

# 2025 Annual Report to the School Community

School Name: Irymple South Primary School (3702)



- 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 19 March 2026 at 04:54 PM by Jamie Russell (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 19 March 2026 at 04:54 PM by Jamie Russell (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

Irymple South Primary School is situated 12 kilometres south of Mildura, within the rapidly expanding Irymple community. Set in a semi-rural landscape bordered by vineyards and low-density housing, the school is the only identified public facility within the immediate area. Irymple South Primary School has built a strong and well earned reputation as a school of choice for local families and continues to operate at full enrolment capacity.

Each day, we work purposefully to bring our vision to life. We are united in our commitment to ensuring our school community is an exceptional place for learning and growth. Our mission reflects this dedication:

*“We will empower every student to reach their full potential academically, socially and emotionally through high quality teaching practice, equipping them with the knowledge, skills and dispositions for lifelong learning in a safe, supportive and thriving environment.”*

At the heart of our success are the core values that guide our work and interactions — Optimism, Inclusion, Curiosity and Ownership.

In 2025, the school operated 17 classrooms organised into single year level teams and groupings. Staffing comprised 22.6 full time equivalent teaching staff, including the Principal, an Assistant Principal (Semester 2), two Learning Specialists, a Leading Teacher, and teachers across Level 1 and Level 2 classifications. A number of part time teachers further strengthened classroom support and instructional capacity.

The school was also supported by 10.6 full time equivalent Education Support Staff, including a Business Manager, Office Manager, part-time Administration Assistant, ten part time teaching support staff, and a dedicated grounds and maintenance worker.

In 2025, the school’s Student Family Occupation and Education (SFOE) Index was 0.3977, placing it within the medium band for school-level disadvantage.

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

#### Learning

Student achievement in NAPLAN reading and numeracy remains a significant strength of the school. The proportion of students performing in the strong or exceeding proficiency bands is above both similar schools and state averages in Year 3 and Year 5, with the exception of Year 5 numeracy, which remains well above similar schools and only marginally (2%) below the state. This strong performance is sustained over time, with a three-year average showing 80% of Year 3 students achieving strong or exceeding proficiency in reading (well above comparable benchmarks) and 84.8% of Year 5 students reaching the same high standard. Teacher judgements against the Victorian Curriculum in English and

Mathematics further validate these outcomes, with a higher proportion of students meeting or exceeding age expected standards compared to both similar schools and statewide results.

Significant progress was achieved in advancing the school's key improvement strategies (KIS), particularly the review of curriculum documentation and the development of a consistent, whole school Teaching and Learning Model. The mathematics curriculum was reviewed and refined, resulting in updated scope and sequences aligned with the Victorian Curriculum 2.0 and increased consistency in the use of Visible Learning Pathways across the school.

Targeted professional learning, centred on the elements, strategies and practices of VTLM 2.0, supported the development and implementation of the Irymple South Primary School (ISPS) Teaching and Learning Model. In literacy, the introduction of the Phonics Plus framework strengthened whole school instructional practices. This was supported by the implementation of formative assessment trackers, substantial resourcing, and a review of the P–2 literacy block, with explicit alignment to the six key elements of reading; oral language, phonics, phonemic awareness, fluency, vocabulary and comprehension.

A strong focus on data-informed practice was maintained through the allocation of whole staff and Professional Learning Community (PLC) time to analyse student achievement data within a Multi-Tiered System of Supports (MTSS) framework. This enabled close monitoring of student progress and ensured that students requiring additional support or extension were identified and discussed through structured Case Management processes.

## Wellbeing

A whole school approach to supporting student mental health and wellbeing was embedded, alongside building staff capacity to understand and implement Individual Education Plans (IEPs) and Behaviour Support Plans (BSPs). A review of the wellbeing and Education Support (ES) staff roles provided greater clarity around responsibilities, ensuring that all team members understood their specific role in supporting student wellbeing and inclusion. This clarity strengthened collaboration between classroom teachers, wellbeing staff, and ES staff, creating a more effective approach to student support.

