

2025 Annual Report to the School Community

School Name: Yea Primary School (0699)



- 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 April 2026 at 07:19 PM by Craig Irvine (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 20 April 2026 at 07:19 PM by Craig Irvine (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

Yea Primary School is a small rural school located in the township of Yea, approximately 100 kilometres north-east of Melbourne. The school serves a close-knit community and plays an important role in supporting both the educational and social development of its students. In 2025, the school had an enrolment of 123 students, supported by a dedicated team of teaching and education support staff.

The school is committed to providing a safe, inclusive and engaging learning environment where all students are supported to achieve their personal best. Our vision is underpinned by a strong focus on respect, responsibility and resilience, with an emphasis on developing confident, capable learners who are well prepared for their future pathways.

Yea Primary School operates with a flexible classroom structure designed to maximise learning opportunities and support individual student needs. Specialist programs, including Physical Education, Visual Arts and Auslan, complement a strong focus on literacy and numeracy. The school continues to implement evidence-based teaching practices and structured approaches to curriculum delivery to ensure clarity and consistency across all classrooms.

The school community is characterised by strong relationships between staff, students and families. These partnerships support a culture of high expectations and continuous improvement. The school's Student Family Occupation and Education (SFOE) index is in the Low–Medium range, reflecting a diverse community with varying levels of socio-educational advantage.

Yea Primary School also places a strong emphasis on student wellbeing through the implementation of School Wide Positive Behaviour Supports (SWPBS) and a range of targeted wellbeing initiatives. These structures ensure that all students are supported both academically and socially, contributing to a positive and inclusive school culture.

Through a commitment to continuous improvement and strong community engagement, Yea Primary School continues to provide high-quality, inclusive educational opportunities for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Yea Primary School made strong progress towards its goal of improving student achievement and growth in literacy and numeracy, with all planned Annual Implementation Plan (AIP) actions implemented with fidelity. This work has resulted in greater consistency of teaching practice, improved curriculum alignment and strengthened use of data to inform decision making

across the school. This work has been externally recognised for its clarity, consistency and strong alignment between curriculum, instruction and assessment.

A key focus has been the development of a coherent whole-school approach to teaching and learning. The alignment of curriculum documentation, including yearly overviews, unit plans and planning templates, has ensured clarity in what is taught, while agreed instructional models provide a consistent framework for how teaching is delivered. These approaches, aligned with the Victorian Teaching and Learning Model (VTLM 2.0) and Victorian Curriculum 2.0, have strengthened instructional practice and supported high levels of consistency across classrooms.

Staff engagement in a structured and evidence-based professional learning program has enhanced teacher capability, with a strong focus on explicit instruction, cognitive load and differentiated teaching. Data is consistently used at a whole-school, classroom and individual level to drive targeted teaching and intervention. Literacy screening processes and intervention programs, including MiniLit and MacqLit, are highly responsive and have contributed to a reduction in the number of students requiring additional support.

Student achievement outcomes remain a strength, with 88% of students achieving at or above expected standards in English and 85.9% in Mathematics. NAPLAN results reflect strong performance, particularly in Year 3 Reading and Writing and Year 5 Reading and Numeracy, with targets largely met or maintained. School-based assessment data, including PAT measures, also demonstrate continued improvement in student achievement over time.

While achievement outcomes are strong, the school has identified student growth as a continued area for focus. Refinements to formative assessment practices, intervention models and PLC structures will support a sharper focus on ensuring all students achieve at least 12 months growth in a year. Yea Primary School is well positioned to sustain improvement through its strong culture of professional learning, clear instructional practices and commitment to continuous improvement.

Wellbeing

In 2025, Yea Primary School made strong progress towards enhancing student engagement and wellbeing outcomes, with a continued focus on embedding consistent, whole-school approaches to wellbeing and inclusion. This work was underpinned by the school's Annual Implementation Plan and supported through clear systems, strong leadership and targeted resourcing.

A key priority was the implementation of a comprehensive Social and Emotional Learning (SEL) program, supported by structured planning, professional learning and dedicated time within Professional Learning Communities. This ensured that wellbeing curriculum delivery was consistent across all classrooms. Students demonstrated increased confidence in identifying support networks and applying the language of social and emotional learning in their daily interactions.

School Wide Positive Behaviour Supports (SWPBS) continued to be embedded as a core framework for promoting positive behaviour and engagement. Consistent expectations, visible practices and strong staff understanding have contributed to a calm, orderly and inclusive learning environment. Universal supports are clearly evident across the school, and wellbeing practices are reinforced through regular wellbeing walks and ongoing staff reflection.

Wellbeing data reflects the positive impact of this work. The school met its targets across key Attitudes to School Survey (AtoSS) factors, including stimulated learning, sense of

connectedness, managing bullying and effective classroom behaviour. School Staff Survey results also remained strong, reflecting high levels of collective efficacy, collaboration and instructional leadership.

