

2025 Annual Report to the School Community

School Name: Tyrrell College (5403)



- 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 21 April 2026 at 06:00 PM by Sally Naylor (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 06:01 PM by Sally Naylor (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

Tyrrell College is a P - 12 school located in the Mallee town of Sea Lake, which is about 400kms Northwest of Melbourne. The community is farm-based and the area is well known for broad-acre, rich grain farming. Our purpose is to provide a safe, positive and challenging environment where everyone aspires to aim high and become a responsible, caring and active contributor to the community.

Vision & Values

Our College aims to foster a caring college climate which encourages personal responsibility and self-discipline. It is the responsibility of the staff, students and parents to encourage these principles:

- Fairness and honesty
- Respect for the rights of others
- The development of self-discipline
- Encouragement of sharing, tolerance and compassion among students
- Respect for the dignity of others

Our **Motto** is:

“Your Opportunity to Succeed”

Our **values** are Respect Responsibility Honesty Aim High

2025 College structure:

1.0 Acting Principal Semester 1 and substantive Principal - Appointed Semester 2

0.6 Assistant Principal

1.0 Learning Specialist Secondary

0.5 MHiPS

Primary Classes

4.0 EFT teachers

Foundation

Year 1/2

Year 3/4

Year 5/6

ESS

Teacher Assistants EFT 6.8

Administration EFT 2.4

Maintenance & Gardener EFT 0.5

Secondary Teachers

English	1.7
Maths	2.1
Humanities	1.8
Health & PE	1.4
Tech & Ag	1.6
Languages	0.4
Science	2.2
Visual Arts	0.8
EFT	12

Our enrolment numbers have fluctuated over the years, with 119.6 in 2025 students enrolled in the 2025 year, reduced from 158 in 2021.

Progress towards strategic goals, student outcomes and student engagement

Learning

Tyrrell College was led by a significant number of Principals over the past few years including the 2025 school year. The School Strategic Review was postponed until a substantive Principal was appointed at the start of Semester 2 - 2025.

As the SSR was scheduled for 2024 the 2025 AIP had limited 'traction' but provided a structured brief to attain the following FISO 2.0 outcomes.

Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.

Improve literacy and numeracy outcomes for all students.

2025 NAPLAN

Yr. 3 reading 33% to 23%	50%
Yr 7 reading 30% to 20%	8%
Yr. 3 numeracy 22% to 11%	17%
Yr 7 numeracy 10% to 5%	0%

- To decrease the number of students achieving in the 'needs additional support' level in reading and numeracy in NAPLAN by 2026. (Baseline data 2024)
- Increase the percentage of students achieving at or above level to: (Semester 1, 2024 - baseline data)

Reading and viewing **TEACHER JUDGEMENT**

Years F-6 from 70% to 75%	67%
Years 7-10 from 65% to 70%	65%

Writing

Years F-6 from 74% to 79%	NA
Years 7-10 from 63% to 68%	NA

Number and algebra

	-
Years F-6 from 81% to 86%	78%
Years 7-10 from 48% to 53%	43%

Increase the percentage of positive responses in the School Staff Survey (SSS) School Climate Module to increase from (2024 baseline):

2025 SSS

26% to 36% for academic emphasis	30%
36% to 46% for collective efficacy	47%
47% to 57% for collective focus on student learning	56%
39% to 49% for guaranteed and viable curriculum	NA

All data must be noted through the lens of very small cohorts; a 50% 'needs additional support' result for Year 3 Reading, was three children out of six.

Whereas an 8% 'needs additional support' result for year 7 reading, was only one child out of 12.

The future focus will be to ensure year level teachers identify students at risk and those needing enrichment and provide differentiated learning, and more sequential learning opportunities.

It is also worth noting that the Year 7 and 8 English and Mathematics students at Tyrrell College are taught by the same teacher who exhibits highly skilled teaching and learning practices, ensuring growth across these cohorts.

Wellbeing

Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.

Enhance the wellbeing of all students.

