

# 2025 Annual Report to the School Community

School Name: Orrvale Primary School (3805)



- 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 28 April 2026 at 09:19 AM by Adam Brennan (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 30 April 2026 at 09:22 AM by Adam Brennan (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

Orrvale Primary School is located approximately 5 kilometres south-east of Shepparton, set amongst local orchards and offering the benefits of a larger primary school within a rural setting. In 2025, the school had an enrolment of 387 students, with a consistent structure of 18 classes comprising straight Foundation grades and composite classes across Years 1–6. The school is supported by a dedicated team of teaching and education support staff, working collaboratively to deliver high-quality learning and wellbeing outcomes.

Our school vision is to develop confident, capable and resilient learners within a supportive and inclusive environment. This is underpinned by a commitment to high expectations, strong relationships and shared responsibility for learning. The Orrvale Way—our framework of eight effective habits—provides a consistent foundation for student behaviour, engagement and personal development, alongside a strong focus on Emotional Intelligence through the RULER framework.

Orrvale Primary School offers a comprehensive curriculum aligned with the Victorian Curriculum, supported by specialist programs in Physical Education, Health, Visual Arts, STEM and Italian. Our facilities include a purpose-built STEAM hub, indoor sports stadium, outdoor learning spaces and well-maintained grounds that support both learning and play.

The school community is diverse, with 13% of students identified as having English as an additional language and 6% identifying as Aboriginal or Torres Strait Islander. The school's socio-educational profile is classified as medium, reflecting a broad range of family backgrounds. Orrvale maintains strong connections with its community, with many families choosing the school from outside the local zone.

A strong emphasis is placed on student wellbeing and engagement through a range of proactive programs and supports, ensuring all students are known, valued and supported to achieve success.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2025, Orrvale Primary School continued to prioritise improved student learning outcomes through a strong focus on building teacher capacity, strengthening instructional consistency and using data to inform practice. This work was aligned to our Annual Implementation Plan, with an emphasis on improving literacy outcomes and embedding a more explicit, whole-class approach to teaching.

A key highlight was the strengthening of instructional leadership through the appointment of an Assistant Principal with a dedicated focus on Learning. This role worked closely with the Learning Specialist to coach teachers, support planning and lead the development of a more consistent, school-wide approach to teaching and assessment. A significant outcome of this work was the establishment of a comprehensive Data Management System, enabling staff to more effectively track student progress and respond with targeted teaching.

Professional Learning Communities (PLCs) continued to play a central role, with staff engaging in regular cycles of planning, observation and feedback. This strengthened consistency in curriculum delivery and increased teacher confidence in using data to differentiate instruction.

Significant work was undertaken to transition towards a structured Literacy model, incorporating a daily English Skills Hour (focusing on phonics, fluency, spelling and grammar) and a Literature Hour centred on explicit teaching using high-quality texts. This work was underpinned by the Victorian Teaching and Learning Model (VTLM) 2.0, with a particular focus on managing cognitive load through clear routines, explicit instruction and carefully sequenced learning. The development of a whole-school Reading Spine was a critical component of this process, providing a shared foundation for text selection and supporting consistency in the teaching of literature.

NAPLAN results reflected a mixed but encouraging picture. Year 5 students achieved strong results in Reading, with 72.9% of students in the Strong or Exceeding proficiency levels, closely aligning with state performance. In Numeracy, 68.2% of Year 5 students achieved Strong or Exceeding, showing improvement on previous cohorts. Importantly, student growth data was a key strength, with 79.5% of students achieving medium or high growth in Reading and 75.0% in Numeracy, both above similar schools and state averages .

Teacher judgement data indicated that 84.2% of students were working at or above age expected standards in Mathematics, aligning with state performance, while English remained an area for continued focus at 81.0% .

These results demonstrate the positive impact of a consistent, evidence-informed approach to teaching, while also reinforcing the need to continue strengthening literacy outcomes across the school.

