

2025 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 31 March 2026 at 02:00 PM by Megan Woolford (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 31 March 2026 at 02:01 PM 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
 - 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

Horsham College had a total of 1,010 students enrolled in 2025. One percent of students had a language background other than English and five percent were Aboriginal or Torres Strait Islander.

Our 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 campus, and McKenzie Creek Campus, which is the home of our Flexible Learning Option (alternative pathway) programs. Our College Council continues to invest funds into improving the environment of our College and providing a place that all students, staff, and our community are able to enjoy and take pride in.

Our College prides itself on living our values of Care, Character, Collaboration and Commitment, and embracing our school motto of Seizing Opportunities. Our College is known for delivering 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 our College provided five Vocational Education Training (VET) programs for students from these partner schools in 2025. Our 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. Our 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 Rights, Resilience and Respectful Relationships Programs.

Our College had in 2025 140 staff: 7 Principal class (1 Principal + 6 Assistant Principals), 12 Leading Teachers, 4 Learning Specialists, the full-time equivalent of 83 Teachers, and 37 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 2025 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. Our College results either outperformed or were in line with Similar Schools in Reading, Writing 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 our College in 2025. Our College's all study mean of 29.5 VCE, with English achieving a mean study score of 30.7, and General Maths a mean study score of 30.8 and completion rate (including VCE-Vocational Major) of 97%, were reflective of the combined efforts of our staff, students and parent community working together and collaborating to achieve student success.

The success of our 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 2.0) improvement model. Several 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 required additional supports in either Numeracy and Literacy have been effective, as evidenced by student improvement through data collected in Progressive Achievement Testing (PAT) and teacher judgement.

Wellbeing

Our College's Student Attitudes to School Survey reflected a positive school environment. Our 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. Our College has continued to focus on Student Voice, which is being addressed through embedding Student Leadership and student forums. Our 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 evidence-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/VCE-VM, and Flexible Learning Programs, as well as students having access to a Mental Health Practitioner, and our college Chaplain whose role is funded in part by the community.

Our 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. Our College has a Doctors in Secondary Schools Program which was fully staffed in 2025 and continues to be fully staffed in 2026. 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 and in 2025. Average days absent were similar to previous years (one day lower than State average, and 7 days lower than Similar Schools). Horsham College will continue to emphasise the importance of attendance. 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 continued to be positive and was again higher than State and Similar Schools with a result of 85.8% (compared to 74% for Similar Schools and 69.8% for State). The exit data for students in Years 10 to 12 continued to improve. Students exiting to further studies or full-time employment was 91.6%, placing our College above State (82.6%) and Similar Schools (79.3%). These were outstanding results for our 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 our 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 2025. Our College leadership team has also continued to review and update key processes including transferring between programs, student engagement and exiting school. Horsham College is now fully compliant with the Department of Education policy on 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 2026 as our College transitions to fully implement the VCE Senior School reforms. Our 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 2025. The income of \$17,981,093 included approximately \$2.4 million in cash grants provided by the

Government including \$1,076,244 for equity funding with approximately \$14.2 million allocated for staffing. The locally raised funds included payments by parents for camps and excursions, essential items, and trading operations, and totalled \$882,826. Expenditure of \$18,013,411 included items such as staffing \$14,901,518, maintenance and property service of \$598,608 (for example, cleaning, buildings maintenance and repairs and grounds maintenance) while significant amounts were spent on consumables, trading, and utilities. The \$136,979 referenced as 'miscellaneous' included expenditure on service providers for delivery of VET subjects and a variety of targeted engagement programs run by our College. The operating deficit of \$32,318 was a result of an increase in maintenance and minor properties services. The Financial Commitment Statement indicates that most of the funds carried forward are allocated for future school-based programs and the replacement of equipment for the Wimmera Trade Training Centre (Wimmera VET Cluster), for which Horsham College is the lead school. 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.

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 1,040 students were enrolled at this school in 2025, 497 female and 538 male. 5% 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	76.5%	
	Similar schools	67.4%	
	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	66.6%	
	Similar schools	54.5%	
	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	74.4%	
	Similar schools	66.6%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	85.9%	
	Similar schools	66.5%	
	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	58.7%		63.5%
	Similar schools	58.5%		58.6%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	62.8%		59.5%
	Similar schools	56.1%		54.2%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	55.5%		62.4%
	Similar schools	59.3%		56.1%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	63.7%		60.2%
	Similar schools	55.4%		52.4%
	State	61.9%		60.2%

NAPLAN relative growth

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

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

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

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	67.4%	
	Similar schools	68.5%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	67.2%	
	Similar schools	69.7%	
	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	97.1%	95.1%
	Similar schools	96.6%	96.0%
	State	97.2%	96.9%
Mean VCE study score	School	29.5	NDA
Total VCE VM students	School	24	NDA
Total VPC 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 7 to 12 % positive endorsement	School	43.5%		48.2%
	Similar schools	43.6%		42.1%
	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 7 to 12 % positive endorsement	School	46.6%		52.1%
	Similar schools	47.8%		46.1%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

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

		2024		4-year average
% of students exiting to further studies or full-time employment	School	91.5%		90.3%
	Similar schools	81.9%		79.3%
	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	80.9%		85.8%
	Similar schools	73.0%		74.0%
	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	29.0		28.3
	Similar schools	36.4		35.0
	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	88.1%	
Year 8	School	83.1%	
Year 9	School	81.3%	
Year 10	School	86.3%	
Year 11	School	87.0%	

		2025	
Year 12	School	86.5%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 02 April 2026.

Revenue	Actual
Student Resource Package	\$14,202,755
Government Provided DET Grants	\$2,392,886
Government Grants Commonwealth	\$27,000
Government Grants State	(\$3,100)
Revenue Other	\$478,726
Locally Raised Funds	\$882,826
Capital Grants	\$0
Total Operating Revenue	\$17,981,093

Equity	Actual
Equity (Social Disadvantage)	\$931,303
Equity (Catch Up)	\$144,941
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$1,076,244

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

Expenditure	Actual
Student Resource Package ¹	\$14,901,518
Adjustments	\$0
Books & Publications	\$2,120
Camps/Excursions/Activities	\$310,008
Communication Costs	\$32,736
Consumables	\$308,938
Miscellaneous Expenses ²	\$136,979
Agency Staff	\$0
Professional Development	\$43,179
Equipment/Maintenance/Hire	\$347,921
Property Services	\$598,608
Salaries & Allowances ³	\$277,303
Support Services	\$564,746

Expenditure	Actual
Trading & Fundraising	\$251,612
Motor Vehicle Expenses	\$15,198
Travel & Subsistence	\$288
Utilities	\$222,257
Total Operating Expenditure	\$18,013,411
Net Operating Surplus/-Deficit	(\$32,318)
Asset Acquisitions	\$199,362

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	\$1,691,237
Official Account	\$157,898
Other Accounts	\$102,832
Total Funds Available	\$1,951,967

Financial Commitments	Actual
Operating Reserve	\$518,649
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$325,854
School Based Programs	\$226,485
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$449,207
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$62,323
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$122,768
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,905,287

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.