

# 2025 Annual Report to the School Community

School Name: Girgarre Primary School (3971)



- 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 20 March 2026 at 09:49 AM by Ashleigh Buckland (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 20 March 2026 at 09:49 AM by Ashleigh Buckland (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

Girgarre Primary School is situated in the Goulburn Valley, a ten-minute drive from Kyabram and thirty minutes from both Shepparton and Echuca. Our school's vision is to develop well-rounded students who have every opportunity to gain the skills and attributes needed to contribute significantly to our future society. We aim to achieve this by providing a strong academic program that is complemented by rich learning experiences that promote creativity, physical activity, problem solving, critical thinking and healthy living. Our school values of respect for self, learning, others and school are instilled in our student population, and our wider school community.

In 2025, we were excited to welcome ten Foundation students into our school community which took our total enrolments to 29.

Our teaching and learning team consisted of six teachers (4.0 FTE, including the principal, classroom teachers and a tutor), three Education Support officers (1.6 FTE) and a business manager (0.2 FTE). We also had an 'art for wellbeing' teacher, providing small group sessions, who visited one day per fortnight, alongside the visiting MARC and MACC vans who provided fortnightly library and art lessons to both classes.

At the heart of our school ethos is a desire to be the first choice of educational provider for residents of Girgarre who have primary-school aged children. We have developed strong relationships with staff, students, parents and carers, and the wider community of Girgarre. Local businesses are supported by our school and many are advocates and supporters of the work that we do.

Our outdoor grounds are spacious, well-maintained and provide ample space for students to be physically active. We work with three other small schools in the district as a cluster, engaging in regular professional development, excursions and a Grade 4-6 camp program.

We aim to remove barriers that families may face in attending or accessing the quality educational programs that are offered at Girgarre Primary School: we run a school bus service within our zone, all students are provided with a free uniform upon enrolment and most extra-curricular activities and excursions are heavily subsidised or provided at little to no cost. The Junior School Council provides a strong voice for the student body. Our hard-working School Council has a strong sense of pride in our school and take an active role in the governance of the school.

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

#### Learning

The goal in our 2023-2027 School Strategic Plan is to maximise student learning growth and engagement. This was to be achieved by building teacher capacity to implement the components

of the Victorian Teaching and Learning Model (VTLM 2.0) and by collaborating as a Professional Learning Community, using student data to design and refine engaging, explicitly taught learning programs.

In 2025, our goals were for 80% of students who were below the expected achievement level, and for 100% of students assessed as 'not at standard' in NAPLAN, to be receiving small group intervention with the learning tutor. We are pleased to report that this occurred.

Our teacher judgement data shows that we were slightly above the percentage of similar schools for students achieving at or above the expected level in English and Mathematics while we were slightly below the state average. Our small student cohort often leads to fluctuations in the percentages each year.

Notable improvements were observed in the student Attitudes to School survey, with 'differentiated learning challenge' increasing from 82% to 95%, while 'student voice and agency' increased from 59% to 75%.

Contributors to our success include strong staff motivation to reflect and improve upon their own practice and to support each other to grow and develop. Self and peer observations, exploring specific components within the VTLM, were conducted throughout the year. Refining teacher practice has supported improvements in student motivation and learning outcomes.

Point-of-need teaching continued to be a priority for our school. Having a teacher in the 0.6 FTE tutor role enabled us to separate our multi-age classes into two smaller groups, three days per week, for literacy and numeracy. This additional support ensured that we could tailor our teaching to the needs of the students, enabling and extending those who required it. Furthermore, our team of three Education Support staff provided 1:1 or small-group support for students who required this.

## Wellbeing

The goal in our 2023-2027 School Strategic Plan is to maximise the wellbeing outcomes for every student.

In 2025, our goals were to improve our Attitudes to School data for 'managing bullying' to over 80%, decrease our unapproved absences to less than 8 per student (averaged across the student cohort), maintain our Parent and Caregiver Opinion Survey results of >90% for 'promoting positive behaviour' and to maintain the Staff Survey results of 'parent and community involvement' to over 88%. While we achieved our targets in the staff survey (90%), student survey (86%) and parent survey (100%), our unapproved absences increased to 10.5 per student for the year.

To progress our work in this area, we continued to have a strong focus on School Wide Positive Behaviour and used this to guide, teach and embed our school expectations, routines, rules and procedures. We were awarded the Silver Award for SWPBS for our continued work in this space.

We incorporated an 'art for wellbeing' program, led by a teacher who visited fortnightly. These sessions had a strong emphasis on emotional regulation and building social connections. This was designed as a Tier 1 intervention, with every student participating at least once per month.

The Kimochis program continued to be implemented, alongside Respectful Relationships, as our primary social and emotional learning program. The Mental Health and Wellbeing Leader led the implementation of a daily check-in for students, enabling staff to gain a better understanding of

which students were 'ready to learn' each day.

