

2025 Annual Report to the School Community

School Name: Stawell Secondary College (8731)



- 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 01 April 2026 at 01:19 PM by Murray Hart (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 04 May 2026 at 10:08 AM by Murray Hart (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

Stawell Secondary College is a Year 7–12 school serving the community of Stawell and surrounding districts, located approximately 243 kilometres from the Melbourne Central Business District. The College has a current enrolment of 349 students.

The College employs 61 staff, comprising a Principal, Assistant Principal, three Leading Teachers, three Learning Specialists, 34 teachers, 12 Education Support staff, five wellbeing staff (including two Mental Health Practitioners), and 11 administrative and ancillary staff.

The College is nearing completion of a \$13.125 million capital works program, delivering a new Administration building, Library/Resource Centre, Auditorium, and the restoration of the heritage building into seven classrooms and a Wellbeing Centre.

The College's values—Participation, Aspiration, Inclusion, Resilience, and Respect—underpin teaching and learning, student wellbeing, and engagement. These are embedded through a School-Wide Positive Behaviour Support framework.

Student wellbeing is prioritised through a vertical Home Group structure, Year Level Managers, and a dedicated Wellbeing Team. Current improvement priorities include strengthening School-Wide Positive Behaviour Support, embedding a consistent whole-school approach to Literacy and Numeracy, and enhancing student voice to support engagement and learning outcomes. Student leadership opportunities include School Captains, House Leaders, the Student Leadership Team, the Marrung program, and a breakfast program.

The College provides a comprehensive curriculum aligned with the Victorian Teaching and Learning Model 2.0, the Victorian Certificate of Education (VCE), and the VCE Vocational Major (VCE VM). A Chinese (Mandarin) program operates across the College and local primary schools.

Targeted Literacy and Numeracy support is delivered through intervention programs and in-class support. Extracurricular opportunities include music, interschool sport, camps, participation in the Great Victorian Bike Ride, and an international study tour.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Stawell Secondary College continued to strengthen its focus on improving student learning outcomes through targeted teaching, data-informed practice, and a commitment to high expectations for all learners. Staff worked collaboratively to embed consistent instructional practices and respond to student learning needs using evidence from both classroom assessment and system data.

Teacher judgement data indicates that 61.6% of students in Years 7–10 were working at or above age-expected standards in English, slightly below similar schools (63.7%) and the state (74.9%). In Mathematics, however, 71.4% of students achieved at or above expected standards, exceeding both similar schools (65.8%) and the state average (70.5%), reflecting a key area of strength.

NAPLAN results further highlight positive achievement in junior years. In Year 7, 58.7% of students achieved Strong or Exceeding proficiency in Reading and 62.2% in Numeracy, both above similar schools. While Year 9 results were comparatively lower, the school's three-year average in Reading (62.8%) demonstrates sustained improvement over time.

Relative growth data shows an area for continued focus, with 57.1% of students achieving medium or high growth in Reading and 60.0% in Numeracy from Years 7 to 9, below state benchmarks. This has informed a renewed emphasis on differentiated teaching and targeted intervention strategies.

Senior secondary outcomes remained positive, with a VCE/VCE Vocational Major completion rate of 93.9%. The introduction and continued implementation of the VCE Vocational Major has strengthened pathways for students seeking applied learning options.

Highlights of Learning in 2025 include:

- Strong Mathematics outcomes, exceeding both similar schools and state benchmarks
- Continued improvement in Year 7 NAPLAN proficiency levels
- Sustained VCE completion rates supporting positive post-school pathways
- Strengthened implementation of applied learning through VCE Vocational Major

The College remains committed to continuous improvement, with a clear focus on lifting literacy outcomes and student growth across all year levels.

Wellbeing

In 2025, Stawell Secondary College continued to prioritise student wellbeing as a foundation for learning, with a clear focus on strengthening connectedness, inclusion, and student voice. The College progressed its wellbeing goals through the implementation of a consistent, whole-school approach grounded in SWPBS and the explicit teaching and reinforcement of the College's core values.

Student Attitudes to School Survey data indicates that 43.8% of students reported a positive sense of connectedness, slightly above similar schools (42.3%) and consistent with the College's four-year average (43.1%). While this remains below the state benchmark (49.8%), it reflects steady progress and highlights the impact of a shared values-based approach in building a stronger sense of belonging.

In the area of managing bullying, 45.2% of students reported positive endorsement, comparable to similar schools (46.2%) and aligned with the College's four-year trend (46.6%). This data has informed a continued focus on explicitly teaching expected behaviours, reinforcing positive conduct, and ensuring consistent, values-aligned responses to incidents.

