

2024 Annual Report to the School Community

School Name: Horsham College (8818)



- 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 18 March 2025 at 10:51 AM by Megan Woolford (Principal)

- As executive officer of the school council, I attest that this 2024 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 20 March 2025 at 08:10 AM by Megan Woolford (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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Horsham College had a total of 1045 students enrolled at this school in 2024; 507 female and 538 male. Five percent of students had English as an additional language and five percent were Aboriginal or Torres Strait Islander.

The College is the only government secondary school provider servicing the City of Horsham and the immediate surrounding rural area. Thirty-five percent of students travel by bus from surrounding areas and approximately 30% of students receive the Education Maintenance Allowance or Youth Allowance. Our college is located on 14.74 hectares, including the Baillie St/Dimboola Road, and McKenzie Creek Campus, which is the home of our Flexible Learning Option (alternative pathway) programs. The College Council continues to invest funds into improving the environment of the College and providing a place that all students, staff, and our community are able to enjoy and take pride in. Horsham College was recognised by The Age newspaper, winning the Schools that Excel government award for Victoria's regional area.

The College has developed a reputation for high quality teaching and a strong breadth and depth of learning programs, catering for our students' varied needs, and providing multiple pathway options, including investment in both the Vocational and Further Study pathways. We are recognised for the range of extracurricular activities our students can access, including instrumental music, public speaking, dance, singing, drama, science clubs, and elite sporting programs including Peak Performance, and the AFL and Basketball Academy programs. It provides extension classes via the accredited Select Entry Accelerated Learning Program and an accelerated Victorian Certificate of Education (VCE) pathway. At Horsham College we are committed to developing the skills and leadership capacity of staff and fostering a learning community that shares best practice with other schools.

The multi-million-dollar Wimmera Trade Training Centre, which involves a partnership amongst twelve district Secondary and P-12 Colleges, is located on our college grounds, and the College provided five Vocational Education Training (VET) programs for students from these partner schools in 2024. The College receives strong support from its parents, and this is integral to developing a 'community focused school'. Our college is focused on building strong partnerships between students, parents and carers, and staff. We know that by working together we can achieve successful outcomes for all of our students. The College staff have worked hard to develop positive links with community and educational agencies, including the Horsham City Rural Council, Wimmera-Southern Mallee Local Learning Employment Network (LLEN), Skillinvest, Federation University and our neighbouring schools both within Horsham and throughout the Wimmera.

Horsham College is a Child Safe School and is proud to be a leader in the implementation of both the Safe Schools and Respectful Relationships Programs.

The College had in 2024 140 staff: 6 Principal class, 12 Leading Teachers, 5 Learning Specialists, the full-time equivalent of 89 Teachers and 31 Education Support Staff. Horsham College also had a part-time College Chaplain and was part of the Doctors in Secondary Schools initiative.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2024 NAPLAN results highlighted some strong outcomes that reflected our whole school focus on Literacy and Numeracy, and the successful implementation of the Middle Years Literacy and Numeracy Support (MYLNS) program and Tutor Learning Initiative. The College results either outperformed or were in line with Similar Schools in Reading and Numeracy in both Year 7 and 9. VCE results continued a four-year trend of above similar schools and state and highlighted an outstanding result for the College in 2024. The College's all study mean of 29.6 VCE, and completion rate (including VCE-Vocational Major) of 93.3%, with 23 students completing VCE Vocational Major were reflective of the combined efforts of our staff, students and parent community working together and collaborating to achieve student success.

The success of the College has been based upon a commitment to adhere to targeted Literacy and Numeracy goals and embedding a culture of collaboration, high expectations and the Framework for Improving Student Outcomes (FISO) improvement model. A number of data sets have been used to monitor the implementation of these strategies, including annual testing outside of NAPLAN, and acceleration strategies for our high achieving students have promoted a culture of high expectations for academic success. Our intervention strategies for students who may have needed support in Numeracy and Literacy have shown student improvement through the tracking of this data using PAT testing and teacher judgement.

