

2025 Annual Report to the School Community

School Name: Colac Secondary College (8864)



school meet the registration requirements of the [Victorian Institute of](#)
prescribed Minimum Standards for registration as regulated by the
n and Qualifications Authority (VRQA) in accordance with the [Education](#)
[m Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by
most recent calendar year, in relation to minimum student enrolment
e curriculum framework requirement to deliver a languages program)
ne requirements of the Child Safe Standards as prescribed in [Ministerial](#)
[ementing the Child Safe Standards – Managing the risk of child abuse in](#)

026 at 01:12 PM by Skye Bannan (Principal)

r of the school council, I attest that this 2025 Annual Report to the School
en tabled and endorsed at a meeting of the school council and will be
h the school community.

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
 - o student enrolment information
 - o the school's 'Student Family Occupation and Education' category
 - o responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - o school staff responses to the School Climate area of the School Staff Survey
- Learning
 - o English and Mathematics for Teacher Judgements against the curriculum
 - o Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - o Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
 - o Senior Secondary Completions and mean study score
- Wellbeing
 - o student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - o student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - o how many exiting students go on to further studies or full-time work
 - o how many Year 7 students remain at the school through to Year 10
 - o average absence days per student
 - o 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

At Colac Secondary College, our core purpose is student learning. We maintain a strong and deliberate focus on achieving at least 12 months of learning growth for every student, every year. We empower students to set ambitious goals, build confidence in their abilities, and pursue meaningful pathways beyond school.

We are equally committed to developing the whole student. Through a focus on emotional intelligence and wellbeing, we support young people to become respectful, resilient, and responsible members of the community.

Our College values — Respect, Honesty, Achievement, and Responsibility — underpin all aspects of school life. These values guide our decision-making, shape our culture, and inform our expectations for both students and staff.

Colac Secondary College is committed to continuous school improvement, with a clear focus on enhancing teaching and learning practices to maximise student outcomes. Our teachers deliver inclusive, high-quality, and differentiated programs designed to meet the diverse learning needs of all students.

The College serves approximately 476 students across Years 7 to 12, comprising 225 female and 251 male students. Five percent of students have English as an additional language, and three percent identify as Aboriginal or Torres Strait Islander. Our workforce includes over 70 dedicated staff across teaching, support, and administration, all working collaboratively to provide a safe, supportive, and engaging learning environment.

Located in the regional centre of Colac, Victoria, the College benefits from a strong sense of community and connection. The surrounding natural environment and access to local facilities contribute positively to student wellbeing and engagement.

Our student population reflects the diversity of the local community, with a range of cultural and socio-economic backgrounds represented. The College's Student Family Occupation and Education (SFOE) index is in the High band, indicating a higher level of socio-educational disadvantage. This context informs our targeted support strategies and reinforces our commitment to equity and inclusion.

We pride ourselves on fostering a welcoming and inclusive environment where every student is known, valued, and supported. Key features of the College include a strong emphasis on student wellbeing and pastoral care, a broad range of extracurricular opportunities across sport, the arts, and community service, and active partnerships with local organisations and businesses to enhance learning pathways.

Colac Secondary College remains committed to continuous improvement, innovation, and excellence in education, ensuring all students are equipped with the skills, knowledge, and dispositions to succeed in an ever-changing world.

Progress towards strategic goals, student outcomes and student engagement

Learning

Over the past 12 months, Colac Secondary College has continued to strengthen its teaching and learning practices, building on the foundations established in 2024. The implementation of a structured, knowledge-rich curriculum and a consistent instructional model aligned to Explicit Direct Instruction and Rosenshine's Principles has supported greater consistency in classroom practice. These approaches, combined with responsive teaching strategies and regular checks for understanding, have enhanced student engagement and improved learning outcomes.

A key highlight has been the strengthening of assessment practices. Common Assessment Tasks (CATs) in Years 7–10, alongside improved moderation processes, have increased the reliability of teacher judgement. This is reflected in 2025 data, where 65.6% of students achieved at or above expected standards in English and 79.6% in Mathematics, both exceeding similar schools. Continued alignment of VCE assessment to study designs has also supported improved senior secondary outcomes, with a VCE/VCE VM completion rate of 98%, above both similar schools and the state.

Student learning outcomes in NAPLAN have shown notable improvement. In 2025, 69.4% of Year 7 students and 63.8% of Year 9 students achieved Strong or Exceeding in Reading, both above similar schools and approaching or exceeding state benchmarks. Numeracy outcomes also strengthened, with Year 7 (65.3%) and Year 9 (63.0%) performing above similar schools. Additionally, 80.5% of students achieved medium or high growth in Reading, indicating that recent instructional improvements are having a sustained impact. These results align with the school review findings that literacy and numeracy outcomes have improved significantly over the course of the current Strategic Plan.

