

2025 Annual Report to the School Community

School Name: Werrimull P-12 School (6257)



- 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 27 February 2026 at 11:45 AM by Troy Taylor (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 11 March 2026 at 09:57 AM by Troy Taylor (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)
 - Senior Secondary Completions and mean study score
- 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
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - 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.

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

At Werrimull P-12 school, we are dedicated to fostering an environment where respect, responsibility, and resilience are fundamental to our approach. With an enrolment of 31 students and a staff of 15, we are able to maintain small class sizes, typically around 6 students, where we provide personalized attention that nurtures meaningful connections between teachers and students. This stability in class numbers allows us to focus on each child's individual needs and development.

Our commitment to positive behaviour is supported through the implementation of School-Wide Positive Behaviour strategies, ensuring a consistent, respectful, and productive school culture. We are working hard to strengthen the connection between the school and the broader community by working to improve our communication.

We actively engage with external experts and support services, including connections with central support from the department, swimming teachers, literacy experts, and coaches who assist our staff in running a wide range of programs. This collaborative approach enhances the quality of our programs and helps us better meet the needs of our students.

An emphasis on staff development through Professional Learning Community (PLC) and teams assists us to build consistency across all areas of the school. Through professional growth and a shared commitment to our values, we ensure that every student is given the opportunity to succeed and thrive in a supportive and well-rounded educational environment.

Student attendance remains an ongoing concern, and we are dedicated to finding solutions to improve engagement and attendance rates. Additionally, a high percentage of our students have additional needs, which requires us to continually adapt our teaching and support services. Our school's relative isolation presents another challenge, as it can limit access to resources and services that are readily available to more urban schools. Despite these obstacles, we remain focused on creating an environment where all students can flourish.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Werrimull P-12 School, we are dedicated to improving learning outcomes by focusing on structured and systematic approaches that cater to the diverse needs of our students. We have integrated Initialit, a structured synthetic phonics program, into the curriculum to enhance literacy skills, particularly in reading and writing. This approach supports students to break down words into their smallest sounds (phonemes) and blend them together for accurate word formation. As a result, Foundation to Year 2 students have demonstrated measurable growth in decoding and

fluency, with recent screening data showing an increase in the number of students meeting expected benchmarks in early reading.

We continue to provide Individual Education Plans (IEPs) for each student, including those with additional learning needs and from priority cohorts. These personalised learning plans establish clear, measurable goals and outline the specific strategies and supports required to achieve them. For example, targeted reading goals, combined with daily small-group instruction, have supported students to improve reading accuracy and comprehension. IEPs are reviewed regularly to monitor progress, and adjustments are made where necessary, ensuring that each student is supported to succeed academically.

We are also aligning assessment with students' individual learning goals to ensure that progress is measured against meaningful outcomes. Through regular formative and summative assessment, including running records and writing samples, we track student growth and identify areas for improvement. Data gathered from assessments, including the InitialLit screening test, has informed targeted interventions such as additional phonics sessions and differentiated classroom tasks. This has resulted in improved student confidence and engagement, as well as stronger achievement in literacy across multiple year levels.

Wellbeing

At Werrimull P-12 School, we are implementing a range of initiatives to improve student wellbeing and strengthen inclusion across the school. A key focus has been the introduction of School-Wide Positive Behaviour Supports (SWPBS), which has established clear, consistent expectations for behaviour across all learning environments. These expectations are explicitly taught and reinforced, resulting in a noticeable reduction in classroom disruptions and an increase in positive behaviour. For example, the use of consistent language and recognition systems has led to improved student engagement and smoother transitions between classes, particularly for students requiring additional support.

There has also been a strong focus on the development of Disability Inclusion Profiles and associated funding applications. Through this process, we have been able to clearly identify the specific needs of students and implement targeted adjustments. For instance, students with identified learning needs have accessed additional classroom support, structured interventions, and assistive resources, resulting in improved participation and increased independence in learning tasks.

Regular Student Support Group (SSG) meetings continue to play a critical role in monitoring student progress. These meetings bring together staff, families, and allied professionals to review strategies and ensure supports remain effective. As a result, adjustments such as modified learning tasks and wellbeing supports have been refined over time, leading to improved student attendance and engagement.

In addition, staff capacity to record adjustments has been strengthened through consistent processes across all classes. This has allowed for better tracking of strategies, ensuring continuity of support for students across subjects. Individual Education Plans (IEPs) underpin this work, outlining clear goals and targeted strategies. For example, students working towards personalised

social or academic goals have demonstrated measurable progress through regular review and targeted intervention, supporting both their academic growth and overall wellbeing.