## Wellbeing

In 2025, Orrvale Primary School continued to strengthen its whole-school approach to student wellbeing, with a focus on building staff capacity, embedding consistent practices and enhancing student connection and engagement. This work aligned to our Annual Implementation Plan priority to develop a supportive and inclusive climate for learning, with particular emphasis on student voice, agency and relational practices.

A key highlight was the continued development of a consistent, school-wide approach to behaviour and wellbeing through the Whole School Wellbeing Manual. This provided clarity for staff around expectations, processes and responses, supporting consistency across classrooms and the yard. The Orrvale Way habits and associated routines were further embedded through the development of anchor charts and student-led videos, strengthening shared understanding across the school community.

The school strengthened its partnership with Real Schools, with a focus on Affective Language, Positive Priming and the use of Stored Responses. This supported staff to respond to behaviour in

a relational and proactive manner, reinforcing the importance of connection before correction. A significant addition in 2025 was the introduction of dedicated 'Relationship Building' time within the timetable, ensuring all students had regular opportunities to connect with a trusted adult and further supporting engagement and emotional wellbeing.

Emotional Intelligence remained central to the school's approach, with the RULER framework continuing to build students' emotional literacy and self-regulation. Staff engaged in professional learning through the Shepparton Network's Common Curriculum Day, focused on Ruby Payne's *Understanding Poverty* framework, strengthening staff understanding of student backgrounds and promoting a strengths-based approach. Reciprocal visits with Girton Grammar School also provided valuable opportunities to observe and refine practices in the implementation of RULER.

Student Attitudes to School Survey data reflected the impact of these approaches. Sense of Connectedness remained strong at 77.7%, in line with similar schools and the state, while Management of Bullying was a notable strength at 80.8%, above both similar schools and state averages .

These outcomes demonstrate the impact of a consistent, proactive and relationship-based approach to wellbeing, with the school well positioned to continue strengthening student connection and engagement.

## Engagement

In 2025, Orrvale Primary School continued to prioritise student engagement as a key enabler of both learning and wellbeing, with a particular focus on improving student attendance and strengthening connection to school.

Student attendance remained an area of focus, with the average number of absence days at 20.6, slightly below similar schools but consistent with the school's four-year average . Attendance rates across year levels ranged from 86.3% to 91.4%, with lower attendance evident in the upper year levels. The school identified school refusal and patterns of persistent absence as key contributing factors and responded with a more structured and proactive approach.

A key strategy was the strengthening of attendance monitoring processes, including regular review of data, early identification of at-risk students and the implementation of targeted supports. This included Student Support Group (SSG) meetings, the involvement of the Department's Attendance Officer and referrals to external agencies where appropriate, ensuring a coordinated and consistent response.

Student engagement was further enhanced through a strong focus on student voice and opportunities for participation beyond the classroom. In 2025, the school expanded its extracurricular offerings to support a broader range of student interests and strengths. Students participated in a range of academic and creative pursuits, including the Public Speaking Competition, Network Academic Games, National Trivia Challenge, National Spelling Bee and local writing competitions. Notably, three students progressed to the state finals in Public Speaking.

Additional initiatives included the establishment of a STEM Club to support high-ability students at risk of disengagement, as well as the introduction of the 'Orrvale's Got Talent' competition, which

provided inclusive opportunities for students to showcase their strengths and build confidence during lunchtime activities.

Together, these strategies reflect a deliberate and inclusive approach to engagement, supporting both attendance and a strong sense of belonging, and ensuring all students have opportunities to connect, participate and succeed.

## Financial performance

Orrvale Primary School maintained a sound financial position in 2025, with resources strategically allocated to support key school priorities and improve student outcomes.

A significant investment was made in transitioning away from a Bring Your Own Device (BYOD) model to a school-provided device program. This included the purchase of devices across all year levels, with laptops introduced in Grades 5 and 6 to better support learning needs and ensure equitable access for all students.

Further investment was directed towards the development of the school's Reading Spine, with the purchase of high-quality texts to support a consistent, whole-school approach to the teaching of literature.

