

# 2025 Annual Report to the School Community

School Name: Wallan Primary School (0664)



- 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 12 March 2026 at 09:39 AM by Tanya Kirkright (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 18 March 2026 at 10:30 PM by Tanya Kirkright (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

Wallan Primary School is located in the growing township of Wallan, approximately 45 kilometres north of Melbourne. In 2025 the school had 753 students enrolled from Prep to Year 6, reflecting the continued growth of the local community. Our student population reflects the diversity of the area, with approximately 25% of students having English as an additional language and the school proudly supporting Aboriginal and Torres Strait Islander students and families within our community.

Wallan Primary School has a Student Family Occupation and Education (SFOE) index classified as high, indicating the school serves a community with higher levels of socio-educational disadvantage. Our staff remain strongly committed to ensuring every student is supported to succeed regardless of their background or starting point.

Our vision is that Wallan Primary School supports and empowers all learners to embrace challenges and celebrate achievements. Our school motto, “Working Together for a Better Future... because they’re worth it,” reflects our belief in strong partnerships between students, staff and families. Our core values guide our work each day: Do Your Best, Help Others Succeed and Respect Your Environment.

In 2025 the school was supported by a leadership team consisting of nine people; Principal and Assistant Principals, Leading Teacher and Learning Specialists, along with 65 classroom teachers and 35 education support members.

Our facilities include two purpose-built art rooms, a student kitchen space, two gymnasiums and a performing arts space. Outdoor facilities include basketball courts, a netball court, a soccer pitch and an oval. The school also provides multiple classroom and learning support spaces, four playgrounds and extensive outdoor environmental areas with many established trees that support bush learning opportunities and provide welcoming outdoor play spaces for students.

Through high expectations, supportive relationships and engaging learning opportunities, Wallan Primary School aims to support every student to achieve success.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

Improving student learning outcomes remained a key focus for Wallan Primary School throughout 2025. The school undertook significant work to strengthen consistent instructional practices across classrooms, supported by a redesigned leadership structure and a strong focus on building staff capacity.

A key priority during the year was the continued implementation of a structured literacy program with a focus on Explicit Teaching, the implementation of a school-wide literacy scope and sequence and the strengthening of our numeracy approach. Teachers worked collaboratively through Professional Learning Communities (PLCs) to analyse student data, plan targeted learning and ensure consistency of practice across classrooms. The refined role of Learning Specialists working closely with cohort teams supported a strong focus on improving teaching practice and student outcomes. Daily Reviews and student learning goals were also a key focus in numeracy.

Professional learning for staff was carefully planned and timetabled throughout the year, supporting teachers to deepen their understanding of explicit teaching and curriculum implementation. The school also aligned teaching and learning documentation to the Victorian Curriculum 2.0, ensuring staff had clear guidance and shared expectations across the school.

A clearly documented instructional model supported consistency across classrooms, with students becoming familiar with the routines and expectations for learning. Daily review, explicit instruction and structured opportunities for practice were embedded within lessons to support student understanding and engagement.

Teacher judgement data indicated that 76.6% of students achieved at or above the expected standard in English and 76.1% in Mathematics across Prep to Year 6. NAPLAN data also showed that many students demonstrated growth between Year 3 and Year 5, with 62.5% achieving medium or high growth in reading and 68.8% in numeracy.

Strategic allocation of staffing and resources supported targeted intervention programs, enabling additional support for students who required it. Through these initiatives, Wallan Primary School continues to strengthen teaching practices and support improved outcomes for all learners.

## Wellbeing

Student wellbeing continues to be a central focus at Wallan Primary School. During 2025 the school introduced a revised approach to wellbeing support, strengthening connections between leadership, staff and student cohorts.

A key initiative was the initial stages of reviewing and documenting a clear, structured approach to supporting student wellbeing across the school. This model helps ensure wellbeing support is shared across teams and that students are well-connected to the adults supporting their learning and development.