Dedicated time was allocated for the wellbeing team to deliver professional learning to teachers and ES staff, focusing on effective implementation of wellbeing strategies and targeted supports. These sessions improved staff understanding of how to implement IEPs and BSPs effectively, and promoted consistency in practice across year levels. Teachers were also provided with time and release to work directly with the wellbeing team to plan, implement, and evaluate the impact of student adjustments. This collaboration extended to supporting the completion of documentation and participation in Disability Inclusion Profile (DIP) meetings, ensuring that adjustments were both evidence-based and aligned with student needs.

To further strengthen communication and accountability, consistent whole-school processes were embedded for documenting engagement with parents, carers, and kin. A standardised approach to conducting and recording Student Support Group (SSG) meetings was established, promoting transparency and ensuring a shared understanding of student goals and supports. Collectively, these actions have resulted in a stronger, more structured approach to student wellbeing and inclusion, where staff feel supported and equipped to provide responsive, coordinated care for all students.

Students' sense of connectedness remained a notable strength, continuing to exceed both similar schools and state averages in the Attitudes to School Survey. Across a four year period, the school

recorded an 84.3% positive endorsement, compared to 77.5% for similar schools and 77.3% statewide. This sustained result reflects the school's ongoing commitment to fostering an inclusive, supportive and engaging environment where all students feel valued and connected.

The school also maintained a strong focus on bullying prevention and management, prioritising the consistent use of whole school strategies such as the Five Finger Plan and the Speak Up Survey to empower students. This approach is reflected in consistently high positive endorsement in the Attitudes to School Survey 'Management of Bullying' factor, which remained well above both similar schools and state benchmarks in 2025. Over a four-year period, the school achieved an 87.6% positive response rate, compared to 78.4% for similar schools and 75.8% for the state, demonstrating the effectiveness of a proactive, inclusive and student centred approach to promoting a safe and respectful school environment.

## Engagement

Student engagement was further strengthened in 2025 through a deliberate focus on embedding student voice and authentic participation in school life. The establishment of numerous Student Voice Teams (SVTs) provided students with opportunities to contribute to school improvement, offering feedback on the consistent use of explicit teaching practices across classrooms, particularly in how teachers clarify learning intentions, model new concepts and scaffold learning. Other SVTs operated across a range of focus areas, including feedback practices, bullying prevention and positive behaviours, sustainability initiatives and the care of the school's chickens. These opportunities empowered students to take an active role in shaping their learning environment and strengthened their sense of ownership and connection to the school.

At Irymple South Primary School, regular attendance remains a key driver of both learning and wellbeing. A coordinated approach, led by the wellbeing team in partnership with classroom teachers, ensures that families are supported and that students, particularly those at risk of disengagement, are closely monitored and encouraged to attend. This proactive approach has contributed to positive outcomes, with students recording an average of 19.4 absence days in 2025, which is lower than both similar schools and the state average of 21.7 days.

Attitudes to School Survey data indicates very high levels of student engagement, with 91% of students reporting positive experiences in stimulated learning, significantly above similar schools (77%) and the State average (78%). This strong engagement is further reflected in motivation and interest, with 88% positive responses compared to 76% for both similar schools and the State.

Student leadership opportunities also played a significant role in enhancing engagement. The Leadership in Action program provided students with meaningful opportunities to develop leadership capabilities, build confidence and contribute to the broader school community. Through organising lunchtime activities, leading whole school events and building connections across the school, students developed a strong sense of responsibility and belonging. This authentic involvement in school life has been instrumental in strengthening engagement and ensuring that all students feel connected, valued and empowered within the school community.

## Financial performance

Overall, Irymple South Primary School continues to maintain a stable financial position, with total available funds of \$122,341 at the end of the 2025 school year, supporting the ongoing delivery of school priorities and programs.

The School Council did not enter any contracts, agreements or arrangements in 2025.

