2025 Annual Report to the School Community

School Name: Myrtleford P-12 College (8873)

- 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 29 April 2026 at 11:52 AM by Zlatko Pear (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 29 April 2026 at 11:53 AM by Zlatko Pear (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

The College is located in the rural town of Myrtleford in North East Victoria, 290 kilometres from Melbourne. Myrtleford has a population of 3,000, but has the infrastructure of a much larger town. Our College belongs to the Ovens Murray Area and is in the Alpine/Towong Network. Our values are at the forefront of all discussions with students and the wider community. They also form the framework for the celebration of student achievement and acknowledgement. In order for all students to access broad learning experiences the college is aware of the need to minimise the cost to families. We are well supporting in this endeavour by an active Parents Club who subsidise excursions and other extra-curricular activities.

Myrtleford P12 College Mission Statement The mission of Myrtleford P12 Colleges is to educate and support all students as they develop into community-minded life-long learners by providing a nurturing environment where academic and personal aspirations can be achieved.

Myrtleford P12 College Values Statement Our college has four fundamental values, with which all students are familiar: · Be respectful · Be Responsible · Be safe · Be a responsible community member.

During the past few years we have experienced a significant growth with enrolments increasing to 415 in 2025. 7 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. The College has an SFO of 0.51 and has 57 (41.9 EFT) staff. This school's SFOE band value is: Low – Medium. There are 3.0 principal class officers, 27.8 teaching staff and 12.1 education support staff. At Myrtleford P12 College we know that an orderly learning environment and high expectations are essential in ensuring that all students learn and reach their full potential. We are both passionate and determined to provide our students with the necessary skills, discipline and qualities needed to become successful 21st century learners and responsible members of the community. Myrtleford P-12 College has chosen the by-line inspirational and is underpinned by our College values – Be Safe : Be Responsible : Be Respectful : Be a Responsible Community Member. At Myrtleford P12 College we have high expectations of staff, students and parents. We offer a curriculum with a strong focus on numeracy and literacy, with many opportunities for extra-curricular extension. As students progress through the College, we strive to offer a diversity of pathways to meet the needs and interests of our students. Senior students at Myrtleford P12 College have access to comprehensive VCE, VET and school-based apprenticeship programs. Our college is a busy place where students participate and excel in activities outside the classroom. Examples of activities available to students are intra and interschool sport competitions, the snow program for interested students every winter, instrumental music lessons, excursions/camps and leadership opportunities. At Myrtleford P12 College we recognise that a productive and trusting school - home partnership is vital in ensuring our students are happy and successful learners. Student and parent surveys show that our students feel safe and connected to the College and their peers

Progress towards strategic goals, student outcomes and student engagement

Learning

As a college we are continually assessing student achievement data. Our Prep to year 6 English data shows that 81% of students were assessed to be at or above expected standards. This was similar to state and school averages. 66% of students in years 7 to 10 were judged to be at or above expected levels. This was the same as similar schools and 9% below state averages. In mathematics 75 % of primary students were at or above expected levels. 45% of our years 7 to 10 students were at or above expected levels. This is below similar schools and state benchmarks. It is now 6 years since we introduced the ‘Maths Pathways’ program into the secondary year levels. This program is based on students mastering all concepts before being allowed to progress to the next level. The feedback for teachers, students and parents regarding the program has been very positive. We are monitoring the mathematics data carefully and are confident that this will continue to improve going forward. Our Year 3 NAPLAN reading, and numeracy data shows that 70% and 78% of students were in the strong or exceeding category. These results are well above similar schools and state benchmarks and are worth celebrating. The year 5 NAPLAN reading and numeracy data shows that 62% and 61% of students were in the strong or exceeding category. These are the same as similar school and a significant improvement of the 2024 results. The Year 7 NAPLAN reading data was particularly pleasing with 68% students performing in the strong or exceeding levels. This is above both similar school and statewide data. The numeracy data for year 7 shows that 53% of students performing in the strong or exceeding levels. This is below state and similar schools data. Our Year 9 NAPLAN reading numeracy data shows that 59% and 48% of students performing at the strong or exceeding proficiency levels. This was slightly below state school benchmarks. Our 2025 VCE/VM results show that 100% of students successfully completing their respective courses. This is above both similar schools and state benchmarks. The 2025 mean study score was 26.9 - up from a mean study score of 24.6 in 2024. 100% of VET units were satisfactorily completed. Priorities for 2026 will be to continue to further improve literacy and numeracy outcomes for all students with a particular emphasis on reading and numeracy. We plan to achieve this by maintaining an intense focus on improving classroom practice (through the continued implementation of the Orton-Gillingham approach in P-6) including assessment and the use of data to inform practice. Professional development will be targeted at these areas. We will also appoint a P-12 Mathematics team leader to achieve a coordinated approach to mathematics teaching across P-12. Teachers will work together in collegiate teams to set professional development goals linked to our Annual Improvement plan targets. They will share best practice by being involved in classroom observations and peer feedback.

