2025 Annual Report to the School Community

School Name: Yarragon Primary School (2178)



- 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 27 March 2026 at 10:28 AM by Melissa Rock (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 31 March 2026 at 10:42 AM by Melissa Rock (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
  - 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

Yarragon Primary School & Early Learning Centre (ELC) is beautifully situated in the growing township of Yarragon. The school features a purpose-built learning hub, extending from the front office area, which includes a central open library and four adjoining classroom spaces. A set of four portable structures houses the senior and middle school wing, while a modular portable with two classrooms caters Grade 1 and 2 students, with class sizes depending on enrolment numbers. The school grounds are meticulously maintained, with lush garden areas and play equipment, including the standout features: a large wooden pirate ship and a new student designed playgraound F-6.

Yarragon Primary School & ELC is committed to providing an engaging, sequential curriculum designed to nurture the development of every child. Guided by our vision, we strive to cultivate “confident, caring, and respectful learners.” Our mission underscores a strong belief in how students learn: “We develop a safe and caring school community where we collaboratively foster each child’s social, emotional, and academic growth, enabling them to reach their full potential and become valued members of society.” The school delivers comprehensive literacy and numeracy programs that focus on enhancing comprehension and practical skills. In 2025, specialist programs in Physical Education, Visual Arts, STEM, and AUSLAN were offered.

Our core values—respect and integrity, collaboration, safety and security, confidence, and excellence—serve as the foundation for the behaviour and learning of all members of the school community. There is a strong emphasis on distributed leadership for both students and staff, promoting collaboration and high expectations of ourselves and others. This approach drives professional learning and is tailored to improve collective staff efficacy and student outcomes.

In 2025, the school employed 14.60 FTE teaching staff, including a full-time Principal, as well as 11.3 FTE Education Support staff who work in classrooms, our Early Learning Centre, administration, and as a full-time Business Manager. Nine classrooms were in operation, with a student population of 206. After a period of increasing enrolments, the numbers have stabilised in recent years.

The school also manages the ELC, which provides both 3-year-old and 4-year-old kindergarten sessions. Five staff members work across various roles and time fractions. The ELC aligns its improvement initiatives with the school’s Strategic Plan and Annual Implementation Plan.

Parents are actively involved in the school community through the Parents and Friends Association. This active working group contributes to school programs and additional resources. These partnerships are highly valued by School Council, staff, students, and the broader community. Yarragon Primary School & ELC plays a vital role in the township, participating in and celebrating many local events.

Key priorities for 2025 included leadership development, staff professional learning and a strong focus on curriculum review and implemenation of the DE Reading position F-2 and implementation for the Victorian Teaching & Learning Model (VTLM2.0). Dedicated implementation time for phonics F-2 is implemented using the Orton Gillingham appraoch and novel studies from Grade 3-6 ensure structured literacy instruction (reading, writing, spelling and morphology). To monitor student progress, we have developed reading, writing, and numeracy

trackers that assess student performance against the Victorian Curriculum standards. The Phonics Check assessment was also implemented, according to DE system data collection. Our Grade One Phonics Check result was impressive. 85% of Grade One students attained at or above expected standard, compared to 50% similar schools and 58% compared to state benchmarks. This was very pleasing for the school.

School leadership continued to embed the principles of the Simon Breakspear Agile Leadership Development Course, completed in 2022. In 2025, this work was further strengthened with the introduction of the Academy Leadership Excellence Framework, incorporating leadership tools and strategies to enhance action planning, monitoring, reflection, and problem-solving. These reflective practices remain central to leadership meetings and will continue to guide future initiatives.

Progress towards strategic goals, student outcomes and student engagement

Learning

Yarragon Primary School adopts an instructional model that incorporates High Impact Teaching Strategies within a focused, one-hour learning block for numeracy, reading, and writing across all year levels (F-6). This model promotes active engagement and targeted practice improvement, supported by peer observation, coaching and feedback from Learning Specialists. The model also alighns with DE VTLM2.0 which embeds the science of learning and teaching.