Increase the percentage of positive responses for the Attitudes to School Survey factors will increase from the percentages achieved in 2024:

	2025 AtoSS
Years 4-6 Effective classroom behaviour from 82% to 85%	NA
Years 4-6 Managing bullying from 71% to 75%	68%
Years 7-9 Effective classroom behaviour from 52% to 57%	Year 7 -12 NA
Years 10-12 Effective classroom behaviour from 40% to 45%	
Years 7-9 Managing bullying from 50% to 55%	Year 7 -12 58%
Years 10-12 Managing bullying from 54% to 58%	
Years 7-9 Respect for diversity from 26% to 30%	
Years 10-12 Respect for diversity from 34% to 40%	Year 7 -12 NA

Whilst the increase in managing bullying is positive, fortunately the occurrence of bullying at our College is extremely limited.

Also, the data sets for comparison were not aligned to the 2025 data; and due to the size of our cohorts the percentages may be 'skewed'.

Engagement

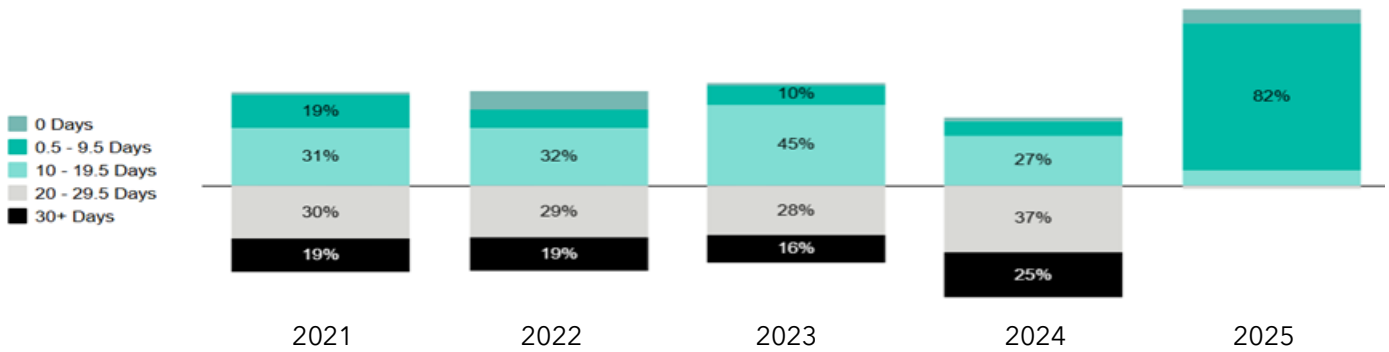
Attendance

Average absence breakdown (5 years) ⁱ

For students in **Prep - 6**

	2021	2022	2023	2024	2025 YTD ⁱ
All absences	21.4	25.2	22.9	26.4	21.4
Unapproved absences	7.5	7.8	8.8	11.3	7.0
Attendance rate	89.3%	87.3%	88.4%	86.7%	89.2%

Absent day breakdown (5 years) for students Prep - 6

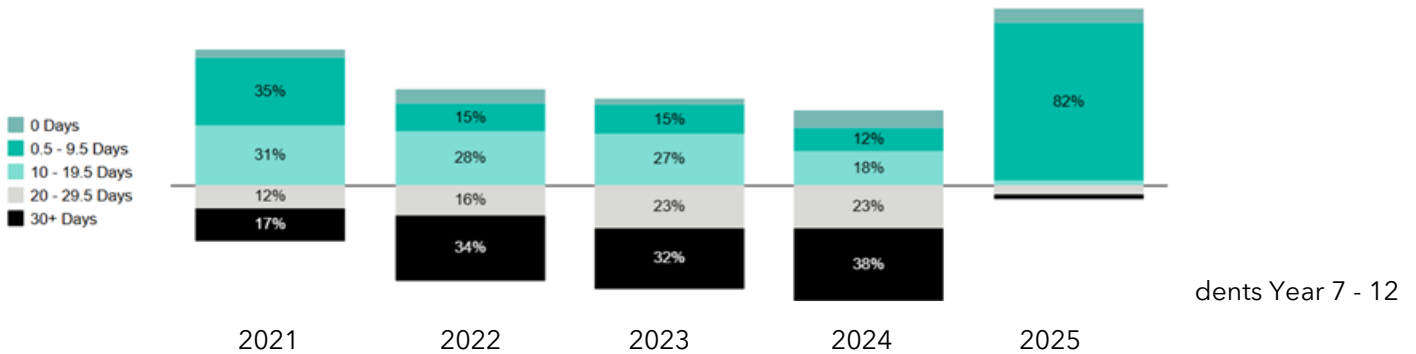


Average absence breakdown (5 years) ⁱ

For students in Year 7 - 12

	2021	2022	2023	2024	2025 YTD ⁱ
All absences	18.7	32.2	32.1	41.9	25.1
Unapproved absences	9.1	13.2	18.0	17.9	12.7
Attendance rate	90.6%	83.7%	83.8%	79.0%	87.4%