Wellbeing

Wellbeing as measured by ‘sense of connectedness’ in the student attitudes to school survey shows a 69% endorsement by the students in Years 4 to 6. This is comparable to similar school and slightly below the state for these year levels. 46% of secondary students responded positively

for the same measure. This was comparable to similar school and state benchmarks. The 'managing bullying' component of the survey shows that 53% of our Year 7-12 students and 71% of our Year 4 – 6 students responded positively. These results were comparable to similar schools and state benchmarks. Whilst it is pleasing that the overall trend over the past few years has been positive, this will remain an area for attention. The staff endorsement and satisfaction survey data remain above state averages with 80% of staff responding positively compared to 60% across the state. We feel that the general 'tone' of the school is very positive and our own survey data indicates that the students feel safe, supported and connected to the school. We will continue to work hard to build the connectedness of our students. Building resilience has been a focus for the school. It is anticipated that this coupled with the continuation of the 'Respectful Relationships' program across the school will improve student connectedness and belonging. Improving student connectedness and wellbeing will continue to be a focus for us. Strategies will include: · continuing the Respectful Relations program · continuing to focus on improving inclusion across the school · gaining regular feedback from students via classroom surveys regarding teacher practice · identifying and supporting students at risk · lifting profile and increasing responsibilities of our upper level primary students · promoting core values that ensure an orderly learning environment · improving communication with the local community · continuing to expand student leadership programs - identifying and training student leaders · surveying students to identify areas of interests and provide desired activities

Engagement

We were pleased with our Prep to year 6 attendance data. This shows that our students were absent for 22 days on average. This was similiar to students from like schools and the state overall. Our year 7 – 12 students were absent for 29.8 days on average per student. This was an improvement on the 2024 data when students missed 33.4 days on average. Our secondary student attendance data was significantly better than that of students from similar school and similar to state benchmarks. The cohorts with the highest attendance rates were Foundation (91%) and Year 3 (90%). The cohorts with the lowest attendance rates were our Year 9 and Year 10 students with 80% and 84% attendance respectively. 50% of students who started with us in year 7 were still at the school in year 10. This is below both similar school and state levels. This was an unusual result considering our 4-year average is much higher at 69%. **E**xit destination data shows that 67% of year 10 to 12 students who exited school went on to further studies or full-time employment. This was lower than similar schools' and state data. Improving attendance continues to be a priority for the college. Our school is a member of a network attendance COP aimed at improving student attendance. We will improve student attendance by continually evaluating our tracking processes: · contacting families when students are absent· regular monitoring of student attendance · communicating to the school community the importance of regular school attendance · celebrating students with high attendance levels · identifying absence patterns and meeting with parents of students with low attendance rates · improving classroom practice We plan to continue improve student pathways options by providing a broad curriculum program featuring SBA's, VM and a large selection of VCE and VET subjects (including a Multi-trade program available to Year 10 students) offered locally and through our partnership with other local colleges.

Financial performance

Similarly to the previous few years, our enrolments continued to increase in 2025. The College finished the year with a surplus of $273,486. This coupled with our previous surplus enabled us to employ additional teachers and support staff and to contribute to the planned construction of a cover over the lower basketball courts to allow a space for all-weather outdoor assemblies/presentation. The College received $149,604 equity funding. We continue to fund Student Support Coordinator roles at both P-6 and 7-12 to support students. We also employed additional classroom assistants (Education Support Staff), in both secondary and primary areas of the school. All funds received from the department, or locally raised, have been expended or committed to supporting the improvement of educational outcomes for our students.

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 409 students were enrolled at this school in 2025, 198 female and 210 male. 11% had English as an additional language and 4% 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**	**78.6%**
	Similar schools	69.0%
	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**	**79.8%**
	Similar schools	60.4%
	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**	**81.3%**
	Similar schools	83.8%
	State	86.3%
English Year 7 - 10 % of students at or above age expected standards	**School**	**65.7%**
	Similar schools	66.5%
	State	74.9%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**74.7%**
	Similar schools	80.9%
	State	84.2%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**45.1%**
	Similar schools	61.9%
	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**	**69.6%**	**51.3%**
	Similar schools	64.8%	63.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**62.1%**	**65.3%**
	Similar schools	68.0%	69.4%
	State	73.9%	74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**67.6%**	**66.7%**
	Similar schools	63.3%	63.4%
	State	65.9%	65.7%

