

2025 Annual Report to the School Community

School Name: Gormandale And District Primary School (5442)



- 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 25 March 2026 at 10:08 AM by Charleigh Williams (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 22 April 2026 at 12:53 PM by Charleigh Williams (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

Gormandale and District Primary School is a small rural school with a total enrolment of 45 children. Our school is the amalgamation of five small schools that were previously operating in the local district. Gormandale and District Primary School is situated in Gormandale, which is a small rural town that lies between Traralgon and Yarram.

In 2025, the school operated with three classrooms (Junior Grade – Prep/1, Middle Grade – 2/3/4 and Senior Grade – 5/6). Our staff consisted of 4 classroom based teachers (2 teachers sharing 0.4 and 0.6) and 4 education support staff (a total of 3.3 EFT) with one ES staff member in student wellbeing role and the other running a STA & MultiLit intervention program. We also had two administrative based staff (1.0 EFT), a 0.4 Engagement and Wellbeing Leader (MHIPS), one maintenance staff member and a teaching principal. The school has had a low staff turnover since 2021 which has supported the school to embed the key improvement strategies within our strategic plan. All staff members have a shared responsibility for the overall development of students and believe in a collective approach towards supporting students' academic and wellbeing growth.

Our school vision is: Gormandale and District Primary School fosters a community learning environment in which each and every member is nurtured to become a confident lifelong learner. Supporting this vision are three core values: Be Safe, Be Respectful and Be a Learner' which underpin everything we do.

The school's socio-economic profile, based on families' occupations and education, is considered in the medium band which represents a mixed level of socioeconomic advantage.

Gormandale and District Primary School delivers a high-quality teaching and learning program delivered through evidence based practices which reflects the Victorian Curriculum framework. Our specialist programs include visual arts, physical education, STEM, digital technologies and a language other than English program – Auslan.

Our school has developed a comprehensive approach to student wellbeing through the development of our School Wide Positive Behaviour Support Program (SWPBS) and Social Emotional Learning curriculum (SEL). All staff receive trauma informed practice training through the Berry Street Education Model.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, learning at Gormandale and District Primary School focused on 'Improving student learning, with an increased focus on numeracy'. All teaching staff received professional learning on responsive teaching.

Our NAPLAN numeracy data reflected our high quality instruction with all participating grade 3 & 5 students scoring in the strong or exceeding bands. Our grade 5 students also scored significantly above the state level in reading, spelling and grammar and punctuation.

In order to improve the implementation of our school instructional model, teaching staff attended an explicit direct instruction professional development. The school instructional model was revised inline with the newly released VTLM 2.0. The schools instructional playbook was further developed which documents a structured set of high-impact teaching strategies.

We continued to implement the Tutor Learning Initiative (TLI) expanding to include the implementation of a Speech Therapy Assistant (STA) program. Our existing education support staff member in this role completed additional professional learning and worked alongside a local speech pathologist to develop a program focused on developing articulation and language skills. This was implemented alongside the existing reading intervention program, MultiLit which was integrated? In 2024.

By the end of the 2024 school year, Gormandale & District Primary School provided 20% of students with Individual Education Plans. These plans established individualised goals for students, with progress being regularly monitored. Student Support Group Meetings held each term facilitated goal reviews with families. The student cohort included those with diagnosed disabilities meeting DET Program for Students with Disabilities criteria, students in Court Ordered Out of Home Care, and Koorie students.

Wellbeing

Gormandale and District Primary School prides itself on the high level of wellbeing support we offer our students. In 2025, we continued to focus on supporting student wellbeing by working to effectively use available resources to support students' wellbeing and mental health, especially the most vulnerable. This included the continuation of a student wellbeing officer to provide individual and small group wellbeing support. Results from the 2025 Student Survey indicated a positive increase in the following domains: life satisfaction, emotional and relational engagement, emotional awareness and regulation, peer relationships, advocate at school and high expectations for success.

The Mental Health in Primary Schools role was established with a 0.4 experienced classroom teacher taking on an Engagement & Wellbeing Leader role outside the classroom. Inline with this new role, they completed the DET MHiPs training and refreshed their BSEM training.

To support student wellbeing, our school continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program across the school through our Social Emotional Learning (SEL) curriculum. The core focus within this is developing emotional intelligence, building tolerance, understanding the difference between conflict and bullying, and strengthening friendship skills. These lessons were delivered by our Engagement & Wellbeing Leader. A whole school health and human development lesson scope was also developed and implemented.