Wellbeing

The College's Student Attitudes to School Survey reflected a positive school environment. The College was above similar schools and state in the section on Sense of Connectedness and Management of Bullying. This was reflective of the wider survey results which showed the majority of students understand and appreciate the school environment and the support provided to them on a day-to-day basis. The College has continued to focus on Student Voice, which is being addressed through embedding Student Leadership and student forums.

The College has continued to provide opportunities for students to attend the Alpine School Leadership Program. Horsham College has implemented a multi-disciplinary wellbeing team, which delivers researched based programs, supports students and provides advice and support to teachers on engagement and wellbeing matters. The team is structured in alignment with the sub school structures at Years 7 & 8, 9 & 10, VCE, and Flexible Learning Programs, as well as access to a Mental Health Practitioner, and our college Chaplain funded in part by the community. The College Wellbeing Team has continued to deliver a range of targeted programs aimed to be proactive rather than reactive to student needs and has continued its use of the pastoral support database – SEQTA - which has enabled improved record keeping and follow up. The College has a Doctors in School Program which was fully staffed in 2024 and continues to be fully staffed in 2025. As a school community we have built close links with the Network Student Support Services staff as well as with DFFH, Uniting Wimmera, Grampians Community Health, and Headspace Horsham. We have also accessed support and programs provided by the Wimmera Southern

Mallee LLEN.

Engagement

Student attendance continues to be a strong focus for Horsham College. Attendance rates continue to be higher than the state mean for the four-year average. Average days absent decreased in 2024, to be three days lower than State average, and 8 days lower than similar schools. Horsham College will continue to emphasise the importance of attendance. Through the 2025 Annual Improvement Plan (AIP), a target has been set to improve attendance rates and to continue to have unexplained absences below 5%. Through the policies for Attendance and Academic Expectations, a strong focus continues to be placed on Professional Learning Teams at each Year Level for the responsibilities of attendance follow up, promoting the importance of high attendance rates, and explaining all absences.

Student retention from Years 7-10 has improved in 2024 and was again higher than state and similar schools, with a result of 86.9%. The exit data for students in Years 10 to 12 continued to improve. Students exiting to further studies or full-time employment improved to 93.1%, placing the College above State and similar schools. These were outstanding results for the College. We will continue to target resources to improve careers and pathways support and maintain a greater emphasis on ensuring all students have a positive pathway before exiting the College. The continuation of the Morrisby testing and increased counselling in Years 10 and subsequent years, along with our subject selection process at Years 10, 11 and 12, has been highly successful and is reflected in this data. This was also supported by the continuation of Head Start at Horsham College in 2024.

The College leadership team has also continued to review and update key processes including transferring between programs, student engagement and exiting the School. Horsham College is now fully compliant with the Department of Education policy regarding Flexible Learning Program enrolments for students in the McKenzie Creek programs and has continued to deliver outstanding results in this space. Student engagement and transitions will continue to be a focus in 2025 as the College transitions to fully implement the VCE Senior School reforms. The College is also working to improve access to school data to enable better tracking of student pathways and programs through the Horsham College At-Risk Register.

Financial performance

Horsham College managed its funds according to Department of Education guidelines and used the income and resources prudently to maximise the impact on student learning in 2024. The income of \$16,858,482 included approximately \$13,645,627 million dollars provided by the Government including \$1,021,667 for equity funding. The locally raised funds included payments by parents for camps and excursions, essential items, and trading operations, and totalled \$897,082. Expenditure of \$17,301,357 included items such as staffing \$14,288,801, maintenance and property service of \$518,683 (for example, cleaning, buildings maintenance and repairs and grounds maintenance) while significant amounts were spent on consumables, trading, and utilities. The \$123,010 referenced as 'miscellaneous' included expenditure on service providers for delivery of VET subjects and a variety of targeted engagement programs run by the College. The operating deficit of \$442,874 was a result of an increase in staff numbers. The Financial

Commitment Statement indicates that the majority of the funds carried forward are allocated for future school-based programs and the replacement of equipment for the Wimmera Trade Training Centre, for which Horsham College is the lead school for the Wimmera VET Cluster. Remaining funds are allocated to assist in the maintenance and replacement of college facilities and equipment.