School funds were also used to support ongoing teaching and learning programs, student wellbeing initiatives and the maintenance of school facilities. There were no extraordinary revenue items or major contractual arrangements outside standard school operations.

The school continues to demonstrate responsible financial management, ensuring resources are aligned to strategic priorities and deliver maximum impact for student learning.

**For more detailed information regarding our school please visit our website at  
[www.orrvaleps.vic.edu.au/](http://www.orrvaleps.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

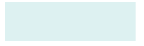

A total of 387 students were enrolled at this school in 2025, 199 female and 188 male. 13% had English as an additional language and 6% were Aboriginal or Torres Strait Islander.

### 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 **Medium**.

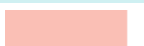


### Parent Satisfaction Summary

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	92.9%	
	Similar schools	85.5%	
	State	82.0%	

### School Staff Survey


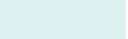


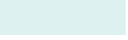

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	79.5%	
	Similar schools	78.2%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>81.0%</b>	
	Similar schools	82.1%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>84.2%</b>	
	Similar schools	81.0%	
	State	84.2%	

## NAPLAN

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


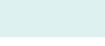


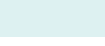

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>64.4%</b>	<b>70.4%</b>
	Similar schools	67.9%	65.7%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>72.9%</b>	<b>71.7%</b>
	Similar schools	69.8%	70.7%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>59.3%</b>	<b>63.3%</b>
	Similar schools	66.8%	64.8%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>68.2%</b>	<b>61.5%</b>
	Similar schools	65.1%	63.1%
	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	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>79.5%</b>	
	Similar schools	70.0%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>75.0%</b>	
	Similar schools	70.5%	
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>77.7%</b>		<b>79.0%</b>
	Similar schools	77.2%		78.2%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>80.8%</b>		<b>75.8%</b>
	Similar schools	78.5%		79.3%
	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
<b>Prep - 6</b>	<b>School</b>	<b>20.6</b>	<b>20.6</b>
	Similar schools	21.9	22.2
	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	
<b>Prep</b>	<b>School</b>	<b>91.4%</b>	
<b>Year 1</b>	<b>School</b>	<b>89.7%</b>	
<b>Year 2</b>	<b>School</b>	<b>90.0%</b>	
<b>Year 3</b>	<b>School</b>	<b>91.2%</b>	
<b>Year 4</b>	<b>School</b>	<b>89.0%</b>	
<b>Year 5</b>	<b>School</b>	<b>86.3%</b>	
<b>Year 6</b>	<b>School</b>	<b>88.7%</b>	

## 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	\$4,395,066
Government Provided DET Grants	\$561,158
Government Grants Commonwealth	\$386
Government Grants State	\$5,000
Revenue Other	\$8,208
Locally Raised Funds	\$242,562
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,212,380</b>

Equity	Actual
Equity (Social Disadvantage)	\$139,475
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$139,475</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$4,247,153
Adjustments	\$28
Books & Publications	\$1,564
Camps/Excursions/Activities	\$124,921
Communication Costs	\$9,830
Consumables	\$144,319
Miscellaneous Expenses <sup>2</sup>	\$11,889
Agency Staff	(\$0)
Professional Development	\$39,728
Equipment/Maintenance/Hire	\$131,291
Property Services	\$146,624
Salaries & Allowances <sup>3</sup>	\$152,032
Support Services	\$22,184

Expenditure	Actual
Trading & Fundraising	\$48,203
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$50
Utilities	\$35,661
<b>Total Operating Expenditure</b>	<b>\$5,115,476</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$96,904</b>
<b>Asset Acquisitions</b>	<b>\$23,864</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$143,266
Official Account	\$29,423
Other Accounts	\$26,877
<b>Total Funds Available</b>	<b>\$199,566</b>

Financial Commitments	Actual
Operating Reserve	\$144,716
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$46,721
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$30,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$26,877
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$328,313</b>

*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.*