

2025 Annual Report to the School Community

School Name: Tallarook Primary School (1488)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2026 at 02:30 PM by Rachel Watts (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 25 March 2026 at 10:58 AM by Rachel Watts (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

School context

Located in North-West Victoria, Tallarook Primary School is set in a picturesque rural community, approximately 100 kilometres from Melbourne's CBD. The school recently celebrated its 150th anniversary with its official opening date in 1875. Our school buildings include a historic brick schoolhouse for administration, two Mod 5 buildings used as classrooms, and a multipurpose hall that serves as a library, event space, and kitchen for cooking and science lessons, along with our Out of School Hours Care. The outdoor environment features multiple play spaces at different levels, a basketball court, a grassed oval, and sustainable learning areas such as vegetable gardens, fruit trees, and a chook house. Ramped access ensures connectivity across all areas of the school.

At Tallarook Primary School, we are committed to providing authentic, engaging learning experiences that empower our students to reach their full potential. Our learning environment is dynamic, caring, and supportive, ensuring that every child has access to high-impact teaching strategies backed by evidence-based and research-driven programs. We foster a strong emphasis on wellbeing, helping students develop emotional intelligence and resilience to support their lifelong learning journey. Collaboration between staff, students, and the wider school community is a cornerstone of our approach.

At Tallarook, our values; RESPECT, KINDESS, RESILIENCE, CURIOSITY, underpin everything we do.

School Size, Structure, and Workforce

Tallarook Primary School is a small but vibrant learning community. In 2025, we have an enrolment of 31 students, structured in two classrooms of 17 and 14 students.

Our dedicated staff work closely to ensure every student receives personalised support. The school's workforce consists of:

- Principal: 1.0 FTE
- Teachers: 2.0 FTE
- Office Manager: 0.8 FTE

Social and Enrolment Characteristics

Our school community values strong connections between students, families, and staff. We take a holistic approach to student development, ensuring learning is both rigorous and supportive. Wellbeing programs and partnerships with external agencies provide additional support for students and families as needed. At Tallarook Primary School, we continue to build a culture of high expectations, innovation, and inclusivity to ensure every student thrives.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning

In 2025, Tallarook Primary School has made significant strides in improving student learning outcomes by aligning our teaching practices with the revised Numeracy and Literacy curriculum. Our commitment to evidence-based instruction has ensured that students receive high-quality, targeted learning experiences that support their individual needs. Our junior teachers completed training in the phonics-based literacy instruction program; 'Little Learners Love Literacy'. This training was to support the implementation of a structured approach to literacy across P-6.

In 2025 our focus was on refining our Instructional Model and strengthening the delivery of explicit teaching across all year levels. We developed structured planners to ensure this was consistently embedded into daily practice, supporting a clear and systematic approach to teaching.

At a whole school level, teachers used formative assessment data and summative judgements against the curriculum. At the classroom level, teachers used documentation and data from formative assessments to form teaching groups and provided targeted teaching opportunities to ensure personalised learning for all students. Teachers confidently and accurately interpreted and identified student learning needs. Notably, data analysis has highlighted significant improvements in numeracy skills, reinforcing the effectiveness of our targeted strategies. Our use of digital programs such as Splash Learn, Maths Seeds, and Reading Eggs has provided students with personalised, self-paced learning opportunities. These empirically supported platforms complement classroom instruction by addressing individual learning needs, resulting in increased student engagement and measurable growth in literacy and numeracy.

Our 2025 NAPLAN data shows that our students are on par or exceeding the states average for students in Strong or Exceeding proficiency levels.

Wellbeing

At Tallarook Primary School, student wellbeing remains a core priority, ensuring that every child feels supported, valued, and equipped to thrive both academically and personally. In 2024, we strengthened our tiered approach to wellbeing by embedding targeted programs. As a school, we have applied to be an ambassador of the Resilience Project and this affiliation will come into effect in 2026. Our staff also completed the School Wide Positive Behaviour Support (SWPBS) training initiative which was rolled out across the school from mid year with a stronger focus on using behavioural data to identify trends and address specific areas of concern. This data-driven approach allowed for more targeted interventions and the promotion of consistent, positive behaviour expectations across the whole school. We reviewed and documented our existing multi-tiered systems of support, ensuring clarity and consistency in how we respond to a range of wellbeing needs and strengthened our Individual Education Plan (IEP) and Student Support

Group (SSG) processes, ensuring they were used consistently and effectively. This included developing individualised support strategies in collaboration with staff, families, and external agencies to better meet the academic, social, and emotional needs of our students. We have continued to employ a dedicated Health and Physical Education teacher 1 day per week. This role has enabled us to further embed evidence-based programs such as Resilience, Rights, and Respectful Relationships (RRRR), ensuring students develop essential emotional and social skills. Through structured wellbeing sessions, our teacher has provided additional support to students who require tailored interventions, reinforcing positive behaviour strategies across the school. Recognising the importance of strong relationships and resilience-building, Tallarook offers camps, excursions, and various activities that foster student connections and personal growth. These experiences provide students with opportunities to form meaningful relationships, build confidence, and develop essential life skills.