All funds received from the Department, 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 Departmental policies, School Council approvals, and the intent/purposes for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at
<https://www.horsham-college.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 1,045 students were enrolled at this school in 2024, 505 female and 538 male.

5 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

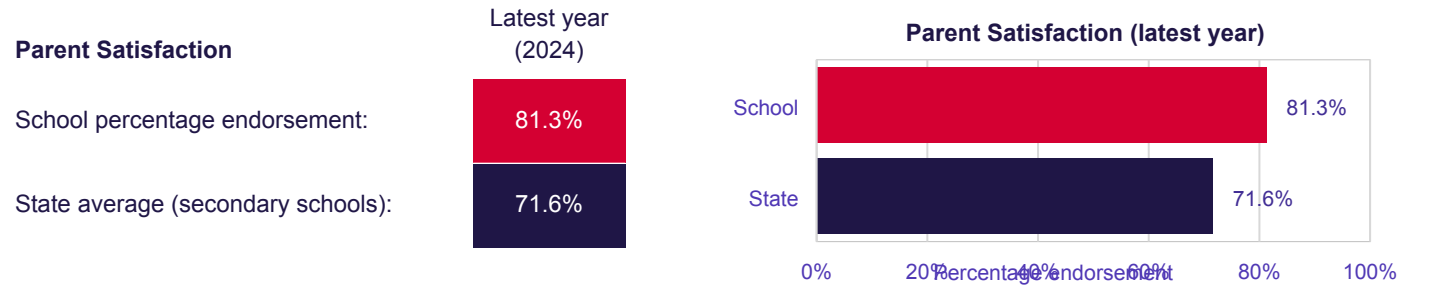
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

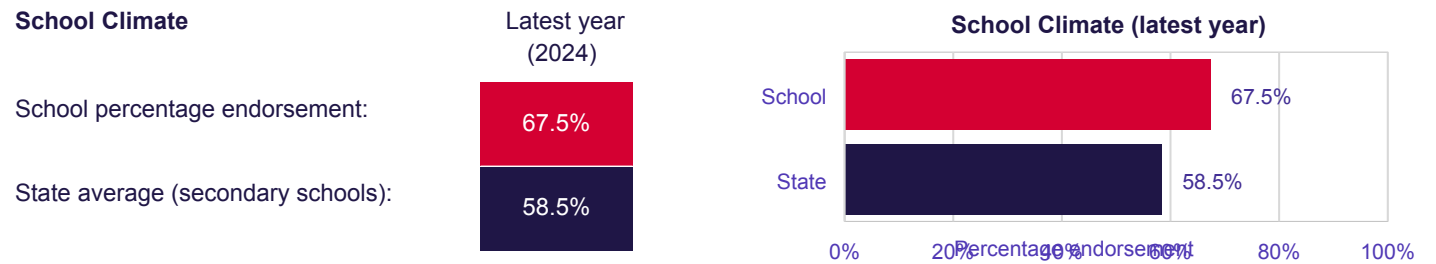


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

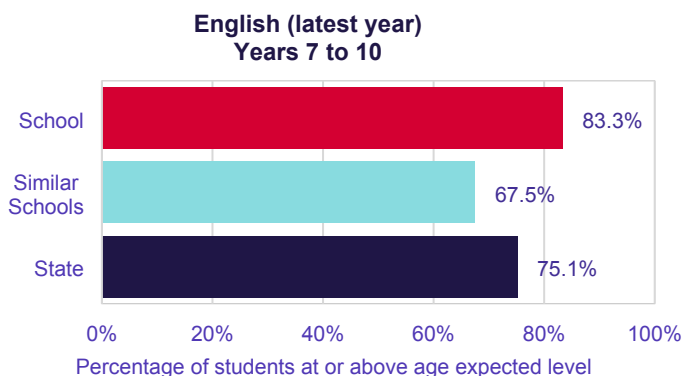
83.3%

Similar Schools average:

67.5%

State average:

