

2025 Annual Report to the School Community

School Name: Wodonga Middle Years College (8851)



- 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 11 March 2026 at 02:37 PM by Richelle Moyle (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 16 March 2026 at 11:22 PM by Richelle Moyle (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)
- 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

At Wodonga Middle Years College Our Vision is - Every Student, Every Opportunity, Success for All. Government secondary schools in Wodonga are student focused learning communities. Our graduates will display confidence, be optimistic about their future and be committed to personal achievement and global citizenship. Wodonga Middle Years College is a secondary school catering to 986.8 students, 526 at the Huon Campus, 429 at the Felltimber campus and 47 at the Flying Fruit Fly Circus School.

Wodonga Middle Years College has one Executive Principal, one Campus Principal, four Assistant Principals, nine Leading Teachers, one Learning Specialists, 69 Classroom Teachers, 7 Permission to Teach teachers and 89 Education Support Staff. There are three campuses, Huon and Felltimber, and The Flying Fruit Fly Circus School (FFFCS). The Flying Fruit Fly Circus School has students in year 3-9. The college operates a Neighbourhood Campus Policy. Students attend their closest campus. The Student Family Occupation Education index is 0.48 (Huon Campus), 0.51 (Felltimber Campus) and 0.18 (Flying Fruit Fly Circus School).

The college was established in 2006 and is in its twentieth year of operation. The college is set up in houses. There are three houses at each campus. Houses are named using local Aboriginal names for animals. School Wide Positive Behaviour Support and Restorative Practices form the basis for our student management and wellbeing. Students complete a core of studies in English, Maths, Humanities, Science, Health, Physical Education plus a range of subjects in the Arts, Technology and Languages. Programs catering to students with specific needs or interests include Academic Advancement Program (AAP), Advancement Via Individual Determination (AVID), Student leadership groups, and the Flying Fruit Fly Circus School (3 - 9). Students from Year 7-9 participate in a BYOD program and Desire to Learn as the learning management system. The College operates an extensive co-curricular program including instrumental music, a camp week, sport, and cultural activities. Students go on to complete their secondary education, years 10-12 at the Wodonga Senior Secondary College.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school has progressed its improvement goals by strengthening instructional consistency and building teacher capability in explicit teaching and assessment practices. Whole-school professional learning has supported teachers to implement the instructional model, with a particular focus on explicit teaching. Increased collaboration through Learning Area Meetings has enhanced opportunities for planning, mentoring and moderation of student work. Learning walks indicate growing evidence of explicit teaching practices across classrooms, although these are not

yet consistently embedded within a full Inquiry Cycle. Teachers are also continuing to develop alignment between Learning Intentions and Success Criteria as part of the staged implementation of the Victorian Curriculum 2.0.

Moderation processes within Learning Area Meetings have supported the development of formative assessment practices. These opportunities have enabled teachers to refine assessment strategies, build shared understandings of achievement standards and increasingly use assessment information to inform instruction.

Highlights in student learning outcomes include:

- Strong outcomes in the primary years. Victorian Curriculum Teacher Judgement data shows 85.4% of students in Years 3–6 achieving at or above age expectations in English, above similar schools (78.1%) and close to the state (86.5%). In Mathematics, 81.2% of students are at or above age expectations, slightly above similar schools (78.8%). These results indicate strong literacy and numeracy foundations in the primary years.
- Very strong NAPLAN performance in Year 5. In NAPLAN Reading, 83.3% of Year 5 students achieved Strong or Exceeding, well above similar schools (64.9%) and the state (75.4%). Year 5 Numeracy also performed strongly with 72.2% Strong or Exceeding, above both similar schools (57.9%) and the state (70.6%).
- Positive foundations in early secondary literacy. In Year 7 NAPLAN Reading, 46.0% of students achieved Strong or Exceeding, indicating that a substantial proportion of students are continuing to demonstrate higher proficiency in literacy as they transition into secondary schooling. Teacher judgement data also shows 45.9% of students in Years 7–9 achieving at or above age expectations in English, demonstrating that nearly half of students are meeting curriculum expectations.
- Evidence of continued growth through the secondary years. NAPLAN relative growth data shows that 52.9% of students achieved medium or high growth in Reading between Years 7–9, and 58.6% achieved medium or high growth in Numeracy across the same period. This indicates that more than half of students are demonstrating measurable progress in literacy and numeracy during the middle years of schooling.

The school's continued work to embed explicit teaching practices, strengthening formative assessment and aligning teaching with the VTLM 2.0 and Victorian Curriculum 2.0 will support improved learning outcomes across all year levels.