In 2025 the school continued to implement the Orton Gillingham approach to the teaching of phonics. This included staff professional learning and a full review and implemention of the OG phonics curriculum F-2. Curriculum documentation, incuding pace and timing of phonics instruction is implemented and embedded in classrooms F-2. The DE Phonics Check was implemented with strong results. Classroom Observation of phonics implementation will continue into 2026.

In 2025 the school specifically focused on Explicit Teach and the incorporation of a Daily Review across numeracy and literacy sessions. Daily Reviews are now embedded in curriculum design through the day, ensuring consistency across teaching and learning programs. A strong curriculum review, lead by the schools Learning Specialist, has ensured a structured literacy curriculum including implemtation of exemplar text studies F-2 and Novel Studies Grades 3-6. An extensive amount of literacy resources (texts) were purchased to ensure smooth implementation of literature studies across the school. 2025 NAPLAN learning growth data for reading (Grade 3 to 5) was pleasing with 77.5% of students attaining high or medium relative growth, compared with 71.5% similar schools and 74.7% state. This will continue to be monitored in 2026.

The school will continue to refine moderation processes and cross-check student performance using school-wide data trackers aligned with the Victorian Curriculum standards and other agreed-upon assessment tools. While teacher judgement in both literacy and numeracy is slightly below the state and similar school averages. Teacher judgement will be closely monitored and further supported throughout 2024 to ensure consistent accuracy and improvement.

Key highlights from NAPLAN growth data include:

- 65.9% of Grade 5 students demonstrated strong or exceeding results in reading
- 63.4% of Grade 5 students demonstrated strong or exceeding results in numeracy
- 77.5% of Grade 5 students demonstrated high or medium relative growth in reading compared to 71.5 at similar schools
- 70.0% of Grade 5 students demonstrated high or medium relative growth in numeracy compared to 70.8% in simialr schools

Grade 3 results were lower than expected in both reading and numeracy. Naplan implementation has been fully reviewed, with the Leadership Team believing too many unexpected interruptions impacted student performance in 2025. A Naplan Preparation plan was implemented to support imporvement in Naplan outcomes for 2026. The school is pleased that relative learning gain growth (high to medium) continues to be strong, indicating upward trajectory of learning outcomes for students from Grades 3 to 5.

Wellbeing

In 2025, a holistic approach to wellbeing continued to be embedded across the school, with a strong focus on staff training and evidence-based strategies. Staff participated in ongoing professional development in Positive Classroom Management Strategies (PCMS). This training has strengthened staff knowledge and skills in universal trauma-informed practices that support both individual and student wellbeing. A focus on strong and consistent classroom routines and Behaviour Management strategies has been implemented. This school improvement work has been lead by the school Mental Helath and Wellbeing Leader.

To further enhance classroom management and consistency, the school purchased The Classroom Management Handbook for all classrooms, and staff engaged in professional development with one of the authors, Mark Dowley in 2024. Reference to this resesarch continues to be encouraged and current research through the Australian Education Research Organisation (AERO).

Mindfulness practices are embedded into daily routines, including a protected whole-school mindfulness session within the timetable.

The 2025 Attitudes to School Survey data reflected continued strong results in the Sense of Connectedness component. The school’s score was 75.4% compared to similar schools at 74.4%. Managing bullying was slightly below simiar schools at 76.3% compared to 79.0%. The state average was 76.4% putting our school at a similar postivie endorsement rate.

In addition, the school continued to implement the Acer Six Star Wellbeing Survey. This remained a valuable tool in tracking senior students' wellbeing, guiding a tiered response to student needs. In the second semester the school implemented Phase 1&2 of Healthy Hearts and Lighter Minds through MidfullAus. This included student, parent and staff professional learning sessions. The parent information evening was well attended with parents requesting further workshops in 2026. Classroom resources are in all classrooms supporting students to build emotional literacy skills and understanding feelings. In 2026 the school will continue with Phase 3&4 and align school wellbeing documentation to strategies being implemented in

classrooms. The partnership with MidfullAus is viewed as very important and will continue to support wellbeing at school and beyond.