75.1%



Mathematics Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

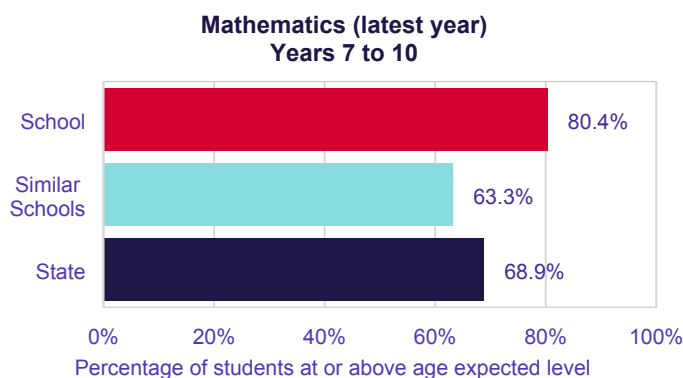
80.4%

Similar Schools average:

63.3%

State average:

68.9%



LEARNING (continued)

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

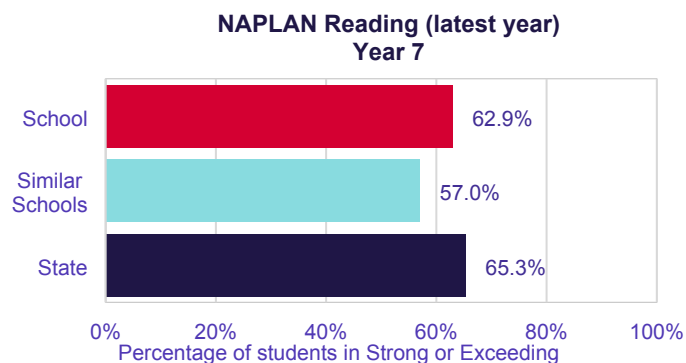
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

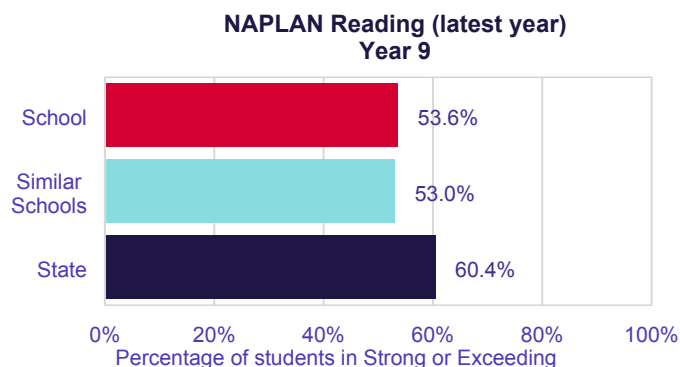
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.9%	65.8%
Similar Schools average:	57.0%	58.7%
State average:	65.3%	65.7%



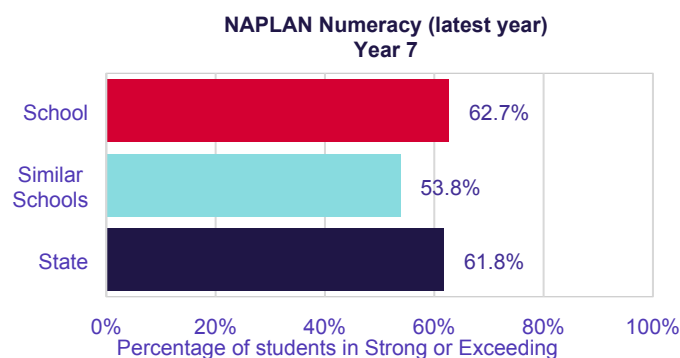
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.6%	57.9%
Similar Schools average:	53.0%	53.3%
State average:	60.4%	60.2%