The school timetable was modified as a result of the results from the survey with our SWPBS and SEL lessons being moved to the 9-9:30am session each day and an afternoon 'mindfulness' session of 10 minutes being introduced.

## Engagement

Our attendance rate for 2025 was 84.6% with unapproved absences at 10.5. Our student learning management system sends text messages to families where a student has an unexplained absence. A phone call will be made by the principal if a student is absent without explanation for two or more days.

Our student leadership opportunities continued in 2025 with students having the opportunity to nominate for positions on our Junior School Council (JSC). JSC ran several casual clothes days to raise money for different causes, including to raise money to buy sensory resources for the classrooms.

We were successful in receiving Sporting Schools funding in every term of 2025, participating in gymnastics sessions in Shepparton and a wide range of sports with My Future Academy on-site in the other terms.

We attended one Girgarre market for the year, raising money that would subsidise the 4-6 camp. We continued with our fortnightly cooking sessions which were a highlight for both students and their families. We also ran the BBQ at the Girgarre Open Gardens Festival.

Our positive relationship with the Girgarre Kindergarten continued in 2025. We participated in several events together including our Easter Bonnet parade and egg hunt and our Book Week celebrations.

## Other highlights from the school year

In April 2025, we participated in a Lone Pine ceremony, where a new Lone Pine was planted on our school grounds. Sourced on our behalf by Kyabram Legacy Group, this tree replaces our existing Lone Pine which will need to be removed in the coming years due to its location and potential safety issues. The Lone Pine ceremony was attended by members of the Girgarre community, parents and students in our school community, as well as the local, Federal Member of Parliament and several local councillors. The gentleman who planted our first Lone Pine, Max Webster, also planted the new one, with the help of our students, which was a special and memorable occasion.

For the first time in a very long time, our Year 4-6 students went to Canberra for camp. With funds raised from the Girgarre market stalls, a subsidy approved by our school council to use some funding from the Bates Family Foundation, and the PACER grant, we were able to keep the camp to an affordable cost for all families. The students were able to participate in the National Remembrance Day Service at the Australian War Memorial, also attended by the Prime Minister of Australia, the Opposition Leader, and the Governor-General of Australia. One lucky student

from Girgarre PS was selected to lay a poppy during the televised service, alongside students from other schools from around the country. This was a highlight for everyone involved and is something these students will remember for many years to come.

With such a large cohort of Prep students, we prioritised excursions that were local and generally indoors. Our end of year excursion to Little Ninjas Play Centre was fantastic and enjoyed by all.

Our athletics carnival was held with our small school cluster, and this was highly successful. It also served as a 'practice day' before the upper years students participate in the larger Waranga athletics carnival at Kyabram P-12 College against the larger local schools. The F-2s participated in Kaboom Sports with the other local schools while we all attended an AFL day over in Tatura.

Our ongoing relationship with community organisations was a highlight. Lunch orders were provided each fortnight, increasing to weekly later in the year, by Gargarro Botanic Gardens Cafe. Our relationship with the Girgarre RSL continued through our attendance and participation in the ANZAC and Remembrance Day services. The Girgarre Development Committee organised for our school to receive solar panels and an inverter at no cost. This was an incredibly generous and welcomed offer of support.

Once again, we filmed our end-of-year school concert and provided all families with a copy of the recording. The school will continue to film the concert in future years, using funds raised from the container disposal scheme (CDS), to enable this.

## Financial performance

With the 25-year lease for the kindergarten building expiring, our school council decided to hand over the responsibility of entering into a new lease agreement to the Department of Education. However, we have stipulated several conditions, including that the rent for the building remain at zero, and that the building can only be used for early education services. The final lease will be completed in 2026.

We received grants from Kyabram District Health Service to purchase new garden beds and from the Bates Foundation which we used to subsidise camps and excursions throughout the year.

As previously mentioned, the Girgarre Development Committee organised for the free installation of a solar system. Our electricity bills have decreased by 40% since this was installed in July 2025.

We gave our library a makeover with new shelving and soft furnishings. We also purchased a container storage shed to accommodate the equipment that students regularly use, including the fleet of school bikes.

A new septic was installed in January 2025, funded through the Department's Emergency Maintenance Program.

In 2025, we ended the year with a small credit surplus, and sufficient cash reserves.

