

2025 Annual Report to the School Community

School Name: Wandong Primary School (1277)



- 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 26 February 2026 at 02:49 PM by Kelly Morrow (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 31 March 2026 at 12:43 PM by Kelly Morrow (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

Wandong Primary School is a vibrant and inclusive government school located in the township of Wandong, approximately 50 kilometres north of Melbourne within the Shire of Mitchell. The school serves a growing semi rural community, drawing families from Wandong, Heathcote Junction and surrounding areas. Enrolments continue to increase as the local area develops, reflecting the strong reputation of the school within the community.

Our vision, *“Making a difference by developing confident, independent and resilient learners who strive for personal excellence,”* underpins all aspects of school life. This is supported by our core values of Gratitude, Pride, Kindness and Curiosity, which are explicitly taught and embedded across all learning and wellbeing practices, creating a positive, inclusive and high expectation culture.

The school provides education for students from Foundation to Year 6 and is structured around collaborative teaching teams. Wandong Primary School has a dedicated team of classroom teachers, specialist teachers in areas including STEM and The Arts, education support staff, and a strong leadership team committed to continuous improvement. Staff work collectively to ensure a consistent and high quality approach to teaching and learning.

A key feature of the school is its embedded Multi Tiered System of Supports, which provides a structured four tiered approach to teaching, intervention and extension. This ensures all students receive high quality Tier 1 classroom instruction, with additional targeted and intensive support provided through Tier 2, Tier 3 and Tier 4 interventions based on individual need. This model is strengthened through access to allied health supports, enabling a holistic approach to student learning and wellbeing.

Wandong Primary School is characterised by its strong sense of community and positive partnerships between staff, students and families. Significant recent capital works continue to enhance contemporary learning environments, ensuring facilities meet the needs of a growing and dynamic school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Wandong Primary School made significant progress towards improving student learning outcomes through a consistent, evidence based and whole school approach to teaching and intervention. Central to this success has been the continued embedding of the school's Multi Tiered System of Supports, incorporating a clear four tiered model of instruction and intervention. This ensures every student receives high quality Tier 1 teaching, alongside targeted and intensive

support through Tier 2, Tier 3 and Tier 4. This work is further strengthened through access to allied health supports, enabling a responsive and individualised approach to student learning.

A key highlight is the school's outstanding performance in Numeracy. In NAPLAN, 80.6% of Year 3 students and 77.8% of Year 5 students achieved in the Strong or Exceeding proficiency levels, placing the school above both similar schools and state benchmarks.

Student growth is another area of strength. In Numeracy, 77.3% of students achieved high or medium relative growth, exceeding both similar schools and the state. Reading growth was also strong, with 73.9% of students achieving high or medium growth, demonstrating the school's ability to support continuous improvement for all learners.

Teacher judgement data further reflects the strength of teaching and learning practices, with 83.6% of students achieving at or above age expected standards in Mathematics and 81.8% in English.

These outcomes highlight the impact of a guaranteed and viable curriculum, strong instructional consistency and a deep commitment to knowing and supporting every learner. Wandong Primary School continues to build staff capability and refine practice to ensure sustained excellence in student learning outcomes.

Wellbeing

In 2025, Wandong Primary School continued to strengthen its whole school approach to student wellbeing, grounded in our shared values of Pride, Kindness, Curiosity and Gratitude. These values are explicitly taught and consistently embedded across all aspects of school life, creating a safe, inclusive and highly connected environment where every student feels known, valued and supported.

A key focus has been the refinement of the school's tiered wellbeing approach, with an emphasis on early identification and prevention. Strong universal practices across all classrooms are complemented by targeted supports and individualised responses for students requiring additional assistance. This layered approach ensures that wellbeing is proactively supported, with timely and responsive interventions in place to meet the diverse needs of students. This work is strengthened through access to allied health supports, enabling a holistic and coordinated response to student wellbeing.

Student connectedness continues to be a significant strength. In 2025, 96.1% of students in Years 4 to 6 reported a positive sense of connectedness to school, significantly above both similar schools and the state. This reflects the strong relational culture across the school and the intentional focus on building positive, respectful relationships.

Another key highlight is the school's exceptional results in the management of bullying, with 98.3% positive endorsement from students. This demonstrates the impact of consistent expectations, proactive teaching of social and emotional skills and a shared commitment to maintaining a safe and respectful learning environment.

These outcomes reflect a deeply embedded culture of care, consistency and high expectations. Wandong Primary School remains committed to strengthening student wellbeing through early intervention, strong relationships and a collective responsibility to ensure every child thrives.

Engagement

In 2025, Wandong Primary School continued to strengthen student engagement, with a deliberate and sustained focus on attendance as a key enabler of learning and wellbeing. Significant progress has been made in building a strong attendance culture across the school, underpinned by clear expectations, consistent processes and shared responsibility.

The whole school average attendance rate increased to 89.9%, reflecting a 0.8% improvement from 2024. This growth aligns with the strengthened staged response and increased oversight of attendance, led by the Education Support Leader in the Attendance Officer role. This has enabled closer monitoring of trends, improved consistency in follow up and greater accountability in responding to emerging concerns.

A key highlight is the shift in attendance patterns across the school. The percentage of students attending greater than 90% of the time increased from 55% to 57%, while those in the 70 to 80% and 80 to 90% bands both declined. Chronic absenteeism remained low and stable at 2%. Importantly, the school surpassed its attendance target, reducing the percentage of students with 20 or more days of absence to 34%, exceeding the 2025 goal.

Another highlight has been the strengthening of early identification and intervention. Staff utilise Compass Pulse to identify attendance concerns early, supported by clear escalation processes and consistent documentation. This is complemented by a tiered wellbeing approach and access to allied health supports, enabling more targeted and intensive responses where required.