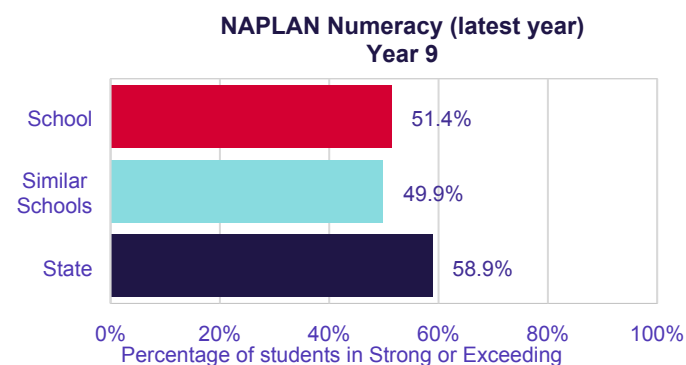
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.7%	65.6%
Similar Schools average:	53.8%	54.4%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.4%	58.4%
Similar Schools average:	49.9%	50.8%
State average:	58.9%	59.4%



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 (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

61.7%

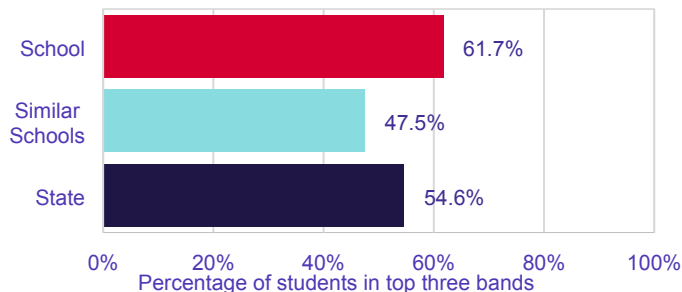
Similar Schools average:

47.5%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

52.9%

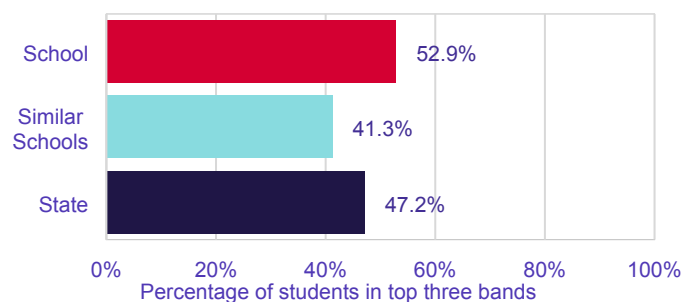
Similar Schools average:

41.3%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

60.9%

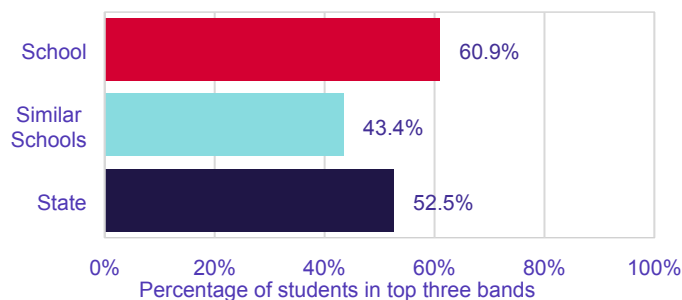
Similar Schools average:

43.4%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

52.8%

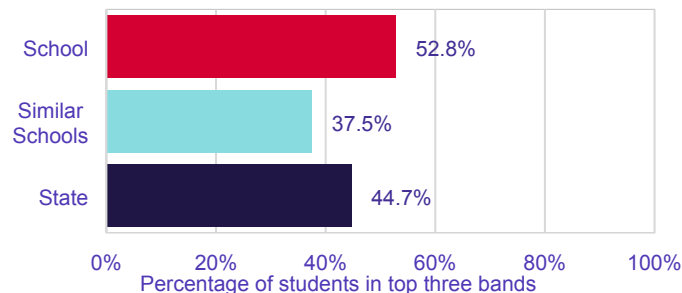
Similar Schools average:

