Representative Council (SRC) provides opportunities for students to contribute to school decision making and lead initiatives that benefit the broader student community. Whole school events such as Euroa's Got Talent, the Big Freeze, the Colour Run and the Senior School Formal, along with House sporting events including Swimming, Athletics and Cross Country, provide valuable opportunities for students to participate in school life, build connections with peers and develop a strong sense of belonging.

Through these initiatives, Euroa Secondary College continues to foster a positive learning environment where students feel connected, supported and motivated to succeed.

Other highlights from the school year

2025 was a year of strong participation and community engagement across many aspects of school life. Camps and outdoor education programs continued to provide important opportunities for students to develop resilience, independence and strong peer relationships. Camps were offered across multiple year levels, including the Central Australia camp in 2025, which provided students with a unique cultural and educational experience. The Year 7 camp continued to see strong participation, with 94% attendance in both 2024 and 2025.

House based activities remained an important feature of the school culture, with students participating enthusiastically in House sporting events including Swimming, Athletics and Cross Country, contributing to the ongoing House Cup competition in 2025.

The school's transition program continues to support students moving from primary school into secondary education. A strong focus is placed on ensuring students begin the school year feeling connected, confident and ready to learn. Transition activities emphasise building relationships, strengthening reading habits and helping students understand school expectations.

Staff voice also reflected a strong and collaborative school culture. Results from the School Staff Survey show the school performing well above both state and similar school averages in School Climate, highlighting strong professional relationships, collaboration and a shared commitment to improving outcomes for students.

Together these initiatives contribute to the positive culture of Euroa Secondary College and support the development of a strong, connected and engaged school community.

Financial performance

The reported Operating Surplus of \$94,846 equates to a surplus of 1.45% from our total Operating Revenue of \$6,519,570. This revenue comprises \$5,076,415 from our Student Resource Package (SRP) Credit Allocation and \$1,443,155 from the College Cash Budget. The College Cash Budget revenue includes \$990,179 received by way of Department Grants.

Operating Expenditure totalled \$6,424,724 – \$5,049,420 from the SRP (subject to reconciliation) and \$1,375,304 from the College Cash Budget. The surplus from each component of our budget was \$26,995 from the SRP (subject to reconciliation) and \$67,851 from the College Cash Budget.

In addition to our Operating Expenditure, \$149,450 was expended on Asset Acquisitions.

The College had \$1,043,095 cash on hand as of 31 December 2025. This includes committed funds of \$812,532 and an operating reserve of \$229,217, which meets the Department's mandated benchmark for school operating reserves. The committed funds include allocations for Building and Grounds Works, Asset Replacement and School Based Programs.

Student enrolment for 2025 was 276.4 EFT, a slight decrease from 2024 when we had 282.5 EFT students. Projected enrolment for 2026 is 268 EFT. While overall enrolments have gradually reduced from a peak of 400.4 EFT in 2013, it is encouraging that our Year 7 intake for 2026 is the largest the College has seen in many years, reflecting continued confidence from local families in Euroa Secondary College.

As a small rural school, fluctuations in enrolment can present challenges as we continue to provide a broad range of learning opportunities for students while maintaining a sustainable financial position. Through careful workforce planning, prudent financial management, and the strategic use of equity and targeted funding, the College has been able to maintain a positive operating position while continuing to invest in programs and facilities that support student learning and wellbeing.

**For more detailed information regarding our school please visit our website at
<https://www.euroasc.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

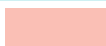

A total of 276 students were enrolled at this school in 2025, 131 female and 145 male. NDP had English as an additional language and 5% were Aboriginal or Torres Strait Islander.

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 **High**.




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	66.7%	
	Similar schools	68.2%	
	State	74.1%	

School Staff Survey


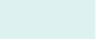


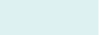

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	73.7%	
	Similar schools	53.9%	
	State	59.3%	

LEARNING


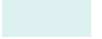


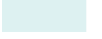


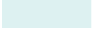




Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Year 7 - 10 % of students at or above age expected standards	School	66.9%	
	Similar schools	62.5%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	59.9%	
	Similar schools	63.4%	
	State	70.5%	

NAPLAN

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

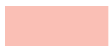



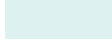

		2025		3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	55.6%		56.1%
	Similar schools	58.6%		57.4%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	71.9%		51.5%
	Similar schools	55.3%		52.9%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	56.8%		55.5%
	Similar schools	58.3%		55.3%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	65.6%		61.9%
	Similar schools	55.4%		51.0%
	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	
Reading Year 7 to 9 % of students High or Medium relative growth	School	67.7%	
	Similar schools	69.4%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	86.2%	
	Similar schools	70.2%	
	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
VCE/VCE VM completion rate	School	97.5%	95.0%
	Similar schools	96.1%	95.4%
	State	97.2%	96.9%
Mean VCE study score	School	25.9	NDA
Total VCE VM students	School	13	NDA

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
Years 7 to 12 % positive endorsement	School	52.4%		40.1%
	Similar schools	43.2%		41.4%
	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
Years 7 to 12 % positive endorsement	School	61.7%		47.2%
	Similar schools	47.3%		44.8%
	State	50.8%		48.6%

ENGAGEMENT


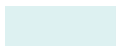

Students exiting to further studies or full-time employment

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	90.7%		85.2%
	Similar schools	77.9%		76.3%
	State	81.5%		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	80.0%		78.9%
	Similar schools	72.6%		73.2%
	State	68.8%		68.7%

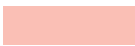





Average absence days per student

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	35.0		36.1
	Similar schools	39.3		37.0
	State	30.2		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	86.5%	
Year 8	School	82.7%	
Year 9	School	77.9%	
Year 10	School	77.8%	
Year 11	School	84.1%	
Year 12	School	85.6%	

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	\$5,097,719
Government Provided DET Grants	\$990,179
Government Grants Commonwealth	\$1,200
Government Grants State	\$0
Revenue Other	\$164,513
Locally Raised Funds	\$287,264
Capital Grants	\$0
Total Operating Revenue	\$6,540,875

Equity	Actual
Equity (Social Disadvantage)	\$282,582
Equity (Catch Up)	\$48,730
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$331,312

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

Expenditure	Actual
Student Resource Package ¹	\$5,051,593
Adjustments	\$0
Books & Publications	\$8,077
Camps/Excursions/Activities	\$131,268
Communication Costs	\$5,092
Consumables	\$118,741
Miscellaneous Expenses ²	\$80,480
Agency Staff	\$0
Professional Development	\$17,628
Equipment/Maintenance/Hire	\$53,772
Property Services	\$177,622
Salaries & Allowances ³	\$151,435
Support Services	\$484,328

Expenditure	Actual
Trading & Fundraising	\$107,967
Motor Vehicle Expenses	\$1,222
Travel & Subsistence	\$1,207
Utilities	\$36,465
Total Operating Expenditure	\$6,426,897
Net Operating Surplus/-Deficit	\$113,977
Asset Acquisitions	\$149,450

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,003,535
Official Account	\$38,735
Other Accounts	\$825
Total Funds Available	\$1,043,095

Financial Commitments	Actual
Operating Reserve	\$229,217
Other Recurrent Expenditure	\$673
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$616,332
Beneficiary/Memorial Accounts	\$43,921
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$32,778
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$43,828
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,041,750

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.