Student engagement is further enhanced through strong student voice and a wide range of learning and extracurricular opportunities that promote connection and belonging. Regular recognition of positive attendance through assemblies and classroom practices reinforces expectations and celebrates success.

Strong family partnerships in learning were evident, with over 90% of families engaging in teacher conference opportunities and more than 80% of students regularly completing Home Learning. This high level of engagement reflects a shared commitment between school and home to support student progress, consistency, and achievement.

These outcomes reflect a consistent and proactive approach to engagement. Wandong Primary School will continue to build on this strong foundation to further strengthen attendance, participation and connection for all students.

Other highlights from the school year

A significant highlight of 2025 has been the continued investment in professional learning for all staff, reinforcing Wandong Primary School's commitment to evidence based practice and the science of learning. A deliberate and structured approach to building staff capability has ensured that both teachers and education support staff are engaged in ongoing learning aligned to whole school priorities.

Professional learning has focused on strengthening knowledge and practice in reading, writing and mathematics, including a clear emphasis on the science of mathematics and instructional precision. This has been supported through whole school curriculum induction, targeted professional learning, coaching and observation, and the ongoing work of Professional Learning Communities. These structures have enabled staff to engage in collaborative inquiry, use data with confidence and refine practice to improve outcomes for all students.

The development of internal expertise has also been a key focus, with learning specialists and middle leaders driving consistency and supporting implementation across teams.

Wandong Primary School has also continued to engage with other schools and networks, sharing practice and contributing to system improvement.

These highlights reflect a strong culture of professional growth and collective responsibility, ensuring high quality teaching in every classroom.

Financial performance

Wandong Primary School maintained a strong and stable financial position in 2025, recording a net operating surplus at year end. This reflects careful financial management and a clear alignment of resources to school priorities that support improved student outcomes.

The school's primary source of funding is the Student Resource Package, supplemented by equity funding and additional Department grants. Locally raised funds, including fundraising and community contributions, continue to play an important role in supporting school programs and enhancing opportunities for students.

Expenditure in 2025 focused on staffing, teaching and learning programs, professional learning and the continued development of school facilities. Funds have also been strategically committed to future asset and equipment replacement to support ongoing growth and sustainability.

There were no extraordinary revenue or expenditure items of note. All financial decisions and commitments were approved through School Council and align with the school's strategic priorities and responsible governance practices.

**For more detailed information regarding our school please visit our website at
<https://www.wandongps.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 491 students were enrolled at this school in 2025, 220 female and 270 male. 3% 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 **Low - 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	91.9%	
	Similar schools	78.3%	
	State	82.0%	

School Staff Survey

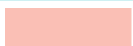
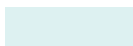
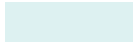
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	83.1%	
	Similar schools	76.2%	
	State	77.4%	

LEARNING

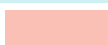
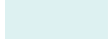
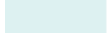
Teacher Judgement of student achievement against the Victorian Curriculum

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	81.8%	
	Similar schools	85.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	83.6%	
	Similar schools	84.5%	
	State	84.2%	

NAPLAN

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

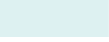
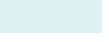
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	67.2%		75.1%
	Similar schools	70.0%		69.1%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	78.7%		77.8%
	Similar schools	72.3%		73.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	80.6%		73.8%
	Similar schools	66.7%		66.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	77.8%		66.0%
	Similar schools	65.6%		65.0%
	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	
Reading Year 3 to 5 % of students High or Medium relative growth	School	73.9%	
	Similar schools	71.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	77.3%	
	Similar schools	65.6%	
	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	96.1%		88.8%
	Similar schools	75.0%		75.3%
	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	98.3%		89.8%
	Similar schools	75.4%		74.9%
	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	22.2	21.6
	Similar schools	21.3	21.4
	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	89.4%	
Year 1	School	89.5%	
Year 2	School	90.0%	
Year 3	School	88.7%	
Year 4	School	88.6%	
Year 5	School	86.9%	
Year 6	School	87.6%	

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	\$6,530,284
Government Provided DET Grants	\$740,485
Government Grants Commonwealth	\$7,300
Government Grants State	\$0
Revenue Other	\$84,575
Locally Raised Funds	\$531,934
Capital Grants	\$0
Total Operating Revenue	\$7,894,578

Equity	Actual
Equity (Social Disadvantage)	\$100,881
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$100,881

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

Expenditure	Actual
Student Resource Package ¹	\$6,095,808
Adjustments	\$0
Books & Publications	\$2,004
Camps/Excursions/Activities	\$198,380
Communication Costs	\$3,814
Consumables	\$142,296
Miscellaneous Expenses ²	\$43,900
Agency Staff	\$0
Professional Development	\$13,312
Equipment/Maintenance/Hire	\$50,404
Property Services	\$223,151
Salaries & Allowances ³	\$244,425
Support Services	\$11,789

Expenditure	Actual
Trading & Fundraising	\$87,252
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$70,585
Total Operating Expenditure	\$7,187,119
Net Operating Surplus/-Deficit	\$707,459
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	\$1,255,924
Official Account	\$44,516
Other Accounts	\$8,610
Total Funds Available	\$1,309,050

Financial Commitments	Actual
Operating Reserve	\$181,885
Other Recurrent Expenditure	\$8,254
Provision Accounts	\$1,262
Funds Received in Advance	\$110,347
School Based Programs	\$304,151
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,892
Repayable to the Department	\$97,716
Asset/Equipment Replacement < 12 months	\$336,162
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$345,829
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$4,130
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,399,628

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.