37.5%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

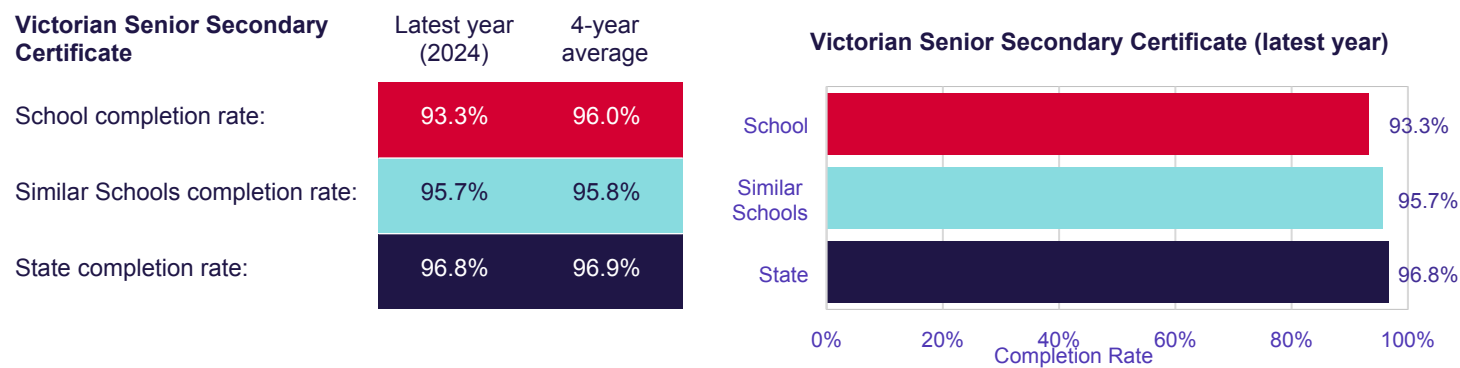


LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (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 VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	29.6
Number of students awarded the VCE Vocational Major	23
Number of students awarded the Victorian Pathways Certificate	NDP
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	22%
Percentage VET units of competence satisfactorily completed in 2024:	96%

WELLBEING

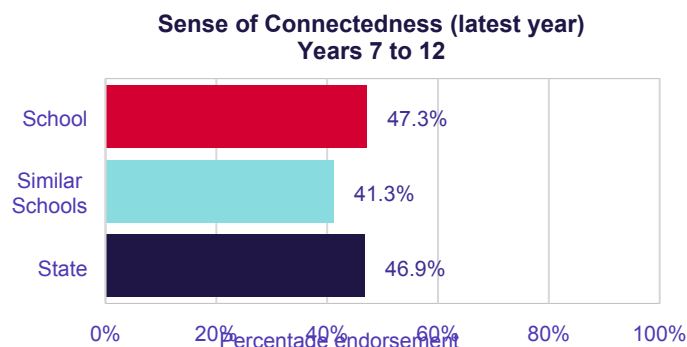
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	47.3%	50.7%
Similar Schools average:	41.3%	42.9%
State average:	46.9%	48.0%

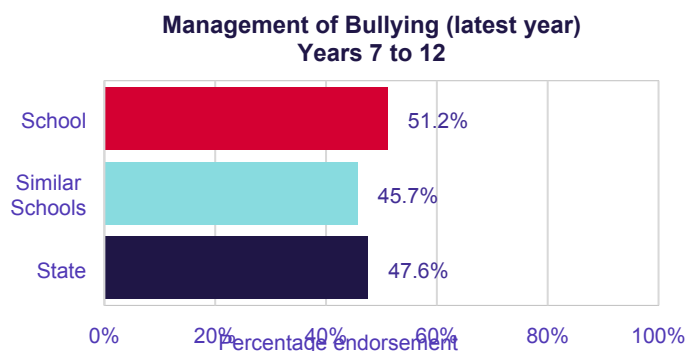


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	51.2%	55.1%
Similar Schools average:	45.7%	46.7%
State average:	47.6%	49.1%



ENGAGEMENT

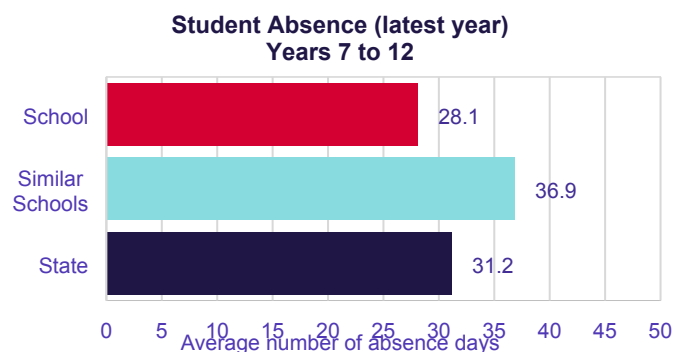
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	28.1	25.0
Similar Schools average:	36.9	32.9
State average:	31.2	27.2



