2025 Annual Report to the School Community

School Name: Wycheproof P-12 College (8831)

- 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 11 March 2026 at 01:58 PM by Christine McKersie (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 11 March 2026 at 01:59 PM by Christine McKersie (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.

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

In 2025, Wycheproof P12 College (a small, rural school located in the Mallee), had a total enrolment of 91 students (45 female and 46 male). The school vision is high quality teaching and learning for all and students are expected to 'Be Your Best' on all occasions. There are four CORE values that underpin all behaviours and actions including, Community: connectedness to each other and our community; Ownership: responsibility for our learning and our actions; Respect: for each other and our environment and Effort: participation, achievement and creativity. At Wycheproof P-12 College a rich and engaging education is provided to students from Foundation to Year 12 through immersing students in a broad range of educational and cultural activities and the setting of high academic standards. College structure includes three levels of schooling: Early, Middle and Later Years with a strong focus on literacy and numeracy. In the Middle Years engaging programs and attractive facilities enhance creative learning spaces. From Year 11, students are offered a choice of pathways that includes VCE, or VCE Vocational Major (VM). At Wycheproof P -12 College there are high expectations of students. Students are expected to be well-mannered, hard-working and proactive. Advantage is taken of the Foundation to Year 12 structure by offering a broad curriculum, individual learning programs, and sharing of staff expertise across all year levels. The school's 'Student Family Occupation and Education' category was 'Medium' and the 'School percent endorsement' (based on parent responses) was 88.9% compared to a State average of 70.6%. 'School Climate' (based on staff responses) was 87.0% compared to a State average of 59.8%. The school had a Principal, an Assistant Principal (EFT: 2.00) and a Learning Specialist. Many teaching staff were part-time (EFT – CT2 – 6.40 and CT1 – 2.50), also including Education Support Class employees (EFT – 8.10). Wycheproof P-12 College has impressive facilities and programs including a large sporting complex, spacious grounds, specialist rooms, a comprehensive instrumental music program, a contemporary ICT curriculum and a range of technology-based subjects (some provided by the North Central TTC based in Charlton).

Progress towards strategic goals, student outcomes and student engagement

Learning

At Wycheproof P12 College throughout 2025, a strong focus on student learning continued through the 2025 Priorities Goal (with an increased focus on numeracy and wellbeing). The first Key Improvement Strategy included actions to support learning (for students who needed scaffolding and those who have thrived to continue to extend their learning), especially in numeracy. Each student was taught and supported at their point of need and in line with FISO 2.0. Tier 2 School Level and PSD funding were used to provide targeted intervention strategies for those students that needed additional support. Student achievement in 2025 included measures

of ‘teacher judgement’ and NAPLAN testing. 2025 NAPLAN results continued to be positive. This included the following percentage of students ‘Exceeding’ or ‘Strong’ (proficiency level): Year 3 Reading (NDP); Year 5 Reading (NDP); Year 7 Reading (65.9% State, Wycheproof 100%); Year 9 Reading (62.7% State, 90.0% Wycheproof); Year 3 Numeracy (NDP); Year 5 Numeracy (NDP); Year 7 Numeracy (65.6% State, Wycheproof 83.3%); Year 9 Year Numeracy (61.9% State, 80.0% Wycheproof). The VCE school mean study score for 2025 was 29.8 and the number of students awarded the VCE VCE/VCE Vocational Major was 100% at Wycheproof P12 College. In 2025, PLC cycles and processes continued to be embedded at Wycheproof P12 College to build collective intellect about effective teaching strategies to improve student learning within a collaborative environment. The second Key Improvement Strategy for 2025 included actions to effectively mobilise available resources to support students’ wellbeing and mental health, especially the most vulnerable. Throughout the year, relationships with partner organisations continued to be strengthened to provide additional wellbeing supports for vulnerable students.

Wellbeing

In 2025 positive student survey results (taken from the Attitudes to School Survey) revealed that 87.6% of Years 4 to 6 students (compared to 77.1% State) and 62.0% of Years 7 to 12 students (compared to 49.8% State) positively endorsed a sense of school connectedness. To improve school connectedness, new students are buddied up with current students and encouraged to become a part of the wider school community. The same survey also revealed that 88.9% of Years 4 to 6 students (compared to 76.4% State) and 63.2% of Years 7 to 12 students (compared to 50.8% State) positively endorsed the managing of bullying at Wycheproof P12 College. Ongoing programs and initiatives aimed at developing resilience, connectedness, social confidence and responsibility in all students continued to be a focus of many actions throughout the year which resulted in many positive student dispositions. Students have access to additional support through various wellbeing programs delivered by a School Nurse, Mental Health Practitioner, School Psychologist, Social Worker and Speech Pathologist. Regular meetings by the Wellbeing and Transition Team oversee all college wellbeing programs and promote opportunities for partnerships with other organisations to support vulnerable children or those at risk of disengagement. This team meets regularly to identify those students most at risk and in need of additional agency support and wider health and wellbeing needs. The gym is utilised by community members and students, and it is an important resource for particularly senior students to relieve stress and build a good fitness base. When children see adults within the community valuing this resource, it acts as a source of inspiration and motivation. The school highly values all opportunities for students to experience the workplace (having built a number of community partnerships to support students within the workplace) and students in the VCE - VM, Year 10 and 11 are encouraged to undertake regular work experience opportunities. The school actively encourages the local community to utilise school resources (meeting rooms, Mount Wycheproof Community Museum, equipment and library) which strengthens community partnerships.

