

2025 Annual Report to the School Community

School Name: Strathmerton Primary School (2790)



- 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 24 March 2026 at 09:36 AM by Joanne Paton (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 24 March 2026 at 09:36 AM by Joanne Paton (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

Strathmerton Primary School is located in the rural township of Strathmerton, approximately 249 kilometres north of Melbourne and 56 kilometres north of Shepparton. The school currently has an enrolment of 60 students drawn from the local community and surrounding areas, including Yarroweyah and Bearii. At Strathmerton Primary School, we firmly believe that every child has the right to access a high-quality education. Our vision is to provide outstanding teaching and learning experiences that equip students to become confident, engaged and responsible members of both local and global communities. We recognise that students achieve their best when they feel happy, healthy and safe, and when they are supported by a positive and inclusive school culture.

Our mission is to prepare students for success in a rapidly changing 21st century, where creativity, collaboration, global awareness and adaptability are essential skills. We strive to deliver a contemporary and engaging curriculum within a purposeful learning environment. Guided by our School Strategic Plan and Annual Implementation Plan, our focus is to improve literacy, numeracy and wellbeing outcomes for all students. We promote a whole-school approach to positive behaviour, centred on our core values of Support Each Other, Try Your Best, Act Safely and Respect (the Strathy STARS). These values guide expectations for student conduct in classrooms, playgrounds and all learning settings.

The school grounds are expansive and well resourced, offering a variety of play spaces including a large oval, two synthetic courts and two playgrounds. The classrooms consist of five refurbished learning spaces, an Art Room, a Wellbeing Room and a modern library. The school operates four composite grades. Our staffing profile includes a Principal, three full-time teachers, three part-time teachers, a part-time office manager and two Education Support staff. Specialist programs are delivered in Art, Library, Physical Education, Mental Health and Auslan, alongside additional sporting opportunities funded through the Sporting Schools program.

The school's socio-economic profile is classified in the high range, based on a Student Family Occupation and Education (SFOE) index of 0.5326. As a result, Equity funding is strategically allocated to provide targeted support for students with additional needs. This includes the Tutor Learning Initiative in literacy and numeracy, speech therapy services, wellbeing support, a psychologist and access to occupational therapy, ensuring all students are supported to thrive.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Strathmerton Primary School continued to focus on improving literacy and numeracy outcomes for all students, aligned with our Annual Implementation and School Strategic Plans. Progress was made towards the Key Improvement Strategy of implementing, embedding and

monitoring of the Victorian Teaching and Learning Model (VTLM) 2.0 in all curriculum areas. Staff engaged in targeted professional development centred on the four elements of learning building their knowledge on how students learn and explicit teaching strategies.

A key highlight in 2025 was the positive impact these elements of learning and explicit teaching strategies had on student engagement and learning outcomes, particularly in the junior years. Grade 3 NAPLAN results demonstrated 75% of students achieved the proficiency of strong or exceeding in Reading, Writing, Numeracy, and Grammar and Punctuation. With an increase in the percentage of students in the Exceeding proficiency level in Reading, Numeracy, Grammar and Punctuation compared to 2024 results.

In contrast, our Year 5 NAPLAN results were lower than previous years in the proficiency bands due to cohort complexities. 2025 results indicated a decrease in the proportion of students achieving in the strong or exceeding bands in Reading, Writing and Numeracy. However, the Year 5 NAPLAN Spelling results showed an increase in the exceeding or strong proficiency levels of 67% compared to 2024 results of 23%. This is above similar schools, network and 1% below state averages.

Teacher judgement data further confirmed strong student achievement in 2025. In Reading, 86% of students met or exceeded expected age level, surpassing the school target of 78%. Writing outcomes also exceeded expectations, with 81% of students achieving at or above the expected level, compared to a target of 71%. Mathematics results were positive, with 72% of students meeting or exceeding the expected achievement level.

Another significant highlight was the improvement in student engagement in learning, as reflected in the Attitudes to School Survey. High levels of positive endorsement were recorded in Differentiated Learning Challenge (97%), Stimulated Learning (92%), Motivation and Interest (90%) and Sense of Confidence (90%), and were all above similar schools, network and state averages. These outcomes demonstrate Strathmerton Primary School's commitment to high-impact, student-centred teaching practices and a supportive learning environment.