Attendance Rate (latest year)

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

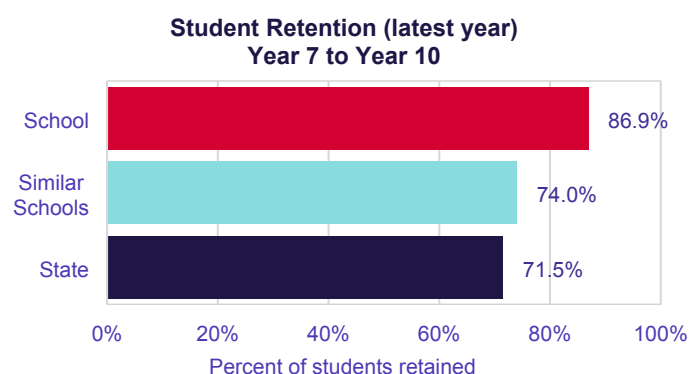
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	87%	84%	85%	88%	85%	88%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	86.9%	86.7%
Similar Schools average:	74.0%	75.5%
State average:	71.5%	73.2%



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.

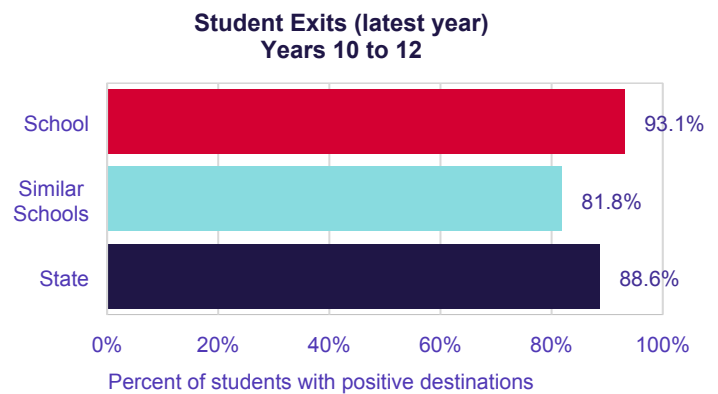
Students exiting to further studies or full-time employment

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 (2023)	4-year average
School percent of students to further studies or full-time employment:	93.1%	89.6%
Similar Schools average:	81.8%	83.7%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$13,645,672
Government Provided DET Grants	\$1,830,578
Government Grants Commonwealth	\$32,550
Government Grants State	\$0
Revenue Other	\$452,600
Locally Raised Funds	\$897,082
Capital Grants	\$0
Total Operating Revenue	\$16,858,482

Equity ¹	Actual
Equity (Social Disadvantage)	\$927,457
Equity (Catch Up)	\$94,209
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,021,667

Expenditure	Actual
Student Resource Package ²	\$14,288,801
Adjustments	\$0
Books & Publications	\$2,305
Camps/Excursions/Activities	\$323,872
Communication Costs	\$38,242
Consumables	\$287,691
Miscellaneous Expense ³	\$123,010
Professional Development	\$55,416
Equipment/Maintenance/Hire	\$327,905
Property Services	\$518,683
Salaries & Allowances ⁴	\$316,100
Support Services	\$534,323
Trading & Fundraising	\$239,308
Motor Vehicle Expenses	\$30,167
Travel & Subsistence	\$553
Utilities	\$214,982
Total Operating Expenditure	\$17,301,357
Net Operating Surplus/-Deficit	(\$442,874)
Asset Acquisitions	\$65,196

- (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 22 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$1,509,266
Official Account	\$96,261
Other Accounts	\$98,772
Total Funds Available	\$1,704,299

Financial Commitments	Actual
Operating Reserve	\$472,777
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$501,971
School Based Programs	\$108,090
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$450,137
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$68,115
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$120,336
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,721,426

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.