Staff participated in ongoing professional learning focused on evidence-based wellbeing practices. A key focus was the implementation of VTLM 2.0, with elements of learning in 2025 and brain science. Staff completed a PLC based on the Zones of Regulation strategies, which had a powerful impact across the school. The school continued to embed a combination of approaches, including School Wide Positive Behaviour Supports (SWPBS), Real Schools practices and the Respectful Relationships program. These approaches support positive behaviour, respectful relationships and students' social and emotional development. We also achieved Bronze in our first year of SWPBS.

Our clubs program was further strengthened, along with our Wallan Warm Welcome, to support students across the school.

Clear processes and documentation support consistent implementation of wellbeing practices across the school. Regular wellbeing meetings with leadership, specialist teachers and classroom teams enable staff to monitor student needs and coordinate support where required. In 2025, we also introduced specific cohort wellbeing meetings.

The school also continued to strengthen inclusive practices. Throughout the week, we have speech therapists, occupational therapists, psychologists, and a social worker on-site, while also accessing specialised programs offered by external providers to support students. Disability Inclusion planning and adjustments for students with additional needs remained a key focus, supported by collaboration with allied health professionals and Department services.

Wallan Primary School also continued to strengthen cultural inclusion and respect. First Nations perspectives and cultural understanding are visible across the school environment and learning programs, supporting students to develop respect and appreciation for Aboriginal and Torres Strait Islander cultures.

Student survey results showed that 72% of students reported a positive sense of connectedness to school and 73% reported positive perceptions around the management of bullying. These results reflect the ongoing work to strengthen wellbeing and build a positive and inclusive school culture.

## Engagement

Student engagement is an important priority at Wallan Primary School, as it supports both learning and wellbeing outcomes. Throughout 2025 the school continued to strengthen strategies that support student participation, connection and attendance.

Attendance remained an area of focus for the school. Staff worked closely with families to reinforce the importance of regular attendance and to support students who may experience barriers to attending school. Clear school-wide documentation and staged responses support staff to monitor attendance and respond proactively when concerns arise.

While attendance data indicates that absence rates remain higher than similar schools and the state average, the school has seen encouraging signs of improvement as a result of ongoing monitoring and support strategies.

Student voice and leadership opportunities continued to expand across the school. In addition to traditional leadership roles, students were provided opportunities to contribute as digital leaders, wellbeing leaders and First Nations representatives, allowing them to share their perspectives and contribute positively to the school community.

The school also maintained strong partnerships with families and external agencies to support student engagement and wellbeing. Collaboration with community organisations and Department services helps ensure students receive the support they need to remain engaged in learning.

A range of programs further supported student engagement, including breakfast and lunch clubs, community events and cultural activities such as Harmony Day. These opportunities strengthen students' sense of belonging and connection to the school.

Through these initiatives, Wallan Primary School continues to foster strong relationships and meaningful learning experiences that support students to feel connected to their school and their learning.

## Other highlights from the school year

Wallan Primary School enjoyed many opportunities throughout 2025 to celebrate student learning and strengthen connections within the school community which included our strong camping program from foundation to year six.

A highlight of the year was the Festival of Fun, which brought together students, families and members of the wider community for an evening of activities and entertainment. The event was strongly supported by families and raised over \$12,000 to support school improvements and student learning resources.

Students also participated in whole-school events such as House Athletics Day and Cross Country, which promoted teamwork, participation and school pride. These events were well supported by families and created opportunities for students to celebrate their achievements.

Learning and creativity were also celebrated throughout the year. Students had opportunities to showcase their work through classroom projects and community events, including entries into the Whittlesea Show, where many students were recognised for their efforts.

Families were welcomed into the school during Education Week open classrooms, providing an opportunity for parents and carers to see learning in action and celebrate the work students were completing in their classrooms.

The year concluded with celebrations recognising student growth and achievement, including the Foundation to Year 2 Christmas Concert and Year 6 Graduation, providing meaningful opportunities for students and families to reflect on the year and celebrate important milestones.

