

2025 Annual Report to the School Community

School Name: Maffra Secondary College (8005)



- 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 23 March 2026 at 05:15 PM by Jennifer Roep (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 21 April 2026 at 10:02 PM by Jennifer Roep (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

Maffra Secondary College is a rural Year 7–12 secondary school located in the township of Maffra, approximately two and a half hours from Melbourne and within one hour’s drive of both coastal and alpine regions. The College has an enrolment of 558 students, the majority of whom commute via bus from surrounding communities. This enrolment size enables the development of strong, positive relationships while maintaining the capacity to offer a broad range of educational opportunities.

In the final year of our Strategic Plan, Maffra Secondary College was focused on consolidating improvement efforts across the priority areas of student learning, student engagement, and student wellbeing. This phase of the plan emphasises embedding consistent, evidence-based practices and evaluating their impact to ensure sustained improvement in student outcomes. Our work was underpinned by the College’s vision to develop a positive learning community in which all students are accepted, inspired, and empowered to succeed. This vision drives a strategic and aligned approach to teaching, learning, and wellbeing, ensuring that all students are supported to achieve their full potential.

The College is committed to providing high-quality learning and leadership opportunities that are inclusive, differentiated, and responsive to student needs. There is a strong focus on recognising and developing individual student strengths while building a cohesive and engaged school community. Student voice and agency are key enablers of school improvement, with students actively contributing to curriculum design, decision-making processes, and partnerships within the wider community. These approaches support increased engagement, strengthen student connectedness, and promote ownership of learning.

In 2025, we commenced a two-year partnership with the Australian Education Research Organisation (AERO), with a focus on evidence-based implementation practices. Explicit teaching was identified as the key professional learning priority, aligning closely with the College’s Instructional Model and the Victorian Teaching and Learning Model (VTLM) 2.0.

All aspects of the College’s work are underpinned by its core values: Learning, Community, Resilience, and Respect. Learning is the central driver, with a strong emphasis on equipping students with the skills and dispositions required for lifelong learning. The College promotes a strong sense of community and social responsibility through active engagement with local primary schools, healthcare facilities, businesses, and community organisations.

The College continues to implement the School Wide Positive Behaviour Support (SWPBS) framework, where positive behaviours are explicitly taught and reinforced. A strong focus is placed on building student resilience and enhancing wellbeing, with particular emphasis on embedding a culture of respect and equality across the school community. Respect is fundamental to all relationships within the College and is fostered as a shared responsibility among staff, students, and families, contributing to a positive and supportive school culture.

The senior school offers a diverse range of pathways and opportunities. In 2025, a broad selection of electives were available at Years 9 and 10, alongside the introduction of a consistent 30 minute weekly assembly, implemented following the 2024 Learn 2 Learn program review. Senior students were able to pursue both VCE and VCE-VM pathways. Opportunities also include School-Based Apprenticeships and Traineeships through the Head Start program, as well as access to first-year

university subjects for eligible students. Individualised careers support is provided to ensure that pathways are tailored to the diverse interests, needs, and abilities of each student.

Maffra Secondary College has a Student Family Occupation and Education (SFOE) index of 0.5182 and a staff equivalent full-time (EFT) allocation of 66.10. This includes three principal class members, 40.3 EFT teaching staff, and 22.8 EFT Education Support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

To improve student learning outcomes, the College prioritised the implementation of explicit teaching practices, supported by sustained professional learning in the science of learning, including working memory, long-term memory, and cognitive load theory. This work has strengthened instructional practice and promoted greater consistency in teaching and learning across the school.

Student achievement data indicates positive outcomes across multiple measures. VCE results have continued on an upward trajectory, with a mean English study score of 30 reflecting sustained, strategic focus on improving outcomes in this area over the past four years. A majority of subjects achieved mean study scores above the state average, and the College met its Strategic Plan target of an overall mean study score of 28. NAPLAN data also demonstrated strong performance, particularly in Year 9 reading, where the proportion of students achieving in the 'strong' and 'exceeding' proficiency levels was above that of similar schools. In addition, the percentage of students demonstrating medium and high growth in reading from Years 7 to 9 exceeded that of similar schools, indicating effective literacy teaching practices.

The College's partnership with the Australian Education Research Organisation (AERO) has been a key enabler in strengthening explicit teaching practices. Through this work, staff have embedded consistent instructional routines, including clear learning intentions, success criteria, and structured lesson sequencing. This has led to improved consistency of classroom practice and increased student engagement in learning. School Staff Survey data further supports this improvement, with collective focus on student learning recorded at 80%. The College exceeded its four-year targets in both collective efficacy and academic emphasis, reflecting a strong and shared commitment among staff to improving student outcomes.

Wellbeing

In the final year of the Strategic Plan, the College strengthened student wellbeing through a continued focus on inclusive, safe, and orderly learning environments. The implementation of whole-school positive classroom management strategies established clear and consistent

expectations, supporting a strong start to the school year and promoting respectful learning environments.

The introduction of the Disability Inclusion program in 2025 further enhanced the College's capacity to support diverse learners. This work strengthened staff and student understanding of individual learning needs, contributing to a more inclusive school culture where students feel safe, connected, and supported to achieve success. The Student Attitudes to School Survey data indicates positive outcomes, with 47.9% of students reporting a positive sense of connectedness, exceeding similar schools. The College demonstrated strength in the management of bullying, with 54.2% of students reporting positive perceptions in this area, which is above both similar schools and the state average. This outcome has been supported by whole-school Tier 1 strategies, including the use of regular assembly time to build peer connections, reinforce positive behaviours, and explicitly teach social and emotional skills, contributing to improved student engagement and a consistent approach to bullying prevention.

