

2025 Annual Report to the School Community

School Name: Teesdale Primary School (2065)



- 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 30 March 2026 at 10:57 AM by Samuel Irwin (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 28 April 2026 at 09:58 AM by Samuel Irwin (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

Every child at Teesdale Primary School is provided with a positive, safe and supportive learning environment which enables them to achieve their personal best. Our school is a learning community where all children have access to a broad, balanced, enriching and relevant curriculum, which is differentiated to meet their individual needs. Our learning environment fosters the dignity, respect and self-esteem of all children and enables them to succeed academically, socially and emotionally.

Over the past few years Teesdale has experienced stable enrolment across all year levels of the school and in 2025 had 251 full time enrolments. The school operated with 11 classes which with the exception of Foundation classes are composites to allow teachers to plan and work collaboratively together.

The school has had a significant increase in the number of students provided with adjustments on the National Consistent Collection of Data on school students with a disability (up from 15% in 2020 to 32% in 2025). The school has 30 students funded under either a Disability Inclusion Profile or the Program for Students with Disabilities.

Significant Capital Works took place at the school in 2025, with the establishment of an Early Learning Centre on the school's grounds. The school's growth and grounds size has been maintained with the purchasing of an adjacent house block which will be used as a staff carpark, and play space in the form of an oval and soccer pitch. A renovation of a toilet block was also underway by the end of 2025 and due for completion in early 2026.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continued to embed a consistent approach to both literacy and numeracy. In literacy teachers continued to refine the development of knowledge rich 'content knowledge' units incorporating humanities aspects of the Victorian Curriculum and supported writing growth with a strong focus on sentence level knowledge and skill development across the school. The school already had strong practice that aligned with both the VTLM2.0 reform and the state's reading reform but took the opportunity to utilise resources from both of these initiatives to improve

practice. This was supported by a curriculum day that focussed on responsive teaching strategies in literacy.

In numeracy teachers sought to support student engagement in their learning with the introduction of a grapple lesson model to support the school's current instructional model. This replaced the habit of conducting a paper based formative assessment at the commencement of each unit and provided teachers with a clearer understanding of student capability in topics. Teachers continued to be supported by a leadership team who led both a cycle of coaching and collaborative inquiry cycles to support teacher growth and engaged with this to improve their teaching.

A highlight of the school's achievement data in 2025 was the growth data (year 5 to year 7) the school achieved in both Reading and Numeracy.

Wellbeing

In the second half of the year the school spent a significant amount of collaborative time on reviewing and refining its School-Wide Positive Behaviour Support implementation. This involved stepping through each of the Tier 1 implementation components and reviewing the school's current practice and making the appropriate changes to ensure stronger fidelity across the school. This coincided with reviewing classroom environments from an inclusive lens and ensuring that rather than always needing to resort to individual adjustments for students with additional needs these were ever-present in all learning environments. This resulted in some physical changes across the school (e.g. painting of walls to reduce bright colours, changing of furniture to soften rooms and installation of more storage in classrooms to ensure they all always presented in a calm and organised manner). The number of students with a Disability Inclusion Profile continued to increase across the year. The school now has 30 students supported by this program.

Engagement

The school continued to work closely through its Student Support Group program with any students experiencing high absenteeism. This work focussed on collaborating with families on individual strategies to support improved engagement and attendance for students. Some instances of absence from school related to students travelling on holidays during the school term. Where these were for an extended period of time students were provided with learning support in consultation with classroom teachers.

The school utilised Inclusion Staff (Education Support) to provide a range of scaffolded play experiences at break times for students, including a range of structured activities and clubs. This grew momentum during the year and students began to design their own clubs to implement at break times for their peers.

The school offers a range of leadership experiences for high achieving students including a leadership camp, a kinder buddy program and formal leadership positions.

Financial performance

Families received the School Saving Bonus at the end of 2024 which explains a larger than normal cash reserve figure. This money will continue to be used to support families with camps, excursions and engaging in school life. The school spent a portion of its accumulated credit on refreshing technology devices and some landscaping improvements in the school yard. This will continue into 2026 to enhance new play spaces across the school. The school's Parent's Club did an exceptional job fundraising over \$12,000 across the year.

The school's capital work projects (Early Learning Centre and Toilet Refurbishment) are funded externally to the school's finances.

**For more detailed information regarding our school please visit our website at
<https://www.teesdaleps.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 250 students were enrolled at this school in 2025, 118 female and 132 male. NDA had English as an additional language and 3% 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	87.5%	
	Similar schools	79.1%	
	State	82.0%	

School Staff Survey

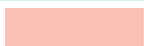
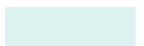
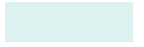
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	83.6%	
	Similar schools	79.4%	
	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	89.7%	
	Similar schools	85.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.3%	
	Similar schools	83.5%	
	State	84.2%	

NAPLAN

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

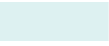
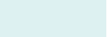
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	58.8%		64.7%
	Similar schools	67.9%		67.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	62.9%		73.4%
	Similar schools	73.1%		74.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	64.7%		63.7%
	Similar schools	66.6%		65.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	67.6%		65.6%
	Similar schools	68.5%		67.0%
	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	74.2%	
	Similar schools	71.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	64.5%	
	Similar schools	68.7%	
	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	64.4%		65.4%
	Similar schools	75.7%		76.2%
	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	71.2%		69.9%
	Similar schools	77.9%		77.7%
	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	23.5	23.7
	Similar schools	21.6	21.9
	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	91.9%	
Year 1	School	85.5%	
Year 2	School	88.2%	
Year 3	School	90.4%	
Year 4	School	88.9%	
Year 5	School	84.6%	
Year 6	School	88.2%	

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	\$3,304,544
Government Provided DET Grants	\$426,876
Government Grants Commonwealth	\$10,848
Government Grants State	\$0
Revenue Other	\$12,956
Locally Raised Funds	\$121,634
Capital Grants	\$0
Total Operating Revenue	\$3,876,858

Equity	Actual
Equity (Social Disadvantage)	\$20,502
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$20,502

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

Expenditure	Actual
Student Resource Package ¹	\$3,162,159
Adjustments	\$0
Books & Publications	\$267
Camps/Excursions/Activities	\$70,988
Communication Costs	\$2,346
Consumables	\$72,835
Miscellaneous Expenses ²	\$9,071
Agency Staff	\$9,077
Professional Development	\$25,471
Equipment/Maintenance/Hire	\$55,735
Property Services	\$110,201
Salaries & Allowances ³	\$159,104
Support Services	\$17,325

Expenditure	Actual
Trading & Fundraising	\$17,181
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,065
Total Operating Expenditure	\$3,739,824
Net Operating Surplus/-Deficit	\$137,034
Asset Acquisitions	\$86,354

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	\$148,696
Official Account	\$19,938
Other Accounts	\$0
Total Funds Available	\$168,634

Financial Commitments	Actual
Operating Reserve	\$96,277
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$17,306
School Based Programs	\$13,861
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	\$15,000
Maintenance - Buildings/Grounds < 12 months	\$63,896
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$206,340

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.