Engagement

In order to foster positive levels of student engagement at Wycheproof P12 College, the school vision, values and culture explicitly reinforce school expectations of high standards of student behaviour and learning/social outcomes. Structures for student leadership (positions of responsibility based on House Sports and School Leadership) are designed to foster team spirit, student's connectedness and school pride. Various guest speakers and events provide opportunities for stimulus for student motivation, empowerment (to overcome disadvantage) and peer connectedness. Students are encouraged to participate in extra-school programs (Yr 9 School for Student Leadership, annual Public Speaking Competition, Music Program, Inter-School Sports events) to promote student independence, resilience and student leadership. The school average number of absence days for 2025 for students in Years Prep to 6 was 15.2 compared to the State average of 21.5. For Years 7 to 12, the school average number of absence days was 18.5 compared to the State average of 30.2 days. Parent, carer and family engagement is regularly developed through encouraging attendance at various school events (especially musical events), assemblies and college celebrations act as a vehicle for raising student achievement levels and gaining community support for the school. School facilities are used to promote the school to the wider community and increase opportunities to build school connectedness to the wider community. Student achievement is regularly celebrated via the Newsletter and local papers to inform the wider community of positive student outcomes. XUNO is used to communicate important dates and policies which enables timely connections to be built with the school community. Strong partnerships exist with the NCLLEN and North Central schools which provides opportunities for further supports for children who are vulnerable, at risk of disengaging or those with specific learning needs. Such actions have resulted in positive student retention data from Years 7 to 10 whereby 100% of Wycheproof P12 College students were retained at the school compared to the State average of 68.8%. The percentage of students from Wycheproof exiting into further studies or full-time employment in 2024 was 100% compared to the State figure of 81.5%.

Other highlights from the school year

Student leaders and their optimistic attitudes continue to be a positive factor that contributes enormously to a strong culture for learning at Wycheproof P12 College. All students are encouraged to ‘Be Your Best’ and visitors to the college often comment constructively about the inclusive and mature nature of students. The musical program continues to also positively influence the social culture of the school. The school has both a Junior and Senior Concert Band and students are encouraged to perform throughout the year at various school events and assemblies. Students participating in the State Schools Spectacular and attending various performances in larger regional and metropolitan centres which ensures they are exposed to an array of artistic endeavours. Sporting results also continue to be a positive focus with many students representing the school and region through participating in State level competitions including, swimming and cross country running. The camps and excursions program continues to foster many incredible childhood memories. Being immersed in our natural setting means that students regularly encounter wildlife (in and around our school grounds) including kangaroos, wallabies, echidnas, lizards, snakes and many assorted birdlife and insects. This ensures

students are strongly connected to country and develop an appreciation of the life cycles of various forms of wildlife. Many of the Vocational Major (VM) students have clear and relevant pathways to ensure they are 'work ready' when they graduate from the college, and we are grateful that many rural businesses provide opportunities for our children to learn about valuable employability skills. Students challenge themselves delivering eloquent and thoughtful speeches at the annual public speaking competition which also encourages the development of good writing skills. It is important that such events and traditions occur at the school as they act as a source of celebration and unification throughout a child's journey from Foundation to Year 12.

Financial performance

Due to supportive School Council and strategic school leadership decisions to prioritise high quality programs for all students, Wycheproof P12 College continues to be in a strong financial position. Financial resources are strategically managed to ensure the school is well resourced. The facilities, grounds and equipment at Wycheproof P12 College continue to be impressive and are regularly shared with the local community. Tier 2 Disability Inclusion, PSD and Equity funding is used to assist those students who require additional support with their learning or who face disadvantage. To ensure staffing is adjusted to match school enrolments, school finances at Wycheproof P12 College are carefully monitored. Projected decreasing student enrolments are due to rural decline factors, and the school needs to ensure that school finances continue to be healthy (to ensure long term school sustainability) through implementing strategic decisions that adjust to fluctuating student numbers. Significant payments in 2025 included funding for air conditioning/heating split systems ($8,359.00 - November), to ensure school buildings/infrastructure/verandas remain in good condition ($19,800.00 – October) and for VET/VM/Drivers Education fees to Charlton College for various student programs ($35,008.50 – December). Significant receipts for 2025 included bank interest payments throughout the year ($4,576.16 in August and $4,813.98 in September) and various reimbursements (August Conference $1,143.16).