Professional collaboration has remained central to this progress, with learning stream teams supporting curriculum planning, assessment design and the use of evidence-based strategies. While these improvements are evident, the review also identified the need to further strengthen data literacy, differentiation and extension to ensure all students, particularly high-achieving learners, are consistently challenged. Sustained focus on high-quality instruction, rigorous assessment and data-informed practice will remain critical to achieving continued growth in student learning outcomes.

Wellbeing

In 2025, Colac Secondary College continued to strengthen its whole-school, tiered approach to wellbeing, building on the strong foundations established in 2024. The college maintained a comprehensive framework that prioritises student safety, inclusion and engagement, supported through Home Groups, Year Level Coordinators and a multidisciplinary Wellbeing Team. This team—comprising wellbeing officers, a mental health practitioner, nurse and doctor—remained highly accessible and valued by students, contributing to a responsive and supportive

environment.

A key area of progress was the consolidation of a structured, tiered wellbeing system, with classroom teachers and Home Group staff providing early intervention, alongside targeted and intensive supports. Programs such as Breakfast Club and the SPICE initiative continued to promote student connection, readiness to learn and aspiration. Student voice remained a strength, with students actively contributing to school initiatives and leadership opportunities.

Attendance remained a priority focus in 2025. Data shows that 55% of students had 20 or more days absent, which is below similar schools (59%) and the network (63%), but above the state benchmark of 47%. Average absence days remained high at 38.1 days per student, with unapproved absences at 17.7 days. While this reflects a slight improvement compared to similar schools, it highlights the need for continued targeted strategies to improve engagement and attendance.

In response, the college strengthened partnerships with families and external agencies such as Barwon Bridges to support student re-engagement. Additionally, the school trialled and implemented a dedicated regulation space to support students experiencing emotional or behavioural dysregulation. This space provides a structured environment where students can reset, develop self-regulation strategies and return to class in a learning-ready state.

Student well-being data indicates ongoing areas for growth. Sense of connectedness (43.2%) and managing bullying (43.7%) remain below state benchmarks, reinforcing the importance of continued focus on inclusion, belonging and positive peer relationships.

Highlights of 2025 include:

- Consolidation of a consistent, tiered whole-school wellbeing model.
- Implementation of a regulation space to support student self-regulation and readiness to learn.
- Strengthened attendance strategies, with results below similar schools.
- Continued expansion of student voice, leadership and targeted wellbeing programs.

Colac Secondary College remains committed to strengthening student wellbeing through improved engagement, inclusive practices and enhanced support systems.

Engagement

Throughout 2025, Colac Secondary College continued to prioritise student engagement as a key enabler of improved learning and wellbeing outcomes. While the school has strengthened engagement structures and opportunities, attendance data indicates this remains an ongoing challenge and a critical area for improvement.

In 2025, the average attendance rate across Years 7–12 ranged from 76.5% to 88.4%, with an overall average absence of 38.1 days per student—above the state average of 30.2 days. Additionally, 58% of students recorded 20 or more days absent in 2024, highlighting persistent attendance concerns despite targeted interventions. While attitudes to attendance improved slightly to 65%, they remain below state benchmarks, reinforcing the need for continued focus on building student motivation and strengthening family partnerships.

To address this, the College has implemented a range of strategies aligned with FISO 2.0, including a tiered attendance response supported by the wellbeing team, strengthened partnerships with Barwon Bridges, and consistent communication through the *Every Day Counts* initiative. Programs such as Breakfast Club, Home Groups, and the SPICE program have supported students' sense of belonging, engagement, and readiness to learn.

Key highlights in strengthening engagement in 2025 include:

- Continued implementation of the Student Engagement Framework and PLC cycles focused on high-impact classroom strategies
- Expansion of student voice through a restructured, student-led SRC and regular feedback opportunities
- Strengthening of pathways and transition programs, contributing to 95.7% of students exiting to further education or employment
- Ongoing development of co-curricular programs, including Sporting Pathways and specialist academies, to increase student connection to school

Despite these improvements, student connectedness (43%) and engagement measures remain below desired levels, indicating variability in student experience. The school will continue to prioritise attendance, student voice and agency, and inclusive engagement strategies to ensure all students are actively connected to their learning and school community.

Other highlights from the school year

The college celebrated a number of significant highlights in 2025 that enriched student experience and strengthened community connections. A major highlight was the school production of *Frozen Jr.*, which involved a large group of students both on stage and behind the scenes. The production showcased the breadth of student talent across performing arts, while also promoting inclusivity, teamwork and confidence. It was strongly supported by families and the wider community and reflected the college's commitment to providing diverse creative opportunities.