Wellbeing

In 2025, Strathmerton Primary School continued to strengthen student wellbeing outcomes, guided by Annual Implementation and School Strategic Plan. A key focus was building staff capacity to provide universal adjustments, consistent support strategies and targeted interventions. All teaching and Education Support staff participated in professional learning in School-Wide Positive Behaviour Support (SWPBS), successfully completing Tier 1 Advanced Training. This built on the strong foundations established in 2024 and supported consistent whole-school practices aligned with the Positive Classroom Management Strategies (PCMS) practices.

One of the year's major highlights was the successful implementation of SWPBS across the school, achieving a strong 93% score in the Tiered Fidelity Inventory. This demonstrates high levels of consistency and effectiveness in behaviour and wellbeing practices across the school. Importantly noted from the inventory was the improved student engagement, positive behaviour and a calm, supportive learning environment. Another significant highlight was the strengthening of wellbeing structures and targeted supports, led by the Mental Health and Wellbeing Lead Teacher. This included developing clear referral pathways, documenting consistent practices, and coordinating targeted interventions for students requiring additional support. Students had access

to a range of allied health services, including speech therapy, occupational therapy and psychological support, ensuring their individual wellbeing needs were met.

Student voice and agency were embedded across the classrooms, with students actively contributing to the development of class expectations, routines and special days across the calendar year. Special events included Milkshake Mondays, selling of icy poles, and the organisation of Wellbeing days. The student lead days fostered strong student ownership and engagement across the school. These efforts were reflected in outstanding Attitudes to School Survey results, with significant improvements across all focus areas. Stimulated Learning increased from 76% in 2024 to 92%, Sense of Connectedness rose from 69% in 2024 to 90%, and Student Voice and Agency increased from 64% in 2024 to 91%.

Engagement

In 2025, Strathmerton Primary School maintained a strong focus on student engagement, recognising its critical role in supporting both learning and wellbeing. The school implemented a range of whole-school initiatives, events and targeted supports designed to strengthen connection, belonging and participation for all students.

Student attendance remained a key priority. Throughout the year, the wellbeing team, comprising the Principal, Mental Health and Wellbeing Lead Teacher, psychologist and occupational therapist, worked closely with families to support positive attendance patterns through early intervention, clear communication and timely follow-up. As a result, the proportion of students absent for 20 or more days decreased from 34% in 2024 to 32% in 2025, reflecting improved engagement and family partnerships. Positive student attitudes towards attendance were also evident in the Attitudes to School Survey, with 88% positive endorsement.

A key highlight in 2025 was the strong emphasis on student voice and agency. Instructional models, regular Student Representative Council (SRC) meetings and goal-setting opportunities empowered students to have meaningful input into their learning and school environment. This was reflected in outstanding Attitudes to School Survey results, with Student Voice and Agency reaching 91% and Sense of Confidence 90% positive endorsement.

Another highlight was the extensive range of whole-school events, excursions, wellbeing days and sporting activities. These included the Easter Hat Parade, open classroom sessions to showcase student work, Athletics Carnivals, tabloid sports days and end of term celebrations. Whole-school events and celebrations fostered a strong sense of belonging and school pride, while excursions and incursions enriched curriculum learning through real-world connections. Sporting activities, including interschool sport and targeted coaching programs, promoted physical wellbeing and engagement, contributing to a positive and inclusive school culture.

Student engagement was further enhanced through weekly specialist wellbeing lessons, incorporating Respectful Relationships, emotional literacy, self-regulation strategies, Ready to Learn scales, brain breaks and social-emotional learning. Additional targeted supports were supported by a comprehensive range of allied health services, including a psychologist, speech therapist and occupational therapist. These professionals worked closely with staff, students and families to provide early intervention, targeted support and tailored strategies to meet individual learning and wellbeing needs. Their expertise enhanced classroom practices, strengthened student confidence and supported improved emotional regulation, communication and social skills

to our students. This integrated approach ensured that students felt supported, valued and understood, enabling them to engage in school life.

Other highlights from the school year

2025 was a vibrant and memorable year at Strathmerton Primary School, enriched by a wide range of learning experiences, community events and celebrations that strengthened connection, engagement and school spirit. Students across the school participated in meaningful camp experiences, including the Grade 2 Sleepover, the Grade 3/4 camp to Billabong Ranch, and the Grade 5/6 Urban Camp in Melbourne. These camps provided valuable opportunities for students to build independence, resilience and strong peer relationships.

Community connection was further strengthened through Mother's and Father's Day afternoon teas, which brought families together to celebrate and share in school life. A major highlight of Term 4 was the whole-school production, showcasing students' creativity, confidence and teamwork, and providing a memorable experience for families and the wider community.