For more detailed information regarding our school please visit our website at https://www.wychep12.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 91 students were enrolled at this school in 2025, 45 female and 46 male. NDP had English as an additional language and NDA 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**	**88.9%**
	Similar schools	67.7%
	State	70.6%

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**	**87.0%**
	Similar schools	59.5%
	State	59.8%

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 Prep - 6 % of students at or above age expected standards	**School**	**87.4%**
	Similar schools	84.9%
	State	86.3%
English Year 7 - 10 % of students at or above age expected standards	**School**	**87.9%**
	Similar schools	67.3%
	State	74.9%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**89.2%**
	Similar schools	85.9%
	State	84.2%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**97.0%**
	Similar schools	65.2%
	State	70.5%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**81.8%**
	Similar schools	68.8%	64.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**64.7%**
	Similar schools	73.3%	71.1%
	State	73.9%	74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**100.0%**	**89.5%**
	Similar schools	65.7%	64.6%
	State	65.9%	65.7%

		2025	3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**90.0%**	**90.9%**
	Similar schools	60.6%	60.1%
	State	62.7%	61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**54.5%**
	Similar schools	68.8%	66.1%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**64.7%**
	Similar schools	71.8%	64.8%
	State	69.1%	68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**83.3%**	**73.7%**
	Similar schools	64.4%	62.6%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**80.0%**	**81.8%**
	Similar schools	60.8%	61.8%
	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 3 to 5 % of students High or Medium relative growth	**School**	**NDP**
	Similar schools	69.8%
	State	74.7%
Reading Year 5 to 7 % of students High or Medium relative growth	**School**	**50.0%**
	Similar schools	73.2%
	State	71.9%

		2025
Reading Year 7 to 9 % of students High or Medium relative growth	**School**	**70.0%**
	Similar schools	73.7%
	State	74.1%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**NDP**
	Similar schools	69.8%
	State	74.0%
Numeracy Year 5 to 7 % of students High or Medium relative growth	**School**	**50.0%**
	Similar schools	74.1%
	State	72.2%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**90.0%**
	Similar schools	75.2%
	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**	**100.0%**	**100.0%**
	Similar schools	96.2%	96.6%
	State	97.2%	96.9%
Mean VCE study score	**School**	**29.8**	**NDA**
Total VCE VM students	**School**	**NDP**	**NDP**

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 4 to 6 % positive endorsement	**School**	**87.6%**	**82.5%**
	Similar schools	83.0%	81.5%
	State	77.1%	77.3%
Years 7 to 12 % positive endorsement	**School**	**62.0%**	**62.3%**
	Similar schools	49.9%	49.1%
	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 4 to 6 % positive endorsement	**School**	**88.9%**	**76.8%**
	Similar schools	88.6%	84.5%
	State	76.4%	75.8%
Years 7 to 12 % positive endorsement	**School**	**63.2%**	**65.6%**
	Similar schools	57.9%	56.3%
	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**	**100.0%**	**83.3%**
	Similar schools	74.8%	74.9%
	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**	**100.0%**	**92.6%**
	Similar schools	71.5%	67.6%
	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
Prep - 6	**School**	**15.2**	**17.5**
	Similar schools	22.7	22.4
	State	21.5	21.7
Year 7 - 12	**School**	**18.5**	**21.7**
	Similar schools	31.0	30.8
	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
Prep	**School**	**90.4%**
Year 1	**School**	**93.6%**
Year 2	**School**	**NDP**

		2025	
Year 3	School	NDP	
Year 4	School	NDP	
Year 5	School	94.2%	
Year 6	School	90.6%	
Year 7	School	88.5%	
Year 8	School	NDP	
Year 9	School	89.8%	
Year 10	School	87.0%	
Year 11	School	94.3%	
Year 12	School	95.4%	

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	$2,286,009
Government Provided DET Grants	$1,089,665
Government Grants Commonwealth	$0
Government Grants State	$200
Revenue Other	$80,681
Locally Raised Funds	$88,664
Capital Grants	$0
Total Operating Revenue	**$3,545,218**

Equity	Actual
Equity (Social Disadvantage)	$40,554
Equity (Catch Up)	$7,497
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$48,050**

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

Expenditure	Actual
Student Resource Package[1]	$2,790,945
Adjustments	$0
Books & Publications	$4,230
Camps/Excursions/Activities	$76,215
Communication Costs	$4,937
Consumables	$106,937
Miscellaneous Expenses[2]	$60,032
Agency Staff	$0
Professional Development	$22,155
Equipment/Maintenance/Hire	$109,281
Property Services	$103,740
Salaries & Allowances[3]	$143,205
Support Services	$45,888

Expenditure	Actual
Trading & Fundraising	$12,924
Motor Vehicle Expenses	$7,131
Travel & Subsistence	$0
Utilities	$39,205
Total Operating Expenditure	**$3,526,826**
Net Operating Surplus/-Deficit	**$18,393**
Asset Acquisitions	**$117,482**

[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	$1,278,496
Official Account	$47,869
Other Accounts	$4,052
Total Funds Available	**$1,330,417**

Financial Commitments	Actual
Operating Reserve	$122,647
Other Recurrent Expenditure	$0
Provision Accounts	$7,750
Funds Received in Advance	$9,000
School Based Programs	$110,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$260,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$634,500
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,143,896**

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.