Absent day breakdown (5 years) for stu



Senior Secondary

2023 2024 2025

% of VCE students enrolled in VCE VM			33%
% of VPC completions			
% of scored VCE Certificates (students 4+ study scores	90%	100%	100%
% of VCE students completing a Mathematics subject (Year 12)	100%	100%	100%

Attendance data indicates erratic results but generally the percentage of students' absences are higher in the primary area.

The significant number of students registered as over 30+ and 20-29 days is of concern; 40 secondary students out of 61 were in this 2024 cohort.

In the primary school the number of students registered as over 30+ and 20-29 days was 34 students out of 55 were in this 2024 cohort.

The School Improvement Team (SIT) will prioritise attendance in the 2026 AIP and it will be the focus of their first KIS. Students, staff and parents/carers will be surveyed in order to ascertain the reasons for these excessive absences, and positively acknowledge the benefits of regular attendance.

The **highlights of the 2025 school** year are as follows;

The Darwin/Singapore trip - a memorable journey to Darwin and Singapore to explore Australia's involvement in World War 2. The feedback indicated that it was a wonderful introduction to worldwide travel, new experiences and a remarkable educational adventure.

Our ceremonies and acknowledgments are received positively and with respect.

These included;

- NAIDOC WEEK - *Marngrook* traditional indigenous game.
- ANZAC Day ceremony - attended by RSL representative.
- Harmony Day - acknowledging our values.
- SWPB - Token moments Morning Tea.
- The Resilience Project- acknowledged by gratitude cards.
- Mother's and Father's Day Breakfast events.
- Year 12 and Foundation Buddies.
- Year 10 Chartsec - driver's education.
- Speed Field Days
- Camps to: Universities, Rubicon, Green Lake retreat, Urban Camp, Roses Gap, State School Spectacular.
- 100 Days of school, Book week dress up
- Talent @ Tyrrell.
- Year 12 fun and frivolity!
- We also acknowledge the weekly assemblies, School Strategic Review, fundraising and sports events.

Financial performance

In 2025, we refurbished the Wellbeing office and meeting rooms. Our Equity and Tier 1 & 2 Funding supports the teachers in making adjustments and differentiating learning opportunities for our most vulnerable students.

Our sensory room is used as a space for regulation for our students and this was funded through fundraising.

The school self-funded new 'rubber' basketball and four-square courts, and riding tracks in both the primary and secondary areas.

The perimeter fences were recently improved to ensure the safety of all students waiting for the busses, and entering and exiting the school.

The refurbishment of the library was partially funded by school council and an Outside School Hours Care (OSHC) program establishment grant. School council also partially funded the new Food tech. renovation, which will be completed mid-2026.

For more detailed information regarding our school please visit our website at <https://tyrrell.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 118 students were enrolled at this school in 2025, 58 female and 60 male. NDA had English as an additional language and 8% 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	100.0%	
	Similar schools	67.8%	
	State	70.6%	

School Staff Survey


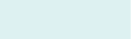


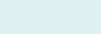


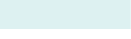




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	40.7%	
	Similar schools	60.3%	
	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	68.8%	
	Similar schools	84.7%	
	State	86.3%	
English Year 7 - 10 % of students at or above age expected standards	School	59.1%	
	Similar schools	65.1%	
	State	74.9%	
Mathematics Prep - 6 % of students at or above age expected standards	School	71.7%	
	Similar schools	85.3%	
	State	84.2%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	42.9%	
	Similar schools	64.3%	
	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	33.3%	43.5%
	Similar schools	62.4%	60.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	50.0%	54.5%
	Similar schools	68.5%	68.8%
	State	73.9%	74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	50.0%	50.0%
	Similar schools	62.1%	61.2%
	State	65.9%	65.7%