Engagement

At Werrimull P-12, there are several strategies being implemented to improve student engagement and attendance, with a focus on creating a supportive and inspiring learning environment. We are collaborating closely with the Department of Education to target attendance issues and provide the necessary supports to families and students. There is ongoing very high absenteeism - 38 absence days for 2025 for F-6 and 48 days 7-12. To address this, we have been working on:

- Data analysis to identify trends and address absenteeism proactively through compass pulse module.
- Offering individualized support and interventions to students who may need extra help, developing Attendance Improvement Plans.
- Ensuring clear communication between staff, students, and families, making it easier to address attendance concerns quickly.
- Providing mental health and wellbeing support to students who face barriers to regular attendance, including counselling services and social-emotional learning programs.
- Giving students a stronger voice in school decisions, which has led to greater engagement. We are doing this through assemblies that allow students to speak up and share their ideas with the wider school community, strengthening the School Council, where students can actively participate in discussions about school improvement and activities and by involving students in the development of rubrics for assessing their work, which helps them take ownership of their learning and feel more invested in their success.

We are aiming to provide a diverse and exciting curriculum to motivate students. Some of the engaging subjects and activities offered include:

- Music, technology, and art classes that inspire creativity and offer students an outlet for self-expression.
- Swimming programs and bike riding activities that promote physical health and fun, while also reinforcing the importance of staying active.
- Hands-on learning opportunities in subjects like technology and art that can spark curiosity and a sense of achievement.
- To support engagement for all kids, we aim to build a sense of belonging.

At Werrimull P-12, we've introduced a variety of activities that foster this sense of community:

- Mural creation projects that allow students to work together on a long-term project that beautifies the school and reflects their collective identity.
- Concerts and performances where students can showcase their talents and bond with peers, further enhancing school spirit.

- Developing a school magazine that highlights student achievements, interests, and events, helping students feel valued and celebrated within the school community.
- Regular assemblies that give students an opportunity to gather, celebrate accomplishments, and build pride in their school.

Other highlights from the school year

1. Heavily subsidised Camps

Upper Primary - Ballarat

Lower Primary - Sleepover

Secondary - Mt Buller

- A unique opportunity for all students to experience outdoor learning and recreational
- Builds teamwork, independence, and leadership skills through fun, adventure-filled camps.

2. School Concert

- An event where students showcase their musical, dance, and performance skills.
- Encourages creativity and confidence while fostering a sense of school spirit.

3. Participation in Interschool Sport

- Students engage in friendly competitive sports with other schools.
- Promotes physical fitness, teamwork, and sportsmanship.

4. Swimming Program

- An important initiative to teach students essential swimming and water safety skills.
- A fun and healthy way for students to stay active and develop confidence in the water.

5. The school had the opportunity to send students to the Alpine School for Leadership.

6. Many Incursions Across the Year

- Stomp: An engaging performance or workshop that mixes rhythm, dance, and theatre, allowing students to explore music and movement.
- Consent Labs: An educational program designed to teach students about consent, relationships, and respect.
- Emergency Services Field Day: An opportunity to understand the roles and responsibilities of Emergency Services
- Athlete visits: Nathan Argiro - Champion Clay Shooter
- Dreaming Project: Students saw things through indigenous perspectives. Creating a video that included learning about acting, dancing and visual effects.
- Creative Collaboration - Teaching circus performance and tricks

Financial performance

Werrimull P-12 continues to operate in a strong financial position with approximately \$1,530,236 funds in the bank at the end of 2025. 2025 saw a total operating revenue of \$2,595,083 and incurring expenses of \$2,684,474 leaving a surplus of \$89,391. The Credit budget has been operating in a surplus in recent years leading to an accumulation of funds in the vicinity of \$230,000. 2025 allowed for a consolidation of our financial position so that long term planning can be undertaken to support strategic expenditure to support the schools priorities. It is expected that we will run deficit budgets in coming years to draw down our balance progressively and sustainably across 5 years while at the same time planning for long term staffing and resource sustainability. During this time, we will use these funds to complete:

- Upgrades to the grounds such as resurfacing the tennis courts
- Replacement of the school 14 seat bus (currently 150,000km on the odometer)
- Fencing upgrades to provide improved security
- Building maintenance to ensure long term viability
- Staffing decisions for long term planning
- We maintain contracts and agreements with:
 - SuniTAFE for provision of VET for year 10, 11 and 12 students
 - Broom Cleaning Services for school cleaning services
 - School Housing for a small number of families and staff
 - Office Everything for photocopier lease
 - Waste services with Veolia and Cleanaway

Our funding continues to come through the Student Resource Package along with state and Commonwealth grants. We have been able to capitalise on interest accrued on financial balances in the high yield account which contributes to the ongoing provision of subsidised school camps and provision of uniforms for students.

