2025 Annual Report to the School Community

School Name: Toolamba Primary School (1455)



- 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 01:48 PM by Heather Kennedy (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 30 March 2026 at 01:49 PM by Heather Kennedy (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

Located in the township of Toolamba, approximately 19 kilometres south of Shepparton, Toolamba Primary School has been an integral part of the local community since its establishment in 1894. The school has a long and proud history, including relocation during the 1980s and the construction of new facilities in 2012 following a fire in 2010. Today, the school honours its heritage while working collaboratively toward its shared vision of "Striving for Excellence." A strong emphasis is placed on high expectations and the core values of Trustworthiness, Respect, Inclusiveness, and Kindness.

The school is well resourced, featuring six permanent classrooms, flexible learning areas, a multipurpose space, and a dedicated Visual Arts room, along with two additional relocatable classrooms. The expansive grounds include playgrounds, a sports oval, and a bush play area that supports outdoor learning. The school site is shared with the local Kindergarten and Maternal Health Centre, and students also benefit from access to nearby community facilities such as the hall, tennis courts, and surrounding bushland.

The student population consists of 121 children drawn from Toolamba and neighbouring areas, with transport supported by two bus routes. A committed team of teaching and support staff delivers a comprehensive curriculum aligned with the Victorian Curriculum. Students participate in specialist programs including Visual Arts, Physical Education, and Science. Teaching practices are informed by evidence-based approaches, including small group learning and targeted interventions designed to support individual student growth.

Strong partnerships between the school and families are highly valued, with opportunities for involvement through School Council, Parents and Friends, and various community events. The school maintains an open and welcoming environment, reflected in consistently positive feedback, including a 100% positive response rate in the Parent Opinion Survey for parent engagement—significantly above the state average. The School Staff Survey indicated the positive endorsement for School Climate was 83.7%. Toolamba Primary School's socio-economic band is Low to Medium. Toolamba Primary School prides itself on fostering a supportive and inclusive community where collaboration between staff and families helps every student to succeed.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2025, the school maintained a strong focus on improving student outcomes, particularly in Reading. A literacy consultant supported staff to refine and strengthen a consistent, whole-school approach to reading instruction. Professional Learning Communities met weekly, enabling

teachers to closely monitor student progress and collaboratively plan targeted next steps for each learner.

An inquiry-based approach guided our work, ensuring that teaching strategies were purposeful and supported by clear evidence of student growth. Both formative and summative assessment practices were used to track progress, and adjustments were made to the assessment schedule to ensure data collected was meaningful and directly informed teaching.

A key priority for the year was embedding a consistent approach to reading across all year levels. Staff participated in four professional learning days with a consultant and engaged in Network Communities of Practice. This professional learning informed a range of instructional strategies, including student conferencing, explicit teaching of comprehension, synthetic phonics, book clubs, book discussions, and the use of Reader's Notebooks.

Teachers worked collaboratively to strengthen their practice, using a shared planning cycle, consistent instructional models, and evidence-based teaching strategies. Ongoing moderation processes supported consistent teacher judgement and allowed staff to regularly evaluate the impact of their teaching on student learning.

Student achievement data reflected this strong focus. Teacher Judgement indicated that 92% of students were at or above the expected level in Reading, while 90% achieved at or above the expected level in Mathematics. NAPLAN results showed the school performed above both similar schools and the state average in most areas, with the exception of Year 3 Reading. Growth data was particularly positive, with 91.7% of students demonstrating high or medium growth in Reading from Year 3 to Year 5, and 90% achieving high or medium growth in Numeracy—both above state and similar school benchmarks.

Overall, 2025 was a highly successful year, with strong academic outcomes and continued progress toward improving student learning across the school.

Wellbeing

In 2025, a major priority was strengthening student wellbeing across the school. Efforts centred on refining whole-school wellbeing practices and building staff confidence in supporting the social, emotional, and mental health needs of all students. One key initiative was the development of a School-Wide Positive Behaviour Matrix, which clearly defined expected behaviours and promoted consistency across all learning environments.