Wellbeing

The school strengthened student wellbeing through a range of targeted supports and structured programs. The Allied Health Team worked within the school to deliver small group and social skills interventions for students requiring additional support. The Connect Class was reintroduced, providing students with a consistent staff member for morning check-ins, the delivery of Respectful Relationships and SWPBS lessons to promote positive wellbeing and connection to school. Student Support Group (SSG) meetings supported students with complex needs, alongside the development of Attendance Improvement Plans where required. Youth Engagement Officers were introduced to work with students to strengthen wellbeing and connection to school. Attendance small groups, supported by School Focused Youth Services, were refined and expanded to focus on strengthening peer relationships, building engagement, and increasing

students' sense of belonging. Organisation checks and checklists, supported by Connect teachers, assisted students in developing routines and readiness for learning. These supports operated within a Multi-Tiered System of Supports (MTSS) developed collaboratively by the Curriculum, Wellbeing and Student Outcomes teams to ensure coordinated and targeted interventions.

Strong primary student connectedness: Years 4–6 students reported 82.7% positive endorsement for *Sense of Connectedness*, exceeding both similar schools (79.0%) and the state (77.1%).

Significant improvement in the management of bullying in primary years: Years 4–6 students reported 84.8% positive endorsement, well above the school's four-year average of 71.8%, and higher than both similar schools (79.7%) and the state (76.4%).

Positive results in secondary perceptions of bullying management: Years 7–9 students reported 48.0% positive endorsement, slightly above similar schools (46.8%) and the school's four-year average (46.0%).

Stable sense of connectedness among secondary students: Years 7–9 students reported 40.3% positive endorsement for *Sense of Connectedness*, consistent with the school's four-year average (40.6%).

The College is to be commended for the improvement in the Wellbeing domain measures in 2025, including performance on key *Student Attitudes to School Survey* factors such as emotional awareness and regulation, managing bullying, school connectedness, stimulated learning, and student voice and agency, as well as the school's attendance rate. The College is also proud to have met four of its five 2025 Annual Implementation Plan (AIP) targets related to these areas.

Engagement

Student engagement and attendance were supported through a range of whole-school strategies and partnerships. The NAV, Junction and ASP programs provided targeted support for students experiencing attendance or engagement challenges.

Professional Learning Days focused on building staff capacity in the consistent implementation of School-Wide Positive Behaviour Support (SWPBS) strategies. Staff focus groups continued this professional learning throughout the year, further strengthening whole-school practices and ensuring a shared understanding of positive behaviour approaches.

An attendance flowchart was developed to assist staff in understanding the stages of attendance monitoring and the appropriate interventions to support students. Regular house and whole-school assemblies reinforced expected behaviours and school values, helping to maintain a positive school culture. Student success in both SWPBS and attendance was regularly celebrated to encourage positive engagement.

Learning walks were also implemented to support the consistent use of positive behaviour strategies and effective engagement practices across classrooms.

In 2025, the school maintained strong attendance for Year 3–6 students, with an average of 15.6 absence days per student, lower than both similar schools (24.9 days) and the state average (21.5 days). Attendance rates for this group were high, with Year 6 students attending 93.6% of formal school days. In contrast, Year 7–9 students had higher average absence days (44.7 days)

compared with similar schools (32.8 days) and the state (30.2 days), with attendance rates ranging from 75.3% in Year 8 to 79.0% in Year 7.

Other highlights from the school year

During the year, the school community has shown remarkable determination and resilience. Students actively participated in camp week, enjoying a range of activities that encouraged teamwork. Engagement in extracurricular programs, particularly in sports and music remained strong, allowing students to explore their talents and passions beyond the classroom. Additionally, the school community demonstrated great adaptability in responding to continued staff shortages, ensuring that learning continued smoothly and that a supportive, positive environment was maintained for all.

Financial performance

Total operating revenue for the year ending 31 December 2025 was \$21.77 million, with the majority derived from the Student Resource Package (\$17.84m). Additional income was received through Department of Education grants (\$3.23m), Commonwealth and state grants (\$101k), locally raised funds (\$436k) and other revenue (\$160k). Equity funding totaled \$1.3m, supporting programs for students experiencing social disadvantage and catch-up learning needs.

Total operating expenditure was \$20.19 million, with most spending allocated through the Student Resource Package (\$16.87m). Other significant costs included property services, utilities, consumables, camps and excursions, and school-level salaries and allowances. A notable expense during the year was the use of Casual Relief Teachers (CRTs) due to ongoing teacher shortages, which increased staffing costs and operational pressures.

The school recorded a net operating surplus of \$1.58 million and invested \$180,314 in asset acquisitions during the year. As at 31 December 2025, the school held \$1.78 million in available funds, with \$740,078 committed to operating reserves, school-based programs and planned capital works, including \$100,000 allocated for buildings and grounds projects within the next 12 months.

All funds received from the Department of Education, or raised by the school, have been expended or committed to subsequent years in accordance with Department policies, School Council approvals and the intended purposes for which the funding was provided.

