2025 Annual Report to the School Community

School Name: Murrayville Community College (5433)

- 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 17 March 2026 at 01:35 PM by Natasha Mudie (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 10:31 AM by Natasha Mudie (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

The ‘School Context’ describes the school’s vision, values, and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the ‘Performance Summary’ section of this report refer to?

The Performance Summary includes the following:

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Murrayville Community College's vision is to offer every child, every opportunity to succeed, in every aspect of their education that will enable them to contribute to and succeed within our local and global society. Murrayville Community College will inspire and support students, enabling them to achieve their full potential within an educational environment that is engaging, safe, positive, respectful, inclusive and welcoming. We value in our school community – Persistence, Respect, Independence, Determination and Excellence.

Located in North West Victoria, Murrayville Community College is a first class educational facility catering for children from Prep to Year 12. Enrolments have recently declined to approximately 68 students. The College has 20.6 equivalent full time staff, including 1 full time Principal class employee, 15 teaching staff and 6 education support staff. The school is an integral part of the communities of Murrayville and Pinnaroo (SA) and benefits from a very supportive school community.

The recently upgraded school offers attractive grounds and excellent facilities and provides a diverse range of educational opportunities. The College has specialised in the delivery of Agriculture, especially in the area of sheep and wool. Senior students have the opportunity to participate in small classes and to complete VET Certificates and School Based Apprenticeships in addition to VCE and Vocational Major programs. All students benefit from small class sizes and differentiated learning in addition to a number of programs that are designed to provide additional support or extension.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 Murrayville Community College focussed on the goal of 'Improving learning outcomes for every student' in the Annual Implementation Plan, with building staff capacity to implement 'The Writing Revolution' strategies to reduce cognitive load on students as our focus for professional learning.

Teacher judgements showed high percentages of our students achieving at or above the level expected in English. Unfortunately our cohorts are now becoming quite small and therefore is no data to present in the Annual Report for Years 5 & 7 for NAPLAN reading. We did however have lower percentages than the state in the strong or exceeding NAPLAN categories in Years 3 & 9.

Teacher judgements showed high percentages of our students achieving at or above the level expected in Mathematics. This was reflected in our NAPLAN maths results for Year 9 and Year 3

with significantly more students achieving the strong or exceeding proficiencies for maths. Again there was no data to present for Years 5 & 7.

Our student learning results show the implementation of the tutor learning program as well as other school based professional learning programs has been effective. Our mean VCE study score has been steady at 27 and although the report says there is no data to report 100% of the five Year 12 students left with a VCE certificate.

Wellbeing

2025 was a difficult year for secondary students especially, at Murrayville Community College. The building works that went on all year deprived the students of their main play zones - the gymnasium, basketball and netball courts were inaccessible for the majority of the year.

In 2025, Murrayville Community College again employed a Mental Health Practitioner (MHP) that was topped up from the Mental Health Fund Menu to work 0.8. She actively provided Tier 1 , proactive programs delivered to all students in the school to boost wellbeing. These programs ranged from the weekly breakfast program to providing art therapy sessions to all students. Tier 2 programs were targeted at groups or cohorts requiring further support and build resilience. Lunchtime drop-in and recess hangouts, resilience programs through the Health or Respectful Relationships curriculum are examples. Our MHP also provided intensive interventions for students experiencing wellbeing issues or distress and organised whole school events and activities to actively promote wellbeing and inclusion. In 2025, the school continued to embed MCC Positive Behaviours and implemented restorative practice sessions to reduce conflicts and address bullying behaviours.

The data shows that the school is performing slightly higher than similar schools and the state in the areas of School connectedness (7-12) and slightly lower for Management of bullying (7-12). In the areas of School connectedness (4-6) and Management of bullying (4-6) we are significantly lower than similar schools and the state. Despite this data, it is clear that there are still many students requiring support with well-being and the students are increasingly comfortable engaging with the MHP and her programs.