Student wellbeing was regularly monitored through weekly online check-ins completed by all students, with responses reviewed by the Wellbeing Team to identify and respond to emerging needs. Programs such as UR Strong and Cyber Safety continued to be embedded into the weekly curriculum, supporting students to develop positive relationships and responsible online habits.

Individual Education Plans (IEPs) were created for neurodiverse students to ensure personalised support for both learning and wellbeing. These plans were informed by allied health recommendations and reviewed regularly through Student Support Group meetings, ensuring appropriate adjustments were consistently applied in classroom planning and practice.

Communication between school and home remained a strong focus, with XUNO used as the primary platform for sharing updates and information with families. Student wellbeing was also a

standing agenda item in weekly staff meetings, where observations and strategies were documented and discussed to enable timely and effective responses.

The transition program from Kindergarten to Foundation was successfully embedded into everyday school practice. Kinder students participated in six structured visits, and the Foundation teacher maintained regular involvement at the Kindergarten. This collaborative approach supported a smooth transition, reflected in highly positive parent feedback, with 94% endorsement in the Parent Opinion Survey.

Data from the Student Attitudes to School Survey indicated strong outcomes, with 81.2% of students reporting a sense of connectedness and 88% positive endorsement for managing bullying—both exceeding similar and state school results.

Consistency in teaching and learning practices remained a priority, with staff using student data to inform targeted instruction. A structured handover process ensured that relevant information was shared between teachers, supporting continuity of learning. Year 6 students were well supported through a comprehensive secondary transition program, including orientation visits and communication with receiving schools.

The school's Student Engagement Policy reinforced shared rights and responsibilities, promoting a respectful and positive environment. Clear procedures were maintained around student health and safety, including medical care, first aid, and record-keeping, with regular policy reviews ensuring ongoing compliance and safety.

A strong commitment to child safety underpinned all practices, with zero tolerance for child abuse. Any concerns were managed in accordance with strict protocols. The school also worked closely with external providers, including speech therapists, psychologists, and counsellors, to support student needs. Education Support Officers played an important role in delivering targeted assistance.

Supporting staff wellbeing was also recognised as essential in maintaining a positive school environment. Overall, the school remained committed to creating a safe, inclusive, and connected community where all students and families feel supported

Engagement

At Toolamba Primary School, we take pride in our focus on student engagement. The strong relationships we build with students and their families, along with the programs we offer, are reflected in our excellent attendance rates. On average, students were absent for 19.9 days per year, compared to 20.5 days at similar schools and 21.5 days across the state. We regularly reinforce the message, "It is not OK to be away," through our weekly newsletter.

The Parent Opinion Survey showed that 94% of parents, carers, and guardians felt that the school had a strong relationship with the local community. This positive feedback reflects our ongoing efforts to foster a welcoming and inclusive school community.

We also promote student engagement through programs that encourage student voice and leadership. These include student-led assemblies, leadership programs, and participation in local community activities such as ANZAC Day and community projects. Students are also actively involved in running lunchtime games, the Buddies Program, and Junior School Council initiatives.

Our expansion of the Leadership Program enabled all senior students to play an active role in the school community The Attitudes to School Survey indicated that 97% of students felt a sense of inclusion, and 96% said they were proud advocates for the school.

Throughout the year, Toolamba Primary School provided many exciting experiences for students, families, and the wider community. Extra-curricular activities such as Multi-Age Days, sports days, bike safety sessions, soccer and football clinics, cross country, the Mother's Day Breakfast and stall, Book Week, a whole school excursion, the school concert, gymnastics, and camping programs gave students access to a wide range of enriching opportunities. We are proud to have maintained strong levels of student engagement over the past year. This foundation will help us continue to support our students in the future. Our commitment to fostering student voice, providing targeted programs, and building positive relationships between students and teachers will ensure ongoing success in the coming year.

Financial performance

The overall position for Toolamba Primary School imported figures shows a loss of $97,838 for 2025 across our SRP Credit and Cash allocations.