Equity funding of \$160,741 was strategically allocated to staffing, directly enhancing student support in classrooms and engagement programs. Additionally, funds from the College Lease were invested in improving school grounds and facilities.

Fundraising efforts in 2025 generated \$36,148, further contributing to school programs and resources, reinforcing our commitment to providing a high-quality learning environment for all students. A total of \$15,711 was raised through the biannual school concert, with these funds strategically allocated to support recurrent expenditure and sustain ongoing school operations.

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


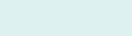

A total of 370 students were enrolled at this school in 2025, 184 female and 186 male. 2% had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

### 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 **Medium**.


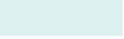

### Parent Satisfaction Summary

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	93.9%	
	Similar schools	86.2%	
	State	82.0%	

### School Staff Survey


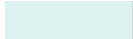




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	97.9%	
	Similar schools	80.0%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>92.4%</b>	
	Similar schools	84.1%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>92.4%</b>	
	Similar schools	81.6%	
	State	84.2%	

## NAPLAN

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


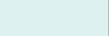


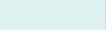

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>80.0%</b>		<b>80.0%</b>
	Similar schools	65.5%		64.3%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>76.3%</b>		<b>84.8%</b>
	Similar schools	70.5%		71.6%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>70.0%</b>		<b>71.1%</b>
	Similar schools	63.6%		63.4%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>68.4%</b>		<b>75.8%</b>
	Similar schools	62.5%		63.0%
	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'.


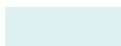

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>71.0%</b>	
	Similar schools	71.4%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>56.2%</b>	
	Similar schools	68.8%	
	State	74.0%	

## WELLBEING


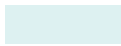

### Student Attitudes to School – Sense of Connectedness

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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>89.3%</b>		<b>84.3%</b>
	Similar schools	76.9%		77.9%
	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>92.5%</b>		<b>87.6%</b>
	Similar schools	78.2%		79.0%
	State	76.4%		75.8%

## ENGAGEMENT




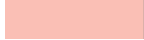



### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
<b>Prep - 6</b>	<b>School</b>	<b>18.8</b>	<b>19.4</b>
	Similar schools	21.3	21.7
	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	
<b>Prep</b>	<b>School</b>	<b>92.5%</b>	
<b>Year 1</b>	<b>School</b>	<b>90.2%</b>	
<b>Year 2</b>	<b>School</b>	<b>92.3%</b>	
<b>Year 3</b>	<b>School</b>	<b>90.6%</b>	
<b>Year 4</b>	<b>School</b>	<b>90.0%</b>	
<b>Year 5</b>	<b>School</b>	<b>90.1%</b>	
<b>Year 6</b>	<b>School</b>	<b>87.7%</b>	

## 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	\$3,763,457
Government Provided DET Grants	\$452,152
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$9,334
Locally Raised Funds	\$197,152
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,422,095</b>

Equity	Actual
Equity (Social Disadvantage)	\$160,741
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$160,741</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>	\$3,934,848
Adjustments	\$0
Books & Publications	\$2,239
Camps/Excursions/Activities	\$98,447
Communication Costs	\$1,218
Consumables	\$95,145
Miscellaneous Expenses <sup>2</sup>	\$14,830
Agency Staff	\$0
Professional Development	\$3,594
Equipment/Maintenance/Hire	\$28,593
Property Services	\$147,191
Salaries & Allowances <sup>3</sup>	\$277,787
Support Services	\$6,480

Expenditure	Actual
Trading & Fundraising	\$12,688
Motor Vehicle Expenses	\$69
Travel & Subsistence	\$1,214
Utilities	\$29,164
<b>Total Operating Expenditure</b>	<b>\$4,653,508</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$231,412)</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$94,385
Official Account	\$6,897
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$101,283</b>

Financial Commitments	Actual
Operating Reserve	\$119,777
Other Recurrent Expenditure	\$2,565
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	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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>\$122,341</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.*