The school remains committed to fostering positive and supportive learning environment, ensuring all students feel safe, connected, and engaged in their education.

Engagement

The school continues to implement a Tiered Intervention Model to support positive school attendance. An active Attendance Team monitors student attendance daily and meets weekly to discuss trends and concerns. An Attendance Data Wall helps staff track student absences in real time, allowing the Attendance Team to monitor attendance from Foundation to Grade 6, as well as specific cohorts.

Attendance data shows that Yarragon Primary School continues to demonstrate strong attendance results. In 2025 the Foundation to Grade 6 average absence day per student was 17.3%. This is significantly less than similar schools at 21.9% and the state average of 21.5%. This data indicates our students attend school more often than other students across the state. The school will continue to promote strong attendance across our school community with regular newsltter updates reminding families of the importance of school attendance. The school will also continue to monitor attendance process and attedance rates across the school.

The 2025 Parent Opinion Survey indicated a significant increase in positive endorsement for the Parent Satisfaction component, rising from 50% in the previous years to 71% in 2024 to 73.7% in 2025. While this remains below the state (82.0%) the improvement is substantial. Feedback from the 2022 School Review and School Council highlighted the need for enhanced communication between the school and parent community. The increase in positive endorsement may reflect improvements in this area, including the introduction of digital signage and expanded communication via SeeSaw and Compass. More parents are actively engaging with these platforms, strengthening school-home connections. The school remains committed to fostering strong partnerships and providing opportunities for parents to engage in school-wide events and classroom activities in 2026 and beyond.

Other highlights from the school year

Several key initiatives and events in 2025 had a positive impact on the school and local community.

The school successfully secured a grant to support a partnership with TheirCare, offering before and after school care. Demand for this service was high, reaching capacity quickly. By the beginning of 2025 the service was expanded to include families from the Early Learning Centre (ELC) ensruing before and after school care for students and families.

The Early Learning Centre completed a Quality Assessment & Rating Review, achieving an Exceeding National Quality Standards rating. This outstanding achievement reflects the

dedication of ELC staff, students, and families. The staff's commitment to professional learning, leadership development, and expertise in literacy and social-emotional learning contributed to this exceptional outcome. The ELC's strong focus on individual student growth and family engagement played a key role in securing the exceeding rating.

Whole-school activities and celebration days continue to be a highlight for students, staff, and families. The 2025 whole-school athletics carnival and community sports day, organised by the Physical Education Coordinator, were extremely well attended, with overwhelmingly positive feedback from families.

The school also hosted a Maths Afternoon, inviting families to participate in interactive learning experiences. This event was a huge success, attracting many families, including extended family members.

School Camps continue to be offered to students in Grades 3 to 4 and Grades 5 to 6. This is extremely valued by students and families. Camps will contue to be part of extra-curricular activies in 2026.

The annual End-of-Year Concert remained a major event, with attendance continuing to grow each year. This celebration brought the school community together and showcased students' achievements in a fun and engaging way.

The school looks forward to continuing to engage the community through whole-school events and initiatives in 2025, strengthening the connection between students, families, and staff.

Financial performance

Yarragon Primary School operates transparently with a managed deficit each year, primarily due to the employment of two staff members under the Student Support Package, who work across the Early Learning Centre. This managed deficit is reviewed annually by the School Council and closely monitored with regional support and guidance. Funds allocated for Early Learning Centre operations and workforce ensure that the deficit is repaid by the end of each year.

The school follows a carefully structured and confirmed cash budget, which is shared with staff and the School Council and strictly adhered to. Key curriculum priorities outlined in the Annual Implementation Plan receive targeted funding to support strategies and initiatives aimed at improving student outcomes.