Significant progress has also been made in strengthening inclusive practices, including preparation for Disability Inclusion Profiles (DIP) and the implementation of consistent processes for adjustments and student support. The strategic deployment and development of Education Support staff has further enhanced the school's capacity to respond to individual student needs.

Attendance remains an area of ongoing focus. While targets were not fully met, the school has implemented a consistent and staged approach to monitoring and responding to student absence, with early signs of improvement beginning to emerge.

Through a strong focus on inclusion, consistency and data-informed practice, Yea Primary School continues to build a positive and supportive environment where all students are known, supported and able to engage successfully in their learning.

Engagement

In 2025, Yea Primary School continued to strengthen student engagement through a deliberate focus on inclusive practices, student voice and consistent approaches to attendance and participation. Engagement remains a key enabler of both student learning and wellbeing, and has been a central focus of the school's improvement work.

Student attendance has been closely monitored throughout the year, with a clear and staged response implemented to support improved attendance outcomes. While the school did not fully meet its attendance targets, there is evidence that the consistent use of attendance tracking processes, individualised support plans and proactive communication with families is beginning to positively impact attendance patterns. The school remains committed to reducing the number of students with high levels of absence and will continue to refine its approach in 2026.

A key highlight has been the continued development of student voice and agency across the school. Students are increasingly able to articulate their learning goals, understand their next steps and contribute meaningfully to decisions that impact their school experience. Opportunities for student leadership and participation have been strengthened, supporting a greater sense of ownership and connection to the school.

Strong engagement is also supported through a positive and predictable learning environment, with clear expectations and consistent routines enabling students to feel safe, supported and ready to learn. This is reflected in strong Attitudes to School Survey (AtoSS) results, particularly in areas related to stimulated learning and sense of connectedness.

In addition, the school has provided a range of opportunities for students to engage in extracurricular activities and broader school experiences, further strengthening student connection and participation. The establishment of the Welfare and Inclusion Fund has meant that no student at Yea Primary School has missed out on participating on an event for financial reasons in 2025.

Yea Primary School will continue to build on these foundations, with a focus on improving attendance outcomes and further enhancing student voice and agency to support sustained engagement for all students.

Other highlights from the school year

Yea Primary School experienced a highly successful and engaging year, with a range of initiatives that strengthened both student learning and community connection.

A highlight of the year was the continued implementation of camps, excursions and incursions, providing students with valuable opportunities to extend their learning beyond the classroom. These experiences supported the development of independence, resilience and social skills, while enhancing engagement across all year levels.

The school also celebrated strong participation in whole-school events and community activities. Events such as school concerts, sporting activities and celebration days brought students, families and the wider community together, reinforcing the strong sense of connection that exists within the school.

Sport continues to be a valued part of the Yea Primary School experience, with students demonstrating high levels of participation and enthusiasm across a range of interschool and local sporting events. These opportunities support teamwork, leadership and personal development.

A significant development in 2025 was the establishment of a kindergarten on site, creating new opportunities for early engagement with families and strengthening transition pathways into the school. This initiative has further enhanced the school's connection with the local community.

Yea Primary School also continued to actively engage in network and system-wide initiatives, with staff sharing effective practices and contributing to broader professional learning. This reflects the school's strong culture of collaboration and its contribution to the wider education community.

Financial performance

Financial Performance

Yea Primary School maintained a sound and stable financial position in 2025, with careful management of resources to support both teaching and learning priorities and student wellbeing initiatives. The school operated within its Student Resource Package and aligned expenditure closely to the priorities outlined in the Annual Implementation Plan.

Funding received through the Student Resource Package was supplemented by equity funding, targeted initiatives and locally raised funds, which were used to support literacy and numeracy programs, wellbeing initiatives and the provision of additional support for students requiring adjustments. Additional resourcing was also allocated to strengthen Education Support staffing and enhance classroom resources.

Throughout the year, School Council maintained oversight of financial planning and expenditure through the Sub-Finance Committee. There were no significant extraordinary revenue or expenditure items impacting the school's financial position.

The school did not enter into any major contracts or long-term financial agreements beyond standard operational requirements. Overall, financial management processes remained consistent, transparent and aligned to supporting improved student outcomes.

**For more detailed information regarding our school please visit our website at
www.yeaps.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

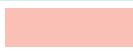

A total of 123 students were enrolled at this school in 2025, 60 female and 63 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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 **Low - Medium**.