Throughout the year, the College strengthened its SWPBS framework, with a clear focus on promoting respectful relationships, recognising positive behaviours, and creating predictable,

supportive learning environments. The consistent use of the College's values across classrooms and yard settings supported students to understand expectations and contributed to a calmer, more inclusive school culture.

Highlights of Wellbeing in 2025 include:

- Strengthened implementation of School Wide Positive Behaviour Supports across the College
- Increased consistency in the teaching and reinforcement of school values
- Improved clarity and consistency in behaviour expectations and responses
- Continued focus on building a positive, inclusive environment that supports student engagement

The College remains committed to improving wellbeing outcomes, with a continued focus on embedding SWPBS practices, strengthening student connectedness, and ensuring all students feel safe, supported, and ready to learn.

Engagement

In 2025, Stawell Secondary College continued to focus on strengthening student engagement as a key enabler of learning and wellbeing, with particular attention to attendance, retention, and pathways beyond school. The College implemented a range of strategies aligned with the Framework for Improving Student Outcomes (FISO) 2.0, emphasising student voice, inclusive practices, and meaningful pathways.

Student attendance remained a priority. The average number of absence days per student was 31.9, an improvement on the four-year average (34.0) and lower than similar schools (37.7), indicating positive progress. Attendance rates across year levels were strongest in the senior years, with 88.8% in Year 11 and 87.6% in Year 12. Junior and middle year attendance ranged from 79.6% to 84.2%, highlighting an ongoing focus area to strengthen engagement during these critical years.

Student retention data shows that 63.8% of students remained at the College from Year 7 to Year 10, below both similar schools (72.1%) and the state (68.8%). This has informed targeted strategies to improve student connection and engagement in the middle years, including enhanced transition programs and increased opportunities for student voice and agency.

Post-school pathways data indicates that 63.8% of exiting students moved into further education or full-time employment. While this is below state and similar school benchmarks, the College continues to strengthen careers education, pathway planning, and the implementation of applied learning programs, including VCE Vocational Major, to better support student transitions.

Highlights of Engagement in 2025 include:

- Improved average attendance and reduced absence days compared to similar schools
- Strong senior school attendance, supporting successful completion of studies
- Targeted strategies to improve middle years retention and engagement
- Expanded pathway opportunities, including applied learning and careers education

The College remains committed to improving engagement outcomes by strengthening attendance practices, increasing student voice, and ensuring all students are supported to remain engaged and successfully transition to further education, training, or employment.

Other highlights from the school year

Stawell Secondary College experienced a vibrant and successful year, with a range of opportunities that enriched student learning, strengthened community connections, and celebrated achievement. Camps and extracurricular programs continued to play a significant role in student engagement, including the China Camp, Great Victorian Bike Ride, Year 7 Camp, Middle School Coastal Camp to Port Fairy, and Music Camps. These experiences supported the development of independence, resilience, and positive relationships among students.

A highlight of the year was the End of Year Presentation Afternoon, which recognised student achievement across academic, sporting, and community areas. The event was further enriched by guest speaker Ben Williamson, a past student, whose address inspired students to pursue their goals and remain connected to their community.

The College also celebrated success in securing grant funding for the construction of an outdoor gymnasium, which will enhance student wellbeing and physical activity opportunities. This complements the ongoing building program, marked by the relocation to the new Administration building and the establishment of a modern Resource Centre and Auditorium, providing contemporary learning environments for students and staff.

Student voice and achievement were evident through participation and success in public speaking competitions, showcasing confidence and communication skills. The introduction of the VET Agriculture program and the establishment of the Vocational Major Market Garden further expanded applied learning opportunities, enabling students to engage in hands-on, real-world experiences.

These highlights reflect the College's commitment to providing a diverse and engaging educational experience, fostering student growth, and strengthening connections within the school and wider community.

Financial performance

Financial Performance and Position

In 2025, Stawell Secondary College maintained a strong financial position, achieving a net operating surplus of \$69,998. Total operating revenue for the year was \$7,507,418, predominantly funded through the Student Resource Package (\$5,919,926) and supplemented by Government grants, locally raised funds, and other revenue streams. Equity funding totalling \$286,665 supported programs for students experiencing social disadvantage and catch-up learning, enabling targeted educational initiatives.