Engagement

The College's retention rate remains strong at 76.9%, above both similar schools and the state. This has been supported by a comprehensive careers program, including dedicated careers counselling in Years 9, 10, and VCE, as well as the annual Careers Expo, excursions, and a range of opportunities for senior students.

Key contributors to this improvement include the use of weekly assemblies to focus on attendance, set goals, and acknowledge student progress, as well as regular communication with the families requiring further support which is led by sub-school leaders.

A key focus in 2025 was fostering greater student responsibility for learning through the development of the 'HELPAR' model, which outlines expected engagement across all aspects of the College's instructional model. Developed by the student leadership team, the model was promoted through student-designed posters and reinforced through mini-lessons delivered to cohorts, strengthening student agency and engagement in the learning process.

Financial performance

Maffra Secondary College remains in a strong financial position, with total available funds of \$1,387,578 at the end of 2025. These funds include amounts reserved in line with Department of Education guidelines, as well as allocations for future capital works. Planned projects include the significant redevelopment of the Upper Quadrangle and the completion of the student toilet redevelopment in 2026. The College recorded a modest net operating surplus of \$5,642 for the year.

Throughout 2025, the College invested in a range of facility improvements to enhance the learning environment. These included refreshing classrooms, upgrading furniture, undertaking landscaping works, and refurbishing the Darren Wall Music Room. This refurbishment has provided students

with improved access to a class set of keyboards and a broader range of musical instruments to support classroom music programs.

The College continued to deliver a number of targeted educational initiatives, including the Tutoring Learning Initiative, Middle Years Literacy and Numeracy Support (MYLNS), Teach Today and Teach Tomorrow programs, and the Victorian High Ability Program (VHAP). We also maintained funding for a dedicated Koorie Liaison Officer, who works closely with Aboriginal and Torres Strait Islander students and their families to support engagement and participation in education and the broader school community. This role also assists staff by embedding Indigenous perspectives across the curriculum and promoting awareness of cultural protocols. Additional programs, supported through minor grants, such as Doctors in Secondary Schools (DiSS), the National Student Wellbeing Program, and the Schools Mental Health Fund, continued to provide targeted and individualised support for students as required.

Maffra Secondary College remains committed to the ongoing maintenance and improvement of its facilities, and to delivering high-quality learning opportunities within a modern, technology-enhanced environment.

**For more detailed information regarding our school please visit our website at
<https://www.maffrasc.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


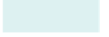

A total of 558 students were enrolled at this school in 2025, 276 female and 281 male. 3% had English as an additional language and 5% were Aboriginal or Torres Strait Islander.

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**.


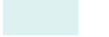

Parent Satisfaction Summary

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	70.8%	
	Similar schools	67.1%	
	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	67.1%	
	Similar schools	52.7%	
	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	73.1%	
	Similar schools	61.5%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	76.7%	
	Similar schools	62.4%	
	State	70.5%	

NAPLAN

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





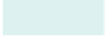

		2025		3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	50.0%		49.8%
	Similar schools	57.3%		56.6%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	56.3%		52.8%
	Similar schools	54.5%		51.9%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	50.0%		44.8%
	Similar schools	57.5%		54.4%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	48.5%		44.3%
	Similar schools	54.4%		50.2%
	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	73.4%	
	Similar schools	68.9%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	70.3%	
	Similar schools	70.4%	
	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	91.7%		94.2%
	Similar schools	95.9%		95.3%
	State	97.2%		96.9%
Mean VCE study score	School	28.1		NDA
Total VCE VM students	School	9		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	47.9%		46.1%
	Similar schools	42.7%		40.8%
	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	54.2%		50.3%
	Similar schools	46.8%		44.2%
	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	74.1%		81.4%
	Similar schools	79.1%		77.4%
	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	76.9%		75.2%
	Similar schools	72.0%		72.9%
	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	33.6		34.3
	Similar schools	39.5		37.5
	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	85.8%	
Year 8	School	80.0%	
Year 9	School	80.5%	
Year 10	School	82.8%	
Year 11	School	88.0%	
Year 12	School	83.0%	



Department
of Education

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	\$8,185,351
Government Provided DET Grants	\$1,216,558
Government Grants Commonwealth	\$7,088
Government Grants State	\$11,602
Revenue Other	\$59,052
Locally Raised Funds	\$553,164
Capital Grants	\$0
Total Operating Revenue	\$10,032,814

Equity	Actual
Equity (Social Disadvantage)	\$633,119
Equity (Catch Up)	\$111,204
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$744,323

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

Expenditure	Actual
Student Resource Package ¹	\$8,141,344
Adjustments	(\$3,291)
Books & Publications	\$6,048
Camps/Excursions/Activities	\$201,220
Communication Costs	\$21,095
Consumables	\$184,186
Miscellaneous Expenses ²	\$93,979
Agency Staff	\$559
Professional Development	\$35,113
Equipment/Maintenance/Hire	\$101,591
Property Services	\$390,700
Salaries & Allowances ³	\$299,732
Support Services	\$243,540

Expenditure	Actual
Trading & Fundraising	\$176,500
Motor Vehicle Expenses	\$1,409
Travel & Subsistence	\$0
Utilities	\$87,191
Total Operating Expenditure	\$9,980,917
Net Operating Surplus/-Deficit	\$51,897
Asset Acquisitions	\$32,271

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	\$1,343,710
Official Account	\$43,868
Other Accounts	\$0
Total Funds Available	\$1,387,578

Financial Commitments	Actual
Operating Reserve	\$307,144
Other Recurrent Expenditure	\$23,125
Provision Accounts	\$15,180
Funds Received in Advance	\$183,419
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,159
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$480,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,410,027

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.