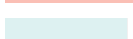

Parent Satisfaction Summary

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 | 85.0% |  |
| | Similar schools | 85.1% |  |
| | State | 82.0% |  |

School Staff Survey


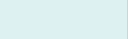


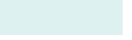

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

| | | 2025 | |
|---|-----------------|-------|---|
| % positive endorsement School Climate (School Staff Survey) | School | 92.7% |  |
| | Similar schools | 79.8% |  |
| | State | 77.4% |  |

LEARNING




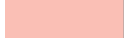
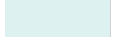


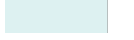


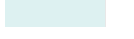

Teacher Judgement of student achievement against the Victorian Curriculum

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 | 88.0% |  |
| | Similar schools | 83.0% |  |
| | State | 86.3% |  |
| Mathematics Prep - 6 % of students at or above age expected standards | School | 85.9% |  |
| | Similar schools | 80.5% |  |
| | State | 84.2% |  |

NAPLAN

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


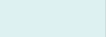


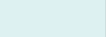

| | | 2025 | | 3-year average |
|---|-----------------|--------------|---|----------------|
| Reading Year 3 % of students Strong or Exceeding proficiency levels | School | 78.9% |  | 78.4% |
| | Similar schools | 65.6% |  | 62.9% |
| | State | 69.5% |  | 69.3% |
| Reading Year 5 % of students Strong or Exceeding proficiency levels | School | 77.3% |  | 71.7% |
| | Similar schools | 69.9% |  | 69.4% |
| | State | 73.9% |  | 74.6% |
| Numeracy Year 3 % of students Strong or Exceeding proficiency levels | School | 65.0% |  | 73.6% |
| | Similar schools | 66.7% |  | 64.1% |
| | State | 66.2% |  | 66.4% |
| Numeracy Year 5 % of students Strong or Exceeding proficiency levels | School | 72.7% |  | 70.0% |
| | Similar schools | 66.0% |  | 63.2% |
| | State | 69.1% |  | 68.1% |

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


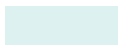

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

| | | 2025 | |
|--|-----------------|--------------|---|
| Reading Year 3 to 5 % of students High or Medium relative growth | School | 66.7% |  |
| | Similar schools | 68.9% |  |
| | State | 74.7% |  |
| Numeracy Year 3 to 5 % of students High or Medium relative growth | School | 77.3% |  |
| | Similar schools | 70.2% |  |
| | State | 74.0% |  |

WELLBEING


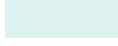

Student Attitudes to School – Sense of Connectedness

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 | 81.8% |  | 77.0% |
| | Similar schools | 73.9% |  | 75.1% |
| | 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 | 82.6% |  | 79.8% |
| | Similar schools | 76.7% |  | 77.0% |
| | State | 76.4% |  | 75.8% |

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

| | | 2025 | 4-year average |
|-----------------|-----------------|-------------|----------------|
| Prep - 6 | School | 19.4 | 21.6 |
| | Similar schools | 20.9 | 21.6 |
| | State | 21.5 | 21.7 |

Attendance rate

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

| | | 2025 | |
|---------------|---------------|--------------|---|
| Prep | School | 93.2% |  |
| Year 1 | School | 90.9% |  |
| Year 2 | School | 89.6% |  |
| Year 3 | School | 90.8% |  |
| Year 4 | School | 90.3% |  |
| Year 5 | School | 87.1% |  |
| Year 6 | School | 90.6% |  |

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 01 April 2026.

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,668,768 |
| Government Provided DET Grants | \$259,001 |
| Government Grants Commonwealth | \$1,159 |
| Government Grants State | \$0 |
| Revenue Other | \$40,309 |
| Locally Raised Funds | \$179,368 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$2,148,606 |

| Equity | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$36,646 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0 |
| Equity Total | \$36,646 |

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

| Expenditure | Actual |
|---------------------------------------|---------------|
| Student Resource Package ¹ | \$1,710,352 |
| Adjustments | \$0 |
| Books & Publications | \$6,563 |
| Camps/Excursions/Activities | \$78,030 |
| Communication Costs | \$2,424 |
| Consumables | \$43,492 |
| Miscellaneous Expenses ² | \$13,931 |
| Agency Staff | \$0 |
| Professional Development | \$11,971 |
| Equipment/Maintenance/Hire | \$25,938 |
| Property Services | \$37,736 |
| Salaries & Allowances ³ | \$138,407 |
| Support Services | \$55,023 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Trading & Fundraising | \$24,301 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$20,770 |
| Total Operating Expenditure | \$2,168,937 |
| Net Operating Surplus/-Deficit | (\$20,331) |
| Asset Acquisitions | \$22,883 |

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 | \$367,777 |
| Official Account | \$96,501 |
| Other Accounts | \$29,030 |
| Total Funds Available | \$493,308 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$76,431 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$18,526 |
| School Based Programs | \$80,889 |
| 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 | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$175,846 |

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.