Engagement

In 2025 Murrayville Community College has supported student engagement through our Instructional Model and through the use of extra-curricular activities. Students have been involved in Special days, preparing for events like ANZAC Day & the Pinnaroo Show.

The data demonstrates that our Careers and pathway programs have been very effective with 90.9% of 2024's Year 12s going on to further studies or full-time employment

Student absence days remains a problem at Murrayville Community College. Our 4-6 students missed on average 4.5 more days in 2025 compared to 2024 and significantly more than students in similar schools and the state. Our students in 7-12 missed on average 8 more days in 2025 compared to 2024 and again significantly more than students in similar schools and the

state. School refusal continues to be an issue for a small percentage of students with the leadership and wellbeing teams working with parents to overcome this. Importantly however, students at Murrayville Community College on average have more absence days than like schools and the state as they need to be absent for an entire day when attending appointments, with so very few services available locally.

Student retention from Year 7 to Year 10 was better in 2025, with more of our students staying from Year 7 to Year 10 than in similar schools or statewide. This is a reversal in the trend that we have been seeing over the recent years.

Other highlights from the school year

Although living through the disruptive renovations in 2025 was difficult, the completion and our Grand Opening Day in November was definitely a highlight! Murrayville Community College is now an inviting, attractive and modern facility. The new court surfaces both outside and in the gym are wonderful playing spaces for the students. The renovated classrooms, admin area and Library are welcoming and bright, and the touches to Primary decks and toilets has been a great improvement for the P-6 students also. It has been wonderful to start 2026 with all aspects complete and attractive!

Financial performance

Murrayville Community College completed 2025 with a deficit of $7,183 and remained in a strong financial position at the end of last year, with our total funds available at $547,853 at the end of 2025 up from $385,749 at the end of 2024.

Due to the build we were unable to expend all funds received for buildings and grounds during the year, but there are projects that were put back to 2026. For example a new shade structure is to be erected outside of the staffroom to replace the gazebo and pergola that were removed in the demolition phase of the building works.

We had more staff employed over 2025 than the credit funds allocated to staffing and this will continue into 2026. We also had to purchase furniture, including a large amount of library furniture up front and the furniture grant was only applied to our account in February 2026. There will be a debt recovery for the previous credit deficit in 2026, which should reduce our total funds available at the end of 2026.

Overall, it is pleasing that we were again able to fully fund the teaching and learning programs that we have prioritised and we are able to continue to improve the school environment to ensure that it is safe and attractive for all, without jeopardising the financial position of the school.

For more detailed information regarding our school please visit our website at https://murrayvillecc.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 70 students were enrolled at this school in 2025, 37 female and 33 male. NDP had English as an additional language and NDP 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 **Low - 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**	**91.7%**
	Similar schools	67.2%
	State	70.6%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**46.9%**
	Similar schools	61.4%
	State	59.8%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**91.3%**
	Similar schools	84.9%
	State	86.3%
English Year 7 - 10 % of students at or above age expected standards	**School**	**83.9%**
	Similar schools	67.2%
	State	74.9%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**91.7%**
	Similar schools	86.2%
	State	84.2%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**79.3%**
	Similar schools	62.6%
	State	70.5%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**50.0%**	**66.7%**
	Similar schools	61.3%	59.6%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**80.0%**
	Similar schools	67.6%	68.1%
	State	73.9%	74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**66.7%**
	Similar schools	62.9%	62.2%
	State	65.9%	65.7%

		2025	3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**44.4%**	**51.6%**
	Similar schools	56.0%	55.7%
	State	62.7%	61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**83.3%**	**80.0%**
	Similar schools	67.9%	63.7%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**70.0%**
	Similar schools	70.9%	63.7%
	State	69.1%	68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**60.0%**
	Similar schools	62.2%	59.1%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**77.8%**	**63.3%**
	Similar schools	62.4%	60.4%
	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 3 to 5 % of students High or Medium relative growth	**School**	**NDP**
	Similar schools	68.8%
	State	74.7%
Reading Year 5 to 7 % of students High or Medium relative growth	**School**	**NDP**
	Similar schools	72.3%
	State	71.9%