**For more detailed information regarding our school please visit our website at
<https://www.wmyc.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 1,005 students were enrolled at this school in 2025, 501 female and 497 male. 7% had English as an additional language and 13% 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	20.0%	
	Similar schools	71.4%	
	State	70.6%	

School Staff Survey

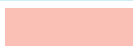
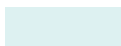
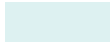
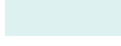
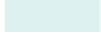
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	38.3%	
	Similar schools	62.4%	
	State	59.8%	

LEARNING

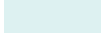
Teacher Judgement of student achievement against the Victorian Curriculum

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	85.4%	
	Similar schools	78.1%	
	State	86.3%	
English Year 7 - 10 % of students at or above age expected standards	School	45.9%	
	Similar schools	68.9%	
	State	74.9%	
Mathematics Prep - 6 % of students at or above age expected standards	School	81.2%	
	Similar schools	78.8%	
	State	84.2%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	35.0%	
	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 3 % of students Strong or Exceeding proficiency levels	School	NDP		66.7%
	Similar schools	54.9%		56.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	NDP		83.3%
	Similar schools	64.9%		67.5%
	State	73.9%		74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	46.0%		49.2%
	Similar schools	63.3%		62.9%
	State	65.9%		65.7%

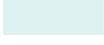
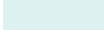
		2025		3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	44.1%		47.6%
	Similar schools	58.0%		55.6%
	State	62.7%		61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	NDP		66.7%
	Similar schools	60.4%		60.1%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	NDP		72.2%
	Similar schools	57.9%		56.4%
	State	69.1%		68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	50.4%		44.2%
	Similar schools	62.3%		59.4%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	39.1%		44.0%
	Similar schools	56.2%		54.4%
	State	61.9%		60.2%

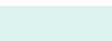
NAPLAN relative growth

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	66.5%	
	State	74.7%	
Reading Year 5 to 7 % of students High or Medium relative growth	School	54.9%	
	Similar schools	71.0%	
	State	71.9%	

2025			
Reading Year 7 to 9 % of students High or Medium relative growth	School	52.9%	
	Similar schools	72.8%	
	State	74.1%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	68.3%	
	State	74.0%	
Numeracy Year 5 to 7 % of students High or Medium relative growth	School	50.0%	
	Similar schools	70.2%	
	State	72.2%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	58.6%	
	Similar schools	72.0%	
	State	73.5%	

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	82.7%		79.2%
	Similar schools	78.7%		78.1%
	State	77.1%		77.3%
Years 7 to 12 % positive endorsement	School	40.3%		40.6%
	Similar schools	47.0%		45.3%
	State	50.3%		48.1%

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	84.8%		71.8%
	Similar schools	80.0%		78.9%
	State	76.4%		75.8%
Years 7 to 12 % positive endorsement	School	48.0%		46.0%
	Similar schools	47.3%		44.7%
	State	50.2%		47.6%

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	99.7%		99.7%
	Similar schools	84.9%		85.3%
	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	0.0%		0.0%
	Similar schools	48.7%		52.2%
	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	15.6		15.8
	Similar schools	24.9		24.8
	State	21.5		21.7
Year 7 - 12	School	44.7		39.8
	Similar schools	32.8		32.1
	State	30.2		29.4

Attendance rate

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

		2025
Year 3	School	NDP
Year 4	School	NDP
Year 5	School	NDP

			2025	
Year 6	School	93.6%		
Year 7	School	79.1%		
Year 8	School	75.3%		
Year 9	School	78.2%		

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	\$17,944,882
Government Provided DET Grants	\$3,225,073
Government Grants Commonwealth	\$89,817
Government Grants State	\$12,000
Revenue Other	\$160,021
Locally Raised Funds	\$436,499
Capital Grants	\$0
Total Operating Revenue	\$21,868,291

Equity	Actual
Equity (Social Disadvantage)	\$1,048,412
Equity (Catch Up)	\$247,645
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$1,296,057

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

Expenditure	Actual
Student Resource Package ¹	\$16,882,867
Adjustments	\$0
Books & Publications	\$9,651
Camps/Excursions/Activities	\$287,292
Communication Costs	\$31,874
Consumables	\$240,806
Miscellaneous Expenses ²	\$121,822
Agency Staff	\$1,153,883
Professional Development	\$42,414
Equipment/Maintenance/Hire	\$90,039
Property Services	\$612,474
Salaries & Allowances ³	\$332,317
Support Services	\$100,056

Expenditure	Actual
Trading & Fundraising	\$25,578
Motor Vehicle Expenses	\$17,867
Travel & Subsistence	\$3,714
Utilities	\$245,753
Total Operating Expenditure	\$20,198,409
Net Operating Surplus/-Deficit	\$1,669,882
Asset Acquisitions	\$180,314

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	\$1,699,930
Official Account	\$77,474
Other Accounts	\$10
Total Funds Available	\$1,777,413

Financial Commitments	Actual
Operating Reserve	\$552,590
Other Recurrent Expenditure	\$8,696
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$93,165
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,370
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$128,791
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$885,612

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.