

2025 Annual Report to the School Community

School Name: Yarrambat Primary School (2054)



- 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 February 2026 at 04:48 PM by Luke Franklin (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 09 April 2026 at 11:52 AM by Luke Franklin (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

Yarrambat Primary School continues to experience very strong demand for enrolment and operates with an enrolment ceiling of 650 students. In 2025, total enrolment reached 638 students. The school remains true to its motto, *“The Best of Both Worlds,”* maintaining a relaxed, country community culture within a beautiful bush setting, while offering the breadth, complexity and diverse programs of a large semi-suburban school.

In 2025, Yarrambat Primary School sustained its strong focus on creating a teaching and learning environment that enables all students to achieve their optimal outcomes in Literacy and Numeracy, while maintaining high-quality wellbeing and welfare programs to support every learner. Our work in developing rich learning experiences aligned with the Victorian Teaching and Learning Model 2.0 and the Victorian Curriculum 2.0 continues to progress strongly. The school remains guided by its School Strategic Plan, with detailed Annual Implementation Plans ensuring clear alignment to our improvement targets and goals.

During the year, we implemented a revised school structure, moving to straight year levels and 50-minute learning sessions. This shift has strengthened teachers’ capacity to differentiate within the classroom and respond more precisely to individual student needs. The move to 50-minute sessions has also ensured that all students participate in five specialist classes each week.

Our Professional Learning Community (PLC) work continued to strengthen, with the introduction of refined documentation to enhance professional dialogue and data analysis across teams. We remain deeply committed to developing and delivering challenging, engaging programs. The PLC structure has supported strong professional learning, enabling staff to share expertise, build collective efficacy and further embed high-impact practices in literacy, numeracy and inquiry learning.

Staffing in 2025 included 35 full-time and 12 part-time staff, comprising a Principal, Assistant Principal, five Learning Specialists and classroom teachers across all year levels. The school also employed 15 Educational Support staff. Yarrambat Primary School continued to offer an extensive range of specialist and targeted programs to support student growth, including Physical Education, Italian, STEAM, Visual Arts, Performing Arts and Music, alongside a range of intervention programs designed to meet diverse learning needs.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school continues to reflect on and strengthen our outcomes across the key learning areas and student wellbeing.

Throughout 2025, we maintained a strong focus on our educational architecture and the intentional design of learning. We developed and aligned our curriculum to meet the English and Mathematics 2.0 outcomes, ensuring all students experienced high-quality, coherent and aligned learning programs. This work was strengthened through collaborative planning, whole-school professional learning, and the implementation of a rigorous and well-documented Professional Learning Community (PLC) process.

Our teacher judgement data indicates strong achievement outcomes:

- 95% of students achieved at or above the age-expected standard in English.
- 92% of students achieved at or above the age-expected standard in Mathematics.

Our 2025 NAPLAN results further demonstrate this progress:

- 80% of Year 3 students achieved Strong or Exceeding in Reading.
- 82% of Year 5 students achieved Strong or Exceeding in Reading.
- 75% of Year 3 students achieved Strong or Exceeding in Numeracy.
- 73% of Year 5 students achieved Strong or Exceeding in Numeracy.

Empowering Students and Building School Pride

We continued to expand opportunities for student agency and voice, ensuring children play an active role in shaping their learning and contributing to the culture of our school.

Health and Wellbeing

We prioritised providing stability, consistency and clear expectations for our students and families. As leaders within our community, we strengthened the support available to children by increasing allied health provision. This included access to a Provisional Psychologist, Speech Therapist, Occupational Therapist and an Art Therapist/Social Worker, ensuring students and families received timely and targeted support.

Wellbeing

Wellbeing across students, staff and the wider school community remained a key focus throughout 2025.

For students, we closely monitored wellbeing data and ensured that those requiring additional support were either seen by our school-employed Allied Health team or referred to external agencies for specialised assistance. We employed a Social Worker (Art Therapist) for two days per week to provide targeted support for selected students, further strengthening our tiered intervention approach.

We continued to deliver regular sessions of *The Resilience Project*, embedding daily opportunities for students to practise and apply the skills taught. In addition, staff engaged in high-quality professional learning to support the implementation of the *Respectful Relationships* program. We have now developed a clearly aligned scope of practice to ensure that *Respectful Relationships* and *The Resilience Project* work cohesively to maximise student social and emotional development.

Whole-school events, including regular assemblies and community events such as Show Day, continued to foster a strong sense of belonging and connection within our local community.

Our Parent Opinion Survey results reflect this positive culture. Overall parent satisfaction was 83.1%. Students' Sense of Connectedness was rated at 81.5%, compared to 76.5% for Similar Schools and 77.1% for the State. Management of Bullying was rated at 85.8%, compared to 77.9% for Similar Schools and 76.4% for the State.

Our longer-term aim remains to ensure that every child is supported in both their academic learning and emotional development. In 2025, we began further work with staff to strengthen inclusive practices and build collective capability to meet the diverse needs of all learners.

Engagement

Our attendance data indicates that students averaged 21.7 days absent across the year, which is an improvement on our four-year average of 23 days.

Data also shows that 16% of students achieved attendance rates of 95% or higher, compared to 24% for Similar Schools and 27% for the State. A significant contributing factor to this result was an increased number of families taking extended holidays within Australia and overseas. When analysing the data more broadly, 91% of students maintained attendance above the 80% threshold, indicating strong overall engagement with school.

We continued to strengthen student voice through our in-house programs. A key example is our Year 6 Leadership Program, where students complete ten leadership projects: Listener, Supporter, Role Model, Initiator, Organiser, Communicator, Decision Maker, Delegator, Graduate and Encourager. Through this structured program, students actively contribute to leaving the school a better place while developing confidence, independence and the skills required to work collaboratively with all stakeholders across the school community.