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	**School**	**NDP**	
	Similar schools	70.8%	
	State	74.1%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**NDP**	
	Similar schools	70.8%	
	State	74.0%	
Numeracy Year 5 to 7 % of students High or Medium relative growth	**School**	**NDP**	
	Similar schools	71.0%	
	State	72.2%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**NDP**	
	Similar schools	74.8%	
	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**	**NDP**		**95.0%**
	Similar schools	97.3%		96.8%
	State	97.2%		96.9%
Mean VCE study score	**School**	**27.1**		**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 4 to 6 % positive endorsement	**School**	**50.0%**	**69.2%**
	Similar schools	78.5%	77.7%
	State	77.1%	77.3%
Years 7 to 12 % positive endorsement	**School**	**46.3%**	**57.6%**
	Similar schools	45.7%	46.5%
	State	49.8%	47.7%

Student Attitudes to School – Managing Bullying

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

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**23.8%**	**68.4%**
	Similar schools	83.7%	81.9%
	State	76.4%	75.8%
Years 7 to 12 % positive endorsement	**School**	**48.6%**	**64.3%**
	Similar schools	53.4%	53.8%
	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**	**90.9%**	**94.6%**
	Similar schools	75.6%	76.9%
	State	81.5%	81.2%

Student retention

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

		2025	4-year average
Real retention rate	**School**	**77.8%**	**53.6%**
	Similar schools	71.8%	68.0%
	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
Prep - 6	**School**	**27.7**	**23.3**
	Similar schools	23.1	23.2
	State	21.5	21.7
Year 7 - 12	**School**	**40.7**	**34.9**
	Similar schools	34.2	32.9
	State	30.2	29.4

Attendance rate

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

		2025
Prep	**School**	**NDP**
Year 1	**School**	**NDP**
Year 2	**School**	**NDP**

		2025	
Year 3	School	89.4%	
Year 4	School	NDP	
Year 5	School	NDP	
Year 6	School	NDP	
Year 7	School	NDP	
Year 8	School	86.8%	
Year 9	School	73.5%	
Year 10	School	78.0%	
Year 11	School	81.8%	
Year 12	School	NDP	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	**Actual**
Student Resource Package	$2,444,198
Government Provided DET Grants	$748,370
Government Grants Commonwealth	$2,250
Government Grants State	$0
Revenue Other	$37,958
Locally Raised Funds	$41,091
Capital Grants	$0
Total Operating Revenue	**$3,273,866**

Equity	**Actual**
Equity (Social Disadvantage)	$25,588
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$25,588**

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

Expenditure	**Actual**
Student Resource Package[1]	$2,594,981
Adjustments	$0
Books & Publications	$11,200
Camps/Excursions/Activities	$32,923
Communication Costs	$3,367
Consumables	$59,666
Miscellaneous Expenses[2]	$28,301
Agency Staff	$0
Professional Development	$9,108
Equipment/Maintenance/Hire	$179,067
Property Services	$186,946
Salaries & Allowances[3]	$57,415
Support Services	$33,754

Expenditure	Actual
Trading & Fundraising	$18,730
Motor Vehicle Expenses	$10,573
Travel & Subsistence	$5,581
Utilities	$49,438
Total Operating Expenditure	**$3,281,049**
Net Operating Surplus/-Deficit	**($7,183)**
Asset Acquisitions	**$22,173**

[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	$527,606
Official Account	$20,247
Other Accounts	$0
Total Funds Available	**$547,853**

Financial Commitments	Actual
Operating Reserve	$114,345
Other Recurrent Expenditure	$36
Provision Accounts	$0
Funds Received in Advance	$58,399
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$1,380
Repayable to the Department	$99,860
Asset/Equipment Replacement < 12 months	$16,100
Capital - Buildings/Grounds < 12 months	$53,000
Maintenance - Buildings/Grounds < 12 months	$128,500
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$471,620**

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.