Learning beyond the classroom was supported through a range of excursions, including local Book Week celebrations to Numurkah for P–2 students and a visit to Kyabram Fauna Park for students in P–3. Our senior students celebrated their primary school journey through the Grade 6 Graduation, including their much-anticipated trip to Fun Fields.

Our Student Representative Council organised a range of engaging fundraising activities including Milkshake Mondays, dress-up days and our tabloid sports. While the Parents and Friends Association ran several highly successful events, including the Pie Drive, Mango Drive, Colour Fun Run and special family days, strengthening partnerships and supporting school programs.

Financial performance

In 2025, Strathmerton Primary School recorded a small net operating surplus. This positive result contributed to the school's ongoing financial stability and strengthened its capacity to invest in future priorities. Through the Finance Committee's planning and oversight processes, School Council allocated resources in alignment with the Annual Implementation Plan, prioritising key improvement initiatives, grounds enhancements and targeted strategies designed to further improve student learning and wellbeing outcomes.

The School Resource Package (SRP) was supplemented by additional funding, including Small School Base, Primary Rural School Size Adjustment, Tier 2 School Level funding, Career Start, Tutor Learning Initiative, Schools Mental Health funding and Mental Health in Primary Schools funding. These funds enabled the school to enhance curriculum delivery, particularly in Mathematics, provide targeted learning support through the Tutor Learning Initiative, and strengthen student engagement and wellbeing programs.

Equity funding (Social Disadvantage) was utilised to employ additional student support staff, engage a speech therapist one day per fortnight, and subsidise camps, excursions and incursions to ensure equitable access for all students. Fundraising efforts by the Parents and Friends

Association further supported the purchase of additional literacy and numeracy resources, including new numeracy toolkits.

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

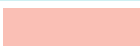

A total of 60 students were enrolled at this school in 2025, 31 female and 29 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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 **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	90.9%	
	Similar schools	82.9%	
	State	82.0%	

School Staff Survey


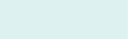


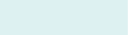

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	90.3%	
	Similar schools	82.9%	
	State	77.4%	

LEARNING


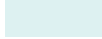


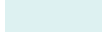


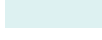




Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	85.6%	
	Similar schools	83.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	72.4%	
	Similar schools	84.0%	
	State	84.2%	

NAPLAN

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


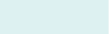


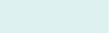

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	NDP		63.6%
	Similar schools	63.5%		60.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	33.3%		64.9%
	Similar schools	68.8%		70.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	NDP		63.6%
	Similar schools	65.1%		63.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	33.3%		43.2%
	Similar schools	65.0%		63.2%
	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'.


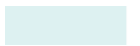

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	50.0%	
	Similar schools	71.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	50.0%	
	Similar schools	71.7%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	87.2%		72.0%
	Similar schools	79.1%		78.3%
	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	98.7%		81.4%
	Similar schools	81.9%		81.0%
	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	19.1	23.6
	Similar schools	23.1	23.6
	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	93.0%	
Year 1	School	89.9%	
Year 2	School	81.5%	
Year 3	School	NDP	
Year 4	School	91.4%	
Year 5	School	95.6%	
Year 6	School	90.1%	

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	\$923,798
Government Provided DET Grants	\$254,439
Government Grants Commonwealth	\$10,526
Government Grants State	\$0
Revenue Other	\$31,315
Locally Raised Funds	\$35,851
Capital Grants	\$0
Total Operating Revenue	\$1,255,928

Equity	Actual
Equity (Social Disadvantage)	\$95,974
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$95,974

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

Expenditure	Actual
Student Resource Package ¹	\$977,181
Adjustments	\$0
Books & Publications	\$446
Camps/Excursions/Activities	\$45,260
Communication Costs	\$3,657
Consumables	\$54,077
Miscellaneous Expenses ²	\$5,028
Agency Staff	\$0
Professional Development	\$8,229
Equipment/Maintenance/Hire	\$14,181
Property Services	\$94,312
Salaries & Allowances ³	\$41,857
Support Services	\$29,770

Expenditure	Actual
Trading & Fundraising	\$79,920
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,076
Total Operating Expenditure	\$1,369,994
Net Operating Surplus/-Deficit	(\$114,065)
Asset Acquisitions	\$0

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	\$437,962
Official Account	\$11,962
Other Accounts	\$0
Total Funds Available	\$449,924

Financial Commitments	Actual
Operating Reserve	\$65,469
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$110,247
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	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$259,677
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$515,392

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.