Over the past three years, the school has successfully allocated funds to ensure the continuous upgrade of student technology and furniture resourcing. In 2025, new laptops, I-Pads and supportive devices for students requiring additional adjustments were purchased. Additionally, new furniture, including chairs and tables for senior and middle students arrived. With the support of Parent Club and managed budgeting a new playground was installed for all students. This has created great excitment across the school and community.

The school also invested in surveilance cameras throughout the school buildings to monitor outside hours vandalism that was unfortunately increasing. With the school investing in new playground equipment and future projects, School Council agreed that surveilance was important to ensure the health and safety of our outdoor spaces and resources at all times.

Looking ahead, the school must remain mindful of its staffing profile in the context of stable student numbers. Careful workforce planning will be required to ensure sustainability while maintaining high-quality teaching and support structures. Additionally, the school will focus on transitioning students previously supported under the Program for Students with Disabilities (PSD) to the Disability Inclusion (DI) model. Maximising Disability Inclusion profiles for newly identified students will be a key priority to ensure appropriate funding and resources are secured to support student learning and wellbeing.

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 208 students were enrolled at this school in 2025, 97 female and 111 male. NDP 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**	**73.7%**
	Similar schools	81.3%
	State	82.0%

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**	**58.6%**
	Similar schools	81.4%
	State	77.4%

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**	**78.7%**
	Similar schools	83.8%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**80.7%**
	Similar schools	82.4%
	State	84.2%

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**	**58.1%**	**54.5%**
	Similar schools	64.7%	64.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**65.9%**	**68.9%**
	Similar schools	72.1%	72.2%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**51.6%**	**62.7%**
	Similar schools	65.7%	65.0%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**63.4%**	**71.1%**
	Similar schools	68.4%	64.7%
	State	69.1%	68.1%

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**	**77.5%**
	Similar schools	71.5%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**70.0%**
	Similar schools	70.8%
	State	74.0%

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**	**75.2%**		**69.4%**
	Similar schools	74.4%		74.9%
	State	77.1%		77.3%

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**	**76.3%**		**70.5%**
	Similar schools	79.0%		77.4%
	State	76.4%		75.8%

ENGAGEMENT

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**	**17.3**	**19.7**
	Similar schools	21.9	22.1
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**90.4%**
Year 1	**School**	**93.3%**
Year 2	**School**	**91.2%**
Year 3	**School**	**91.4%**
Year 4	**School**	**92.2%**
Year 5	**School**	**90.9%**
Year 6	**School**	**88.4%**

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	**Actual**
Student Resource Package	$2,613,111
Government Provided DET Grants	$622,860
Government Grants Commonwealth	$11,505
Government Grants State	$0
Revenue Other	$30,621
Locally Raised Funds	$142,524
Capital Grants	$0
Total Operating Revenue	**$3,420,621**

Equity	**Actual**
Equity (Social Disadvantage)	$78,254
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$78,254**

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

Expenditure	**Actual**
Student Resource Package[1]	$2,970,564
Adjustments	$0
Books & Publications	$3,785
Camps/Excursions/Activities	$56,545
Communication Costs	$4,512
Consumables	$96,519
Miscellaneous Expenses[2]	$42,206
Agency Staff	$85,076
Professional Development	$6,868
Equipment/Maintenance/Hire	$51,584
Property Services	$92,650
Salaries & Allowances[3]	$197,884
Support Services	$2,206

Expenditure	Actual
Trading & Fundraising	$57,496
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$21,990
Total Operating Expenditure	**$3,689,886**
Net Operating Surplus/-Deficit	**($269,265)**
Asset Acquisitions	**$382,838**

[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	$523,000
Official Account	$23,860
Other Accounts	$0
Total Funds Available	**$546,860**

Financial Commitments	Actual
Operating Reserve	$119,887
Other Recurrent Expenditure	$32,146
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$93,463
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$59,613
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$305,109**

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.