

2025 Annual Report to the School Community

School Name: Bruthen Primary School (1141)



- 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 12:59 PM by Emily Forbes (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 28 April 2026 at 01:01 PM by Emily Forbes (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

At Bruthen Primary School, we promote a strong culture of respect for ourselves, others and our environment, where every student feels safe, included and supported to learn. This positive and inclusive atmosphere enables all members of our school community to strive to be their best.

Working in partnership with families, we aim to develop confident, curious and capable learners who feel empowered to take on challenges both within and beyond the classroom. Set in a picturesque rural location overlooking the Tambo River valley, our school reflects a strong sense of community, where students care for one another and families are welcomed as active partners in learning.

We are committed to providing a safe, secure and engaging learning environment for every student. We recognise that when students feel happy, healthy and supported, they are better able to achieve their full potential. At Bruthen Primary School, student wellbeing and learning are closely connected, and both are prioritised in all aspects of school life.

In 2025, Bruthen Primary School had an enrolment of 71 students, with a Student Family Occupation (SFO) index of 0.3957. This included 6 Aboriginal and Torres Strait Islander students and 26 students supported through the Nationally Consistent Collection of Data (NCCD).

The school operated four classrooms: a Foundation class, and composite classes across Years 1/2, 3/4 and 5/6. Specialist subjects offered in 2025 included Physical Education, Science, Art and Wellbeing.

Staffing comprised of 9.7 full-time equivalent positions, including 1 Principal class, 1 Mental Health and Wellbeing Leader/Inclusion Coordinator, 7 teachers and 6 Education Support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, we maintained a strong focus on our strategic priority to improve wellbeing and learning outcomes for all students, with an emphasis on embedding consistent processes and practices to “Keep Learning Moving Forward.” We recognise that each student is on an individual learning journey, and that high-impact teaching relies on teachers having a deep understanding of the curriculum, effective instructional practices and purposeful assessment to support ongoing growth for every learner.

To support this focus, we refined the reading sequence within our learning documentation. These documents enabled teachers to accurately identify each student’s current level of understanding, determine next steps in teaching, and monitor learning growth over time. This information was

then used to inform weekly planning, ensuring teaching was responsive to individual student needs. Planning templates were further developed to include the non-negotiable elements of our Gradual Release of Responsibility instructional model, alongside agreed high-impact teaching practices.

We continued to strengthen the consistent application of the Gradual Release of Responsibility model by embedding effective teaching practices across all classrooms. Throughout 2025, professional learning supported teachers to deepen their understanding of small focus group instruction and intervention. As part of this work, staff developed data collection templates to better inform planning and strengthened their knowledge of guided reading practices.

In addition, reciprocal teaching and book club approaches were embedded within classroom practice. These approaches were supported through modelled lessons, classroom observations, feedback cycles, one-on-one professional conversations and collaborative team discussions, allowing staff to reflect on both challenges and successes in implementation.

A key area of professional learning in 2025 also focused on strengthening the use of student conferencing across all curriculum areas, including specialist subjects. This supported teachers to engage more deeply with students about their learning, set clear goals, and provide timely, targeted feedback to move learning forward.

Across all classrooms, there was a continued emphasis on gradually releasing responsibility to students throughout a sequence of lessons. Students typically progressed from modelled instruction to supported practice, including paired and small group learning, before working independently. With an increasingly consistent and shared understanding of this instructional approach, teachers were better able to ensure learning was targeted at each student's point of need.

2025 NAPLAN DATA:

As there were a small number of Year 3 students in 2025, NAPLAN data for this cohort has not been reported to protect student privacy.

NAPLAN results, outlined in the Performance Summary later in this report, demonstrate exceptional achievement in Year 5 Reading and strong performance in Year 5 Numeracy.

The percentage of Year 5 students achieving in the 'Strong' and 'Exceeding' bands was as follows:

- Reading: 87.5%, compared to Similar Schools (61.7%) and the State (73.9%)
- Numeracy: 62.5%, compared to Similar Schools (62.5%) and the State (69.1%)

We are proud of our consistently strong reading results, which continue to exceed those of similar schools and state averages. This reflects the effectiveness of our teaching practices in meeting the needs of a large proportion of our students and provides a solid foundation for learning as they progress from Foundation through to Grade 6 at Bruthen Primary School.

Wellbeing

In 2025, students participated in a Start Up program designed to strengthen learning and wellbeing. This program provided explicit teaching about our learning model and how each element supports student success. Students developed an understanding of the role of the teacher, alongside their own responsibilities as learners. Key learning dispositions such as

motivation, perseverance and confidence were explored, along with concepts including growth mindset, 'The Learning Pit' and strategies for emotional regulation.

Empowering student voice has been a key priority across the school, with opportunities for students to share their perspectives embedded across all areas of learning, including specialist programs. This focus has strengthened students' sense of ownership over their learning and contributed positively to their overall connectedness to school.

To further promote physical activity and social connection, a wide range of outdoor opportunities were available during recess and lunchtime. Students engaged in activities such as riding bikes, scooters and skateboards, building cubbies using pallets, pickets, ropes and tarps, making clay bricks, engineering river and dam waterways, and accessing a broad range of sports equipment.

Whole-school wellbeing was supported through Tier 1 programs including Respectful Relationships, The Resilience Project, Kids Helpline Online, Cyber Safety and Zones of Regulation. Targeted Tier 2 support was provided by our Mental Health Practitioner, who worked with small groups of students to develop social and language skills. In addition, a Youth and Child Counsellor was employed for part of the year, providing weekly one-on-one support for students. External agencies, including dental services, paediatricians, optometrists, audiologists and dyslexia specialists, were also engaged to support individual student wellbeing needs.

Students reported a strong sense of connectedness to school, with 97.4% positive endorsement in the 2025 Student Attitudes to School Survey. This was significantly higher than Similar Schools (78.1%) and the State (77.1%). This high level of connectedness reflects a strong culture of respect for self, others and the environment, where all students feel safe and experience a genuine sense of belonging.

This shared commitment to respect is intentionally