Income items included:

SRP (Credit and Cash), OHSC Grant, Sporting in Schools grant, Bushire Preparedness, Interest, LSL reimbursements, Fundraising, Camps & Excursions, Contributions, Donations, and uniforms.

CREDIT - In 2025 our SRP reconciliation resulted in a deficit of $53,360. The reduction in 21 enrolments since 2023, has impacted on our funding and slowly has depleted any surplus we've managed to maintain. The combination of reduced enrolments, retaining seven classrooms and high-end staff, has resulted in a deficit the previous two years.

CASH - Our Cash financial loss for 2025 is $43,785, which is reflected on the Operating Statement. Salaries and Allowances noted in expenditure refers to School Local Payroll which includes CRT, education support casual work and the OHSC wages.

Additional spending in 2025 from the following:

Item	Amount
Technology spend above budget to include ipad covers, USB backups	$5,340
New TV in Learning Street	$4,540
New Air conditioners x 2	$7,916
Fire Pump and pressure pump replacement after 14 years	$10,027
Painting of Mod 5 – internal and external	$6,090
Flagpoles	$3,248

Additional OHSC spending – 2025 loss	$1,918
TOTAL	**$39,079**

Adjusted Loss figure of $4,706 after taking these into consideration.

Asset Acquisitions $10,891 – Carpet in Mod 5.

Our cash balances remain healthy.

For more detailed information regarding our school please visit our website at https://www.toolambaps.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 123 students were enrolled at this school in 2025, 51 female and 72 male. NDP had English as an additional language and NDP 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**	**100.0%**
	Similar schools	82.6%
	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**	**83.7%**
	Similar schools	83.0%
	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**	**93.8%**
	Similar schools	85.1%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**90.2%**
	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**	**55.6%**	**72.5%**
	Similar schools	70.4%	69.3%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**91.7%**	**79.6%**
	Similar schools	74.7%	76.1%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**83.3%**	**86.3%**
	Similar schools	68.7%	68.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**100.0%**	**96.2%**
	Similar schools	70.2%	68.2%
	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**	**91.7%**
	Similar schools	74.3%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**90.0%**
	Similar schools	69.8%
	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**	**81.2%**	**81.7%**
	Similar schools	76.3%	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**	**88.0%**	**77.7%**
	Similar schools	80.2%	79.7%
	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**	**19.9**	**17.1**
	Similar schools	20.5	21.1
	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**	**90.5%**
Year 1	**School**	**92.5%**
Year 2	**School**	**92.4%**
Year 3	**School**	**89.6%**
Year 4	**School**	**85.6%**
Year 5	**School**	**87.1%**
Year 6	**School**	**90.9%**

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	$1,647,987
Government Provided DET Grants	$202,401
Government Grants Commonwealth	$17,550
Government Grants State	$0
Revenue Other	$69,187
Locally Raised Funds	$231,005
Capital Grants	$0
Total Operating Revenue	**$2,168,129**

Equity	Actual
Equity (Social Disadvantage)	$16,384
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$16,384**

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

Expenditure	Actual
Student Resource Package[1]	$1,701,379
Adjustments	$0
Books & Publications	$2,915
Camps/Excursions/Activities	$68,168
Communication Costs	$2,511
Consumables	$39,996
Miscellaneous Expenses[2]	$5,689
Agency Staff	$0
Professional Development	$14,297
Equipment/Maintenance/Hire	$66,196
Property Services	$101,021
Salaries & Allowances[3]	$191,605
Support Services	$7,105

Expenditure	Actual
Trading & Fundraising	$45,589
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$19,496
Total Operating Expenditure	**$2,265,967**
Net Operating Surplus/-Deficit	**($97,838)**
Asset Acquisitions	**$10,891**

[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	$369,316
Official Account	$21,045
Other Accounts	$0
Total Funds Available	**$390,361**

Financial Commitments	Actual
Operating Reserve	$94,098
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$73,292
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$30,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$20,000
Asset/Equipment Replacement > 12 months	$25,000
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$242,390**

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.