		2025	3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	80.0%	66.7%
	Similar schools	58.4%	58.5%
	State	62.7%	61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%	56.5%
	Similar schools	67.3%	65.1%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	50.0%	57.1%
	Similar schools	67.8%	63.5%
	State	69.1%	68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	50.0%	56.8%
	Similar schools	61.4%	59.4%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	66.7%	69.2%
	Similar schools	61.8%	61.4%
	State	61.9%	60.2%


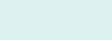





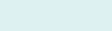




NAPLAN relative growth

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	33.3%
	Similar schools	71.1%
	State	74.7%
Reading Year 5 to 7 % of students High or Medium relative growth	School	75.0%
	Similar schools	71.4%
	State	71.9%

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	86.7%	
	Similar schools	74.4%	
	State	74.1%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	33.3%	
	Similar schools	68.2%	
	State	74.0%	
Numeracy Year 5 to 7 % of students High or Medium relative growth	School	58.3%	
	Similar schools	72.0%	
	State	72.2%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	100.0%	
	Similar schools	76.2%	
	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).


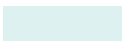




This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025		3-year average
VCE/VCE VM completion rate	School	100.0%		93.3%
	Similar schools	96.2%		96.5%
	State	97.2%		96.9%
Mean VCE study score	School	27.2		NDA
Total VCE VM 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	65.0%		67.6%
	Similar schools	77.5%		76.8%
	State	77.1%		77.3%
Years 7 to 12 % positive endorsement	School	52.8%		46.4%
	Similar schools	49.4%		47.9%
	State	49.8%		47.7%

Student Attitudes to School – Managing Bullying


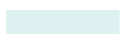

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	68.3%		73.7%
	Similar schools	82.8%		80.5%
	State	76.4%		75.8%
Years 7 to 12 % positive endorsement	School	57.6%		58.7%
	Similar schools	58.2%		56.5%
	State	50.8%		48.6%

ENGAGEMENT


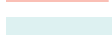

Students exiting to further studies or full-time employment

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	11.1%		73.2%
	Similar schools	73.9%		73.3%
	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	66.7%		65.7%
	Similar schools	71.1%		67.0%
	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	27.3		25.4
	Similar schools	22.5		22.7
	State	21.5		21.7
Year 7 - 12	School	35.5		34.9
	Similar schools	31.8		31.3
	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	87.6%	
Year 1	School	92.5%	
Year 2	School	NDP	

			2025
Year 3	School	90.4%	
Year 4	School	84.2%	
Year 5	School	88.6%	
Year 6	School	75.6%	
Year 7	School	84.8%	
Year 8	School	75.4%	
Year 9	School	85.8%	
Year 10	School	79.7%	
Year 11	School	76.1%	
Year 12	School	88.4%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$3,389,282
Government Provided DET Grants	\$687,119
Government Grants Commonwealth	\$14,850
Government Grants State	\$1,492
Revenue Other	\$102,903
Locally Raised Funds	\$292,901
Capital Grants	\$0
Total Operating Revenue	\$4,488,547

Equity	Actual
Equity (Social Disadvantage)	\$98,658
Equity (Catch Up)	\$9,996
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$108,654

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

Expenditure	Actual
Student Resource Package ¹	\$3,381,955
Adjustments	\$148,019
Books & Publications	\$5,379
Camps/Excursions/Activities	\$73,663
Communication Costs	\$4,935
Consumables	\$160,834
Miscellaneous Expenses ²	\$220,865
Agency Staff	\$0
Professional Development	\$8,957
Equipment/Maintenance/Hire	\$67,179
Property Services	\$275,828
Salaries & Allowances ³	\$76,618
Support Services	\$30,420

Expenditure	Actual
Trading & Fundraising	\$13,974
Motor Vehicle Expenses	\$15,855
Travel & Subsistence	\$0
Utilities	\$58,830
Total Operating Expenditure	\$4,543,311
Net Operating Surplus/-Deficit	(\$54,764)
Asset Acquisitions	\$157,182

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	\$1,277,806
Official Account	\$35,825
Other Accounts	\$0
Total Funds Available	\$1,313,631

Financial Commitments	Actual
Operating Reserve	\$168,890
Other Recurrent Expenditure	\$0
Provision Accounts	\$9,500
Funds Received in Advance	\$0
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$110,097
Repayable to the Department	\$154,430
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,417
Asset/Equipment Replacement > 12 months	\$145,308
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$660,642

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.