Engagement

The school's unwavering dedication to strengthening relationships and partnerships with families, carers, communities, and organisations has continued to yield remarkable results in enhancing student participation and engagement. Moreover, it has deepened the sense of belonging and overall wellbeing across the entire school community. Continuing our proactive approach, the school remains committed to actively involving parents and stakeholders in the school's activities. It consistently cultivates an environment that fosters belonging and wellbeing for both students and their families, prioritising student voice and agency in learning and leadership initiatives. To strengthen connections within the school community, Tallarook Primary School hosted Engagement Nights in Term One and Term 4, providing families and staff an opportunity to meet, interact, and build meaningful relationships to better support student development. These events help to foster a sense of community and partnership, reinforcing the collaborative efforts between home and school. Our student attendance rates remain strong, consistently sitting between 80–95%, which is higher than that of many similar-sized schools. We support strong attendance by working closely with families, monitoring attendance patterns, and following up promptly when concerns arise. Maintaining regular attendance remains a priority, which will be further supported by our ongoing rollout of Compass.

Financial performance

Tallarook Primary School is committed to providing an educational experience that supports learning for all students. There is a strategic approach to program budgets, revenue and expenditure – which is closely monitored and regularly scrutinised to ensure funds are being used for maximum impact on student learning, as well as maintaining a safe educational setting for all students and staff. The School Strategic Plan, along with the Annual Implementation Plan, continues to provide the framework for the allocation of human and physical resources to support student needs, school programs and priorities. In 2025 The school has maintained a strong financial position, with a significant surplus, prudent investments, and diverse revenue streams. The School Council has ensured adherence to financial policies, supporting sustainable

educational practices and resource management. Attention to long-term asset replacement and capital works will be essential to maintaining the school's operational sustainability and growth.

**For more detailed information regarding our school please visit our website at
<https://www.tallarookps.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 31 students were enrolled at this school in 2025, 19 female and 12 male. NDA had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **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	NDP	
	Similar schools	92.1%	
	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	NDP	
	Similar schools	82.7%	
	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	90.5%	
	Similar schools	82.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	96.4%	
	Similar schools	84.3%	
	State	84.2%	

NAPLAN

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

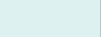

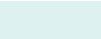

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	66.7%
	Similar schools	62.6%	64.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	66.7%
	Similar schools	70.8%	70.6%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	50.0%
	Similar schools	65.7%	66.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	40.0%
	Similar schools	66.1%	61.7%
	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	NDP	
	Similar schools	66.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	67.9%	
	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		3-year average
Years 4 to 6 % positive endorsement	School	95.0%		93.3%
	Similar schools	77.8%		77.7%
	State	77.1%		77.0%

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		3-year average
Years 4 to 6 % positive endorsement	School	100.0%		95.2%
	Similar schools	81.6%		80.8%
	State	76.4%		75.7%

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	23.2	18.0
	Similar schools	26.1	25.3
	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	80.3%	<div style="width: 80.3%;"></div>
Year 1	School	NDP	
Year 2	School	93.0%	<div style="width: 93.0%;"></div>
Year 3	School	NDP	
Year 4	School	NDP	
Year 5	School	NDP	
Year 6	School	NDP	

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	\$709,009
Government Provided DET Grants	\$131,525
Government Grants Commonwealth	\$16,094
Government Grants State	\$0
Revenue Other	\$17,856
Locally Raised Funds	\$25,832
Capital Grants	\$0
Total Operating Revenue	\$900,316

Equity	Actual
Equity (Social Disadvantage)	\$5,341
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$5,341

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

Expenditure	Actual
Student Resource Package ¹	\$594,400
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$10,740
Communication Costs	\$2,302
Consumables	\$18,677
Miscellaneous Expenses ²	\$5,645
Agency Staff	\$0
Professional Development	\$727
Equipment/Maintenance/Hire	\$39,391
Property Services	\$44,484

Expenditure	Actual
Salaries & Allowances ³	\$43,018
Support Services	\$2,599
Trading & Fundraising	\$32,696
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,393
Total Operating Expenditure	\$807,072
Net Operating Surplus/-Deficit	\$93,245
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	\$299,241
Official Account	\$49,783
Other Accounts	\$0
Total Funds Available	\$349,025

Financial Commitments	Actual
Operating Reserve	\$35,445
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$52,286
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	\$59,753
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$147,484

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.