Students also engaged in a range of camps and excursions that supported learning beyond the classroom, including industry visits and outdoor education experiences that built independence, resilience and collaboration skills. Whole-school events, including sporting carnivals and student-led initiatives, further contributed to a strong sense of belonging and school pride, with a number of students achieving success in interschool sport and local competitions.

A significant highlight was the continued development of the Farm My School project, which promotes sustainability, healthy living, and hands-on learning. A key milestone was the 'Build a Farm in a Day' event, where a large number of volunteers came together to transform an acre of land into an extensive, productive space, including over two kilometres of linear raised garden beds for vegetable production. This initiative provided authentic learning opportunities for students and strengthened partnerships between the college and the wider community.

Financial performance

The school maintained a stable financial position in 2025, with total operating revenue of \$10.15 million broadly aligned to total expenditure of \$10.22 million, resulting in a modest operating deficit of \$64,403. This slight deficit reflects planned investment, particularly following extensive building renovations completed at the start of 2025, which enhanced facilities and contributed to increased asset acquisitions (\$294,822).

Revenue was primarily derived from the Student Resource Package (\$7.45 million) and DET grants (\$2.17 million), supplemented by locally raised funds (\$440,139) and other minor income sources. The school also received targeted equity funding totalling \$581,958 to support students experiencing disadvantage.

Expenditure was directed toward core teaching and learning, property services, maintenance, and student programs, with no extraordinary or unusual financial items identified. While no major new contracts or agreements were noted, financial commitments (\$461,498) reflect ongoing operational obligations. Available funds at year-end were \$92,629, with resources strategically allocated to sustain programs and maintain improved facilities.

**For more detailed information regarding our school please visit our website at
<https://www.colac-sc.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 486 students were enrolled at this school in 2025, 224 female and 260 male. 3% had English as an additional language and 2% 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	56.2%	
	Similar schools	66.0%	
	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	55.3%	
	Similar schools	55.2%	
	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	65.6%	
	Similar schools	62.7%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	79.6%	
	Similar schools	62.5%	
	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	69.4%		62.1%
	Similar schools	58.2%		57.2%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	63.8%		55.6%
	Similar schools	54.3%		51.6%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	65.3%		59.8%
	Similar schools	55.6%		53.4%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	63.0%		55.9%
	Similar schools	52.5%		48.8%
	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 7 to 9 % of students High or Medium relative growth	School	80.5%	
	Similar schools	68.4%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	68.8%	
	Similar schools	67.9%	
	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	98.0%		93.8%
	Similar schools	95.7%		95.6%
	State	97.2%		96.9%
Mean VCE study score	School	25.6		NDA
Total VCE VM students	School	19		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	43.2%		38.8%
	Similar schools	43.2%		41.2%
	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	43.7%		42.1%
	Similar schools	47.7%		44.9%
	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	95.7%		81.4%
	Similar schools	77.2%		76.5%
	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	68.1%		68.4%
	Similar schools	73.5%		73.7%
	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	38.1		37.3
	Similar schools	38.9		37.2
	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	84.9%	
Year 8	School	79.3%	
Year 9	School	80.9%	
Year 10	School	76.5%	
Year 11	School	77.8%	
Year 12	School	88.4%	

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	\$7,447,580
Government Provided DET Grants	\$2,172,666
Government Grants Commonwealth	\$0
Government Grants State	\$10,255
Revenue Other	\$83,439
Locally Raised Funds	\$440,139
Capital Grants	\$0
Total Operating Revenue	\$10,154,080

Equity	Actual
Equity (Social Disadvantage)	\$543,225
Equity (Catch Up)	\$38,733
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$581,958

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

Expenditure	Actual
Student Resource Package ¹	\$7,609,051
Adjustments	\$0
Books & Publications	\$2,386
Camps/Excursions/Activities	\$176,376
Communication Costs	\$6,563
Consumables	\$199,132
Miscellaneous Expenses ²	\$361,781
Agency Staff	\$139,077
Professional Development	\$36,997
Equipment/Maintenance/Hire	\$299,618
Property Services	\$323,835
Salaries & Allowances ³	\$331,562
Support Services	\$471,756

Expenditure	Actual
Trading & Fundraising	\$114,176
Motor Vehicle Expenses	\$1,593
Travel & Subsistence	\$3,086
Utilities	\$141,494
Total Operating Expenditure	\$10,218,483
Net Operating Surplus/-Deficit	(\$64,403)
Asset Acquisitions	\$294,822

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	\$63,025
Official Account	\$29,603
Other Accounts	\$0
Total Funds Available	\$92,629

Financial Commitments	Actual
Operating Reserve	\$434,905
Other Recurrent Expenditure	\$12,266
Provision Accounts	\$14,328
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$461,498

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.