Our school grounds continued to evolve in response to student needs and interests. The projects undertaken ensure that all students have purposeful opportunities for engagement and social development beyond the classroom. These improvements have contributed to a strong culture of care, inclusion and positive engagement across the student body.

Other highlights from the school year

During 2025, our school experienced significant success across all areas. We continued to strengthen our school culture and deepen our connection with the community through purposeful and engaging programs.

Several highlights included our Historical Speeches program, where students researched, prepared and presented to the wider school community, demonstrating both academic growth and confidence. Our Leadership Program continued to empower students to take active roles within the school, and our ANZAC Day ceremony, attended by our local kindergarten, was a meaningful event that reinforced respect, service and community connection.

We proudly maintained strong participation in sport, with teams and individual students representing the school at district, regional and state levels. A particular highlight was our AFL boys' team finishing second in the state — an outstanding achievement that reflected dedication, teamwork and resilience.

Our camping program was again highly successful. The Middle School team attended Phillip Island Adventure Camp, while our Upper School students travelled to Alexandra Adventure Camp. These experiences fostered independence, confidence and strengthened connections between students, staff and parent helpers.

Throughout the year, we worked diligently to ensure our curriculum scope and sequence documents were fully aligned with the Victorian Curriculum 2.0 achievement standards. Our planning documentation reflected consistent teaching and learning approaches across the school, resulting in greater coherence between classrooms and stronger continuity from one year level to the next.

Financial performance

The school's annual financial result reflects careful financial management and the strategic allocation of resources throughout the year. There were no extraordinary revenue or expenditure items outside of planned school developments.

The school received \$32,839 in Equity Funding, which was fully allocated to targeted support programs. This funding enabled specialist staff to work within cohorts to both extend and support students based on their individual learning needs.

Significant investment was also directed towards Allied Health professionals, including a Speech Therapist, Occupational Therapist, Provisional Psychologist and Art Therapist. These professionals supported the screening of Foundation students, provided targeted intervention for identified students, and worked alongside staff to strengthen inclusive practices across the school.

To further support students with additional needs and diagnosed disabilities, the school made a strategic decision to onboard additional Education Support staff. While this increased pressure on the staffing budget, it was a deliberate investment aligned with our Disability and Inclusion priorities. As a result of this work, we successfully completed 11 Disability Inclusion Profile meetings, with a further eight awaiting scheduling.

The school remains in a strong financial position, maintaining sufficient operational reserves to meet future costs and support selected building and grounds improvement projects.

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

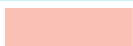

A total of 632 students were enrolled at this school in 2025, 285 female and 347 male. 1% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

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 **Low - 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	83.1%	
	Similar schools	79.3%	
	State	82.0%	

School Staff Survey


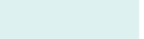


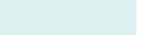

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	66.0%	
	Similar schools	79.3%	
	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	95.2%	
	Similar schools	90.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.2%	
	Similar schools	89.5%	
	State	84.2%	

NAPLAN

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


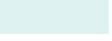


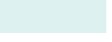

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	80.2%	79.5%
	Similar schools	76.4%	76.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	82.4%	84.2%
	Similar schools	79.1%	80.0%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	75.3%	78.7%
	Similar schools	75.0%	74.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	73.0%	75.8%
	Similar schools	73.4%	73.5%
	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'.


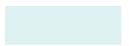

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	71.2%	
	Similar schools	71.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	64.4%	
	Similar schools	69.4%	
	State	74.0%	

WELLBEING


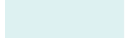

Student Attitudes to School – Sense of Connectedness

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	81.5%		81.7%
	Similar schools	76.6%		77.0%
	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	84.9%		85.8%
	Similar schools	78.2%		77.5%
	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	21.7	23.0
	Similar schools	19.8	20.3
	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	91.3%	
Year 1	School	89.0%	
Year 2	School	89.9%	
Year 3	School	89.8%	
Year 4	School	88.5%	
Year 5	School	88.4%	
Year 6	School	86.3%	

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	\$6,115,981
Government Provided DET Grants	\$620,360
Government Grants Commonwealth	\$339,897
Government Grants State	\$0
Revenue Other	\$29,210
Locally Raised Funds	\$801,324
Capital Grants	\$0
Total Operating Revenue	\$7,906,772

Equity	Actual
Equity (Social Disadvantage)	\$32,839
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$32,839

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

Expenditure	Actual
Student Resource Package ¹	\$6,080,096
Adjustments	\$0
Books & Publications	\$14,843
Camps/Excursions/Activities	\$261,281
Communication Costs	\$4,803
Consumables	\$172,050
Miscellaneous Expenses ²	\$81,503
Agency Staff	\$8,598
Professional Development	\$26,646
Equipment/Maintenance/Hire	\$115,886
Property Services	\$117,129
Salaries & Allowances ³	\$434,480
Support Services	\$208,401

Expenditure	Actual
Trading & Fundraising	\$68,764
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,196
Total Operating Expenditure	\$7,643,677
Net Operating Surplus/-Deficit	\$263,095
Asset Acquisitions	\$0

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	\$512,626
Official Account	\$85,171
Other Accounts	\$134,524
Total Funds Available	\$732,322

Financial Commitments	Actual
Operating Reserve	\$260,597
Other Recurrent Expenditure	\$8,432
Provision Accounts	\$5,000
Funds Received in Advance	\$193,777
School Based Programs	\$22,988
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,078
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,590
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$515,462

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.