For more detailed information regarding our school please visit our website at  
<https://www.girgarreps.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 29 students were enrolled at this school in 2025, 12 female and 17 male. NDA 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 **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          | 100.0% | <div></div> |
|                                                                                               | Similar schools | 94.1%  | <div></div> |
|                                                                                               | State           | 82.0%  | <div></div> |

### 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          | 88.5% | <div></div> |
|                                                             | Similar schools | 79.8% | <div></div> |
|                                                             | State           | 77.4% | <div></div> |

## 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>81.0%</b> |  |
|                                                                              | Similar schools | 75.3%        |  |
|                                                                              | State           | 86.3%        |  |
| <b>Mathematics Prep - 6 % of students at or above age expected standards</b> | <b>School</b>   | <b>82.1%</b> |  |
|                                                                              | Similar schools | 76.7%        |  |
|                                                                              | 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>0.0%</b>  | <b>0.0%</b>    |
|                                                                             | Similar schools | 54.9%        | 58.4%          |
|                                                                             | State           | 69.5%        | 69.3%          |
| <b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>NDP</b>   | <b>11.1%</b>   |
|                                                                             | Similar schools | 61.2%        | 61.0%          |
|                                                                             | State           | 73.9%        | 74.6%          |
| <b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>33.3%</b> | <b>28.6%</b>   |
|                                                                             | Similar schools | 60.2%        | 62.0%          |
|                                                                             | State           | 66.2%        | 66.4%          |
| <b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>NDP</b>   | <b>33.3%</b>   |
|                                                                             | Similar schools | 59.5%        | 57.0%          |
|                                                                             | 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       |                                                                                     |
|--------------------------------------------------------------------------|-----------------|------------|-------------------------------------------------------------------------------------|
| <b>Reading Year 3 to 5 % of students High or Medium relative growth</b>  | <b>School</b>   | <b>NDP</b> |                                                                                     |
|                                                                          | Similar schools | 65.7%      |  |
|                                                                          | State           | 74.7%      |  |
| <b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b> | <b>School</b>   | <b>NDP</b> |                                                                                     |
|                                                                          | Similar schools | 65.3%      |  |
|                                                                          | 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          | 82.9% |  | 78.8%          |
|                                     | Similar schools | 79.5% |  | 80.3%          |
|                                     | 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          | 85.7% |  | 76.7%          |
|                                     | Similar schools | 83.0% |  | 82.9%          |
|                                     | 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          | 30.5 | 28.6           |
|          | Similar schools | 26.7 | 25.2           |
|          | 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 | 88.8% |  |
| Year 1 | School | NDP   |  |
| Year 2 | School | NDP   |  |
| Year 3 | School | 86.9% |  |
| Year 4 | School | NDP   |  |
| Year 5 | School | NDP   |  |
| Year 6 | School | 75.7% |  |

## 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       | \$734,909        |
| Government Provided DET Grants | \$181,226        |
| Government Grants Commonwealth | \$8,500          |
| Government Grants State        | \$0              |
| Revenue Other                  | \$44,463         |
| Locally Raised Funds           | \$21,375         |
| Capital Grants                 | \$0              |
| <b>Total Operating Revenue</b> | <b>\$990,474</b> |

| Equity                                              | Actual          |
|-----------------------------------------------------|-----------------|
| Equity (Social Disadvantage)                        | \$55,576        |
| Equity (Catch Up)                                   | \$0             |
| Equity (Social Disadvantage - Extraordinary Growth) | \$11,442        |
| <b>Equity Total</b>                                 | <b>\$67,018</b> |

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

| Expenditure                           | Actual    |
|---------------------------------------|-----------|
| Student Resource Package <sup>1</sup> | \$693,698 |
| Adjustments                           | \$50      |
| Books & Publications                  | \$2,005   |
| Camps/Excursions/Activities           | \$38,697  |
| Communication Costs                   | \$1,520   |
| Consumables                           | \$24,307  |
| Miscellaneous Expenses <sup>2</sup>   | \$7,416   |
| Agency Staff                          | \$0       |
| Professional Development              | \$6,071   |
| Equipment/Maintenance/Hire            | \$18,315  |
| Property Services                     | \$42,519  |
| Salaries & Allowances <sup>3</sup>    | \$55,715  |
| Support Services                      | \$889     |

| <b>Expenditure</b>                    | <b>Actual</b>    |
|---------------------------------------|------------------|
| Trading & Fundraising                 | \$8,142          |
| Motor Vehicle Expenses                | \$0              |
| Travel & Subsistence                  | \$1,125          |
| Utilities                             | \$7,112          |
| <b>Total Operating Expenditure</b>    | <b>\$907,582</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$82,892</b>  |
| <b>Asset Acquisitions</b>             | <b>\$21,859</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

| <b>Funds Available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$157,831        |
| Official Account              | \$24,272         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$182,104</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---------------------------------------------|------------------|
| Operating Reserve                           | \$35,639         |
| Other Recurrent Expenditure                 | \$274            |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$8,500          |
| School Based Programs                       | \$60,000         |
| 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     | \$39,000         |
| Maintenance - Buildings/Grounds < 12 months | \$0              |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$143,412</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.*