## Financial performance

Wallan Primary School maintained a sound financial position throughout 2025. The school received a total operating revenue of \$11,101,090, primarily through the Department of Education's Student Resource Package and other government grants.

Additional funding was received through locally raised funds and equity funding to support students who may experience socio-educational disadvantage. Equity funding was used to support targeted learning programs, wellbeing initiatives and additional staffing to assist students who require extra support.

The school's total operating expenditure for the year was \$10,376,941, resulting in a net operating surplus of \$724,150.

These funds support the school's ongoing operational needs and future planning.

School Council continues to oversee the responsible management of financial resources to ensure funds are used effectively to support student learning, maintain school facilities and provide high-quality educational opportunities for all students.

**For more detailed information regarding our school please visit our website at  
<https://www.wallanps.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 750 students were enrolled at this school in 2025, 349 female and 401 male. 26% had English as an additional language and 8% were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **High**.


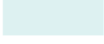

### Parent Satisfaction Summary

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	67.4%	
	Similar schools	79.1%	
	State	82.0%	

### School Staff Survey





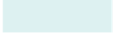

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	57.0%	
	Similar schools	70.9%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>76.6%</b>	
	Similar schools	78.1%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>76.1%</b>	
	Similar schools	75.8%	
	State	84.2%	

### NAPLAN

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







		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>42.0%</b>	<b>47.6%</b>
	Similar schools	60.3%	59.9%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>55.7%</b>	<b>52.6%</b>
	Similar schools	64.5%	66.3%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>34.5%</b>	<b>41.1%</b>
	Similar schools	53.9%	54.9%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>46.1%</b>	<b>47.2%</b>
	Similar schools	58.3%	57.4%
	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	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>62.5%</b>	
	Similar schools	69.9%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>68.8%</b>	
	Similar schools	72.1%	
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>72.0%</b>		<b>72.5%</b>
	Similar schools	75.4%		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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>73.0%</b>		<b>71.7%</b>
	Similar schools	74.3%		73.0%
	State	76.4%		75.8%

## ENGAGEMENT


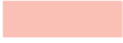





### Average absence days per student

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	34.9	31.2
	Similar schools	24.7	25.0
	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	83.1%	
Year 1	School	82.7%	
Year 2	School	82.0%	
Year 3	School	79.5%	
Year 4	School	82.4%	
Year 5	School	82.8%	
Year 6	School	83.9%	

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$9,021,535
Government Provided DET Grants	\$1,659,025
Government Grants Commonwealth	\$8,250
Government Grants State	\$0
Revenue Other	\$68,630
Locally Raised Funds	\$364,977
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$11,122,417</b>

<b>Equity</b>	<b>Actual</b>
Equity (Social Disadvantage)	\$785,006
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$785,006</b>

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

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>1</sup>	\$8,645,218
Adjustments	\$0
Books & Publications	\$2,714
Camps/Excursions/Activities	\$142,111
Communication Costs	\$11,531
Consumables	\$167,648
Miscellaneous Expenses <sup>2</sup>	\$33,322
Agency Staff	\$224,257
Professional Development	\$29,906
Equipment/Maintenance/Hire	\$210,851
Property Services	\$505,959
Salaries & Allowances <sup>3</sup>	\$111,621
Support Services	\$176,485

Expenditure	Actual
Trading & Fundraising	\$37,510
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$369
Utilities	\$79,613
<b>Total Operating Expenditure</b>	<b>\$10,379,116</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$743,301</b>
<b>Asset Acquisitions</b>	<b>\$102,273</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,137,376
Official Account	\$214,645
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,352,020</b>

Financial Commitments	Actual
Operating Reserve	\$288,983
Other Recurrent Expenditure	\$1,762
Provision Accounts	\$0
Funds Received in Advance	\$153,738
School Based Programs	\$181,379
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$19,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$342,634
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$423,440
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,660,936</b>

*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.*