		2025	3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**58.7%**	**60.4%**
	Similar schools	63.0%	58.3%
	State	62.7%	61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**78.3%**	**59.5%**
	Similar schools	65.2%	62.2%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**60.7%**	**54.7%**
	Similar schools	62.7%	62.0%
	State	69.1%	68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**52.8%**	**55.2%**
	Similar schools	59.0%	59.0%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**47.8%**	**56.6%**
	Similar schools	59.2%	56.1%
	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**	**48.1%**
	Similar schools	69.9%
	State	74.7%
Reading Year 5 to 7 % of students High or Medium relative growth	**School**	**71.9%**
	Similar schools	70.6%
	State	71.9%

		2025
Reading Year 7 to 9 % of students High or Medium relative growth	**School**	**66.7%**
	Similar schools	76.3%
	State	74.1%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**73.1%**
	Similar schools	71.0%
	State	74.0%
Numeracy Year 5 to 7 % of students High or Medium relative growth	**School**	**65.6%**
	Similar schools	69.1%
	State	72.2%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**81.6%**
	Similar schools	76.1%
	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**	**100.0%**	**96.4%**
	Similar schools	95.0%	94.7%
	State	97.2%	96.9%
Mean VCE study score	**School**	**26.9**	**NDA**
Total VCE VM students	**School**	**7**	**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 4 to 6 % positive endorsement	**School**	**68.8%**	**72.2%**
	Similar schools	75.0%	77.0%
	State	77.1%	77.3%
Years 7 to 12 % positive endorsement	**School**	**46.1%**	**44.9%**
	Similar schools	53.8%	49.4%
	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**	**71.0%**	**76.0%**
	Similar schools	77.7%	78.8%
	State	76.4%	75.8%
Years 7 to 12 % positive endorsement	**School**	**52.4%**	**50.6%**
	Similar schools	60.5%	55.1%
	State	50.8%	48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

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

		2024	4-year average
% of students exiting to further studies or full-time employment	**School**	**66.7%**	**59.7%**
	Similar schools	75.2%	73.7%
	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**	**50.0%**	**69.0%**
	Similar schools	70.7%	70.7%
	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
Prep - 6	**School**	**22.1**	**19.5**
	Similar schools	20.1	21.3
	State	21.5	21.7
Year 7 - 12	**School**	**29.8**	**30.9**
	Similar schools	36.7	35.7
	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**	**90.7%**
Year 1	**School**	**87.0%**

		2025	
Year 2	School	87.9%	
Year 3	School	90.1%	
Year 4	School	88.1%	
Year 5	School	88.6%	
Year 6	School	89.0%	
Year 7	School	85.5%	
Year 8	School	86.7%	
Year 9	School	79.9%	
Year 10	School	84.4%	
Year 11	School	88.0%	
Year 12	School	88.0%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 01 April 2026.

Revenue	Actual
Student Resource Package	$6,320,103
Government Provided DET Grants	$850,064
Government Grants Commonwealth	$12,664
Government Grants State	$93,931
Revenue Other	$59,417
Locally Raised Funds	$264,507
Capital Grants	$0
Total Operating Revenue	**$7,600,686**

Equity	Actual
Equity (Social Disadvantage)	$149,734
Equity (Catch Up)	$23,740
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$173,474**

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

Expenditure	Actual
Student Resource Package[1]	$6,143,278
Adjustments	$0
Books & Publications	$11,395
Camps/Excursions/Activities	$133,457
Communication Costs	$6,199
Consumables	$137,782
Miscellaneous Expenses[2]	$44,312
Agency Staff	$0
Professional Development	$51,666
Equipment/Maintenance/Hire	$70,448
Property Services	$230,485

Expenditure	Actual
Salaries & Allowances[3]	$551,534
Support Services	$78,200
Trading & Fundraising	$36,144
Motor Vehicle Expenses	$3,956
Travel & Subsistence	$4,819
Utilities	$90,030
Total Operating Expenditure	**$7,593,705**
Net Operating Surplus/-Deficit	**$6,981**
Asset Acquisitions	**$28,915**

[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	$1,135,997
Official Account	$27,101
Other Accounts	$47,472
Total Funds Available	**$1,210,570**

Financial Commitments	Actual
Operating Reserve	$241,738
Other Recurrent Expenditure	$58,350
Provision Accounts	$0
Funds Received in Advance	$3,100
School Based Programs	$132,155
Beneficiary/Memorial Accounts	$4,750
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$26,200
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$68,500
Capital - Buildings/Grounds < 12 months	$250,000
Maintenance - Buildings/Grounds < 12 months	$411,400
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,196,193**

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.