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 32 students were enrolled at this school in 2025, 14 female and 18 male. NDA had English as an additional language and 22% 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	NDP	
	Similar schools	69.1%	
	State	70.6%	

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	NDP	
	Similar schools	60.4%	
	State	59.8%	

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	75.6%	
	Similar schools	77.7%	
	State	86.3%	
English Year 7 - 10 % of students at or above age expected standards	School	70.8%	
	Similar schools	63.0%	
	State	74.9%	
Mathematics Prep - 6 % of students at or above age expected standards	School	73.3%	
	Similar schools	81.0%	
	State	84.2%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	25.0%	
	Similar schools	58.0%	
	State	70.5%	

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	NDA	NDP
	Similar schools	NDA	56.2%
	State	NDA	69.2%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	33.3%
	Similar schools	67.2%	70.4%
	State	73.9%	74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	NDP	40.0%
	Similar schools	55.9%	56.2%
	State	65.9%	65.7%

		2025		3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	NDP		NDP
	Similar schools	51.3%		52.4%
	State	62.7%		61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	NDA		NDP
	Similar schools	NDA		61.2%
	State	NDA		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	NDP		33.3%
	Similar schools	67.3%		61.8%
	State	69.1%		68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	NDP		30.0%
	Similar schools	58.6%		55.6%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	NDP		NDP
	Similar schools	56.3%		54.5%
	State	61.9%		60.2%

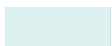

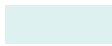

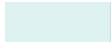

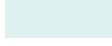

NAPLAN relative growth

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.

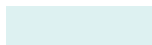

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	69.7%	
	State	74.7%	
Reading Year 5 to 7 % of students High or Medium relative growth	School	NDP	
	Similar schools	68.3%	
	State	71.9%	

			2025
Reading Year 7 to 9 % of students High or Medium relative growth	School	NDP	
	Similar schools	69.3%	
	State	74.1%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	70.8%	
	State	74.0%	
Numeracy Year 5 to 7 % of students High or Medium relative growth	School	NDP	
	Similar schools	69.2%	
	State	72.2%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	NDP	
	Similar schools	76.7%	
	State	73.5%	

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

			2025	2-year average
VCE/VCE VM completion rate	School	NDP		NDP
	Similar schools	96.6%		95.7%
	State	97.2%		97.0%
Total VPC students	School	NDP		NDP

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	54.2%		66.7%
	Similar schools	83.1%		83.2%
	State	77.1%		77.3%
Years 7 to 12 % positive endorsement	School	70.0%		62.5%
	Similar schools	46.3%		45.7%
	State	49.8%		47.7%

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	81.2%		77.4%
	Similar schools	86.7%		86.4%
	State	76.4%		75.8%
Years 7 to 12 % positive endorsement	School	85.0%		73.0%
	Similar schools	53.7%		53.5%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	NDA		NDP
	Similar schools	70.7%	<div style="width: 70.7%;"></div>	72.0%
	State	81.5%	<div style="width: 81.5%;"></div>	81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	0.0%		60.4%
	Similar schools	69.5%	<div style="width: 69.5%;"></div>	66.4%
	State	68.8%	<div style="width: 68.8%;"></div>	68.7%

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	37.7		34.4
	Similar schools	23.6	<div style="width: 23.6%;"></div>	22.1
	State	21.5	<div style="width: 21.5%;"></div>	21.7
Year 7 - 12	School	47.8		46.6
	Similar schools	37.4	<div style="width: 37.4%;"></div>	35.5
	State	30.2	<div style="width: 30.2%;"></div>	29.4

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	NDP	
Year 1	School	NDP	
Year 2	School	84.0%	<div style="width: 84.0%;"></div>

			2025
Year 4	School		NDP
Year 5	School		NDP
Year 6	School		NDP
Year 7	School		NDP
Year 8	School		NDP
Year 9	School		NDP
Year 11	School	73.7%	
Year 12	School		NDP

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$1,919,324
Government Provided DET Grants	\$542,745
Government Grants Commonwealth	\$386
Government Grants State	\$0
Revenue Other	\$61,598
Locally Raised Funds	\$71,029
Capital Grants	\$0
Total Operating Revenue	\$2,595,083

Equity	Actual
Equity (Social Disadvantage)	\$84,456
Equity (Catch Up)	\$4,998
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$89,454

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

Expenditure	Actual
Student Resource Package ¹	\$2,017,845
Adjustments	\$0
Books & Publications	\$259
Camps/Excursions/Activities	\$67,860
Communication Costs	\$2,514
Consumables	\$63,739
Miscellaneous Expenses ²	\$12,290
Agency Staff	\$0
Professional Development	\$17,343
Equipment/Maintenance/Hire	\$40,877
Property Services	\$282,876
Salaries & Allowances ³	\$41,387
Support Services	\$84,724

Expenditure	Actual
Trading & Fundraising	\$5,429
Motor Vehicle Expenses	\$8,806
Travel & Subsistence	\$9,235
Utilities	\$29,291
Total Operating Expenditure	\$2,684,474
Net Operating Surplus/-Deficit	(\$89,391)
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	\$1,514,024
Official Account	\$16,213
Other Accounts	\$0
Total Funds Available	\$1,530,236

Financial Commitments	Actual
Operating Reserve	\$111,105
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$21,684
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$72,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$67,549
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$134,463
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$406,801

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.