Expenditure for the year was \$7,437,420, reflecting the College's commitment to providing high-quality teaching and learning experiences. Major expenditure areas included the Student

Resource Package allocation (\$6,001,967), camps and excursions (\$170,185), consumables (\$200,657), property services (\$176,566), and support services (\$271,743). Additional costs covered professional development, equipment maintenance, utilities, and school-level salaries and allowances, ensuring operational efficiency and program delivery. Miscellaneous expenses, such as administration, insurance, and banking fees, were also incorporated within the total operating expenditure.

The College Council entered into standard service agreements and arrangements consistent with Department of Education guidelines, supporting operational and property maintenance activities. No extraordinary capital grants were received during the year, with minor asset acquisitions totalling \$10,575 to support classroom and administration functions.

Revenue sources beyond the Student Resource Package included Commonwealth and State Government grants (\$17,587), and locally raised funds of \$234,443, reflecting active community engagement through fundraising initiatives. Equity and targeted funding enabled the College to address specific student needs, while careful financial management ensured that the College concluded the year with a modest surplus, demonstrating fiscal responsibility and sustainability. This strong financial foundation positions Stawell Secondary College to continue supporting high-quality programs for all students in 2026 and beyond.

**For more detailed information regarding our school please visit our website at
<https://stawell.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 346 students were enrolled at this school in 2025, 143 female and 202 male. 5% had English as an additional language and 7% 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	69.6%	
	Similar schools	66.9%	
	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	63.7%	
	Similar schools	52.4%	
	State	59.3%	

LEARNING

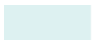
Teacher Judgement of student achievement against the Victorian Curriculum

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	61.6%	
	Similar schools	63.7%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	71.4%	
	Similar schools	65.8%	
	State	70.5%	

NAPLAN

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

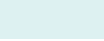
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	58.7%		59.1%
	Similar schools	57.6%		57.4%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	51.1%		62.8%
	Similar schools	54.7%		52.8%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	62.2%		55.9%
	Similar schools	58.4%		55.0%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	52.4%		53.4%
	Similar schools	55.0%		51.6%
	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	57.1%	
	Similar schools	68.1%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	60.0%	
	Similar schools	70.0%	
	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	93.9%	 95.2%
	Similar schools	96.2%	 95.8%
	State	97.2%	 96.9%
Mean VCE study score	School	22.8	NDA
Total VCE VM students	School	7	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	43.8%		43.1%
	Similar schools	42.3%		41.1%
	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	45.2%		46.6%
	Similar schools	46.2%		44.5%
	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	63.8%		67.6%
	Similar schools	81.5%		78.8%
	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	63.8%		75.7%
	Similar schools	72.1%		73.0%
	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	31.9		34.0
	Similar schools	37.7		36.1
	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	84.2%	
Year 8	School	79.6%	
Year 9	School	82.3%	
Year 10	School	81.7%	
Year 11	School	88.8%	
Year 12	School	87.6%	

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	\$5,919,926
Government Provided DET Grants	\$1,256,252
Government Grants Commonwealth	\$7,251
Government Grants State	\$10,336
Revenue Other	\$79,211
Locally Raised Funds	\$234,443
Capital Grants	\$0
Total Operating Revenue	\$7,507,418

Equity	Actual
Equity (Social Disadvantage)	\$232,937
Equity (Catch Up)	\$53,728
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$286,665

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

Expenditure	Actual
Student Resource Package ¹	\$6,001,967
Adjustments	\$0
Books & Publications	\$5,976
Camps/Excursions/Activities	\$170,185
Communication Costs	\$11,929
Consumables	\$200,657
Miscellaneous Expenses ²	\$54,051
Agency Staff	\$0
Professional Development	\$18,367
Equipment/Maintenance/Hire	\$173,847
Property Services	\$176,566
Salaries & Allowances ³	\$210,919
Support Services	\$271,743

Expenditure	Actual
Trading & Fundraising	\$45,005
Motor Vehicle Expenses	\$2,614
Travel & Subsistence	\$6,145
Utilities	\$87,448
Total Operating Expenditure	\$7,437,420
Net Operating Surplus/-Deficit	\$69,998
Asset Acquisitions	\$10,575

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	\$877,341
Official Account	\$28,481
Other Accounts	\$0
Total Funds Available	\$905,823

Financial Commitments	Actual
Operating Reserve	\$239,242
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$10,481
School Based Programs	\$1,115
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$253,959
Asset/Equipment Replacement < 12 months	\$18,274
Capital - Buildings/Grounds < 12 months	\$366,533
Maintenance - Buildings/Grounds < 12 months	\$16,219
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$905,823

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.