In line with the positive classroom management systems, teaching staff attended professional learning by Tom Bennett – Running the room which focuses on high expectations and school wide consistency for routines, habits and norms.

Engagement

Student engagement, as measured and evidenced by the average number of student absence days saw that the average number of school absence days were consistent with those at similar schools and the network. Students with at-risk attendance were supported with attendance improvement plans including supporting families to engage with external agencies.

Gormandale and District Primary School continued to run our student leader program which allows every grade 5 & 6 student to have a student leadership role.

We continued to focus on student transitions in 2025. Our school kinder/prep transition program supported students to experience a sense of school readiness with several 'get set for prep' transition sessions provided. Our school aimed to increase the level of information sharing for year 6/7 transition. This included reaching out to secondary schools to arrange meetings and share documentation and evidence of adjustments.

Other highlights from the school year

A key highlight of 2025 was our school undertaking a comprehensive review of our Strategic School Plan in term 3. The process was highly positive, providing an opportunity to celebrate many areas of success while also identifying clear goals and key areas for improvement. This review has helped establish a strong, focused direction for the next four years.

Financial performance

All funds received from the Department, 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.

During the 2025 school year the Administration, Principal and School Council Finance teams demonstrated financial management in accordance with Department Guidelines. This was achieved by regular finance committee discussions to ensure that the school financial goals were achieved.

The school continues to operate in a stable financial position. The majority of school funds are provided through the Student Resource Package. The continuation of funding for the Tutor Learning Initiative allowed additional funds to support student needs. Equity funding and the additional Disability Inclusion and Mental Health in Schools funding was utilised to staff our continued strong approach to student wellbeing, and provided valuable learning for staff. The school attracted Out of School Hours Care funding, Sporting Schools and Bushfire Preparedness Funding. A student wellbeing officer was able to be appointed due to school receiving funds through the National Student Wellbeing Program.

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


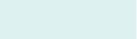

A total of 45 students were enrolled at this school in 2025, 23 female and 22 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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**.


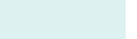

Parent Satisfaction Summary

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	93.3%	
	Similar schools	88.8%	
	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	88.5%	
	Similar schools	82.1%	
	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	87.5%	
	Similar schools	82.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	97.5%	
	Similar schools	82.9%	
	State	84.2%	

NAPLAN

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

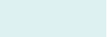

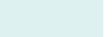

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	63.2%
	Similar schools	62.7%	60.7%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	83.3%	61.1%
	Similar schools	66.7%	67.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	83.3%	75.0%
	Similar schools	61.6%	61.5%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	100.0%	82.4%
	Similar schools	58.2%	56.1%
	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'.


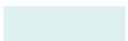

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	69.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	67.3%	
	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	83.0%		77.4%
	Similar schools	79.2%		79.3%
	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	70.0%		65.4%
	Similar schools	80.8%		79.8%
	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	26.5	23.3
	Similar schools	24.7	24.5
	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	NDP	
Year 1	School	91.8%	
Year 2	School	87.7%	
Year 3	School	86.6%	
Year 4	School	78.8%	
Year 5	School	82.7%	
Year 6	School	92.5%	

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	\$854,509
Government Provided DET Grants	\$203,539
Government Grants Commonwealth	\$0
Government Grants State	\$5,100
Revenue Other	\$55,182
Locally Raised Funds	\$34,368
Capital Grants	\$0
Total Operating Revenue	\$1,152,697

Equity	Actual
Equity (Social Disadvantage)	\$38,752
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$38,752

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

Expenditure	Actual
Student Resource Package ¹	\$903,262
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$8,537
Communication Costs	\$1,339
Consumables	\$38,152
Miscellaneous Expenses ²	\$18,012
Agency Staff	\$0
Professional Development	\$4,640
Equipment/Maintenance/Hire	\$3,046
Property Services	\$52,796
Salaries & Allowances ³	\$86,897
Support Services	\$7,989

Expenditure	Actual
Trading & Fundraising	\$23,600
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,158
Total Operating Expenditure	\$1,158,427
Net Operating Surplus/-Deficit	(\$5,730)
Asset Acquisitions	\$54,200

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	\$125,017
Official Account	\$12,372
Other Accounts	\$0
Total Funds Available	\$137,389

Financial Commitments	Actual
Operating Reserve	\$42,527
Other Recurrent Expenditure	\$7,447
Provision Accounts	\$0
Funds Received in Advance	\$79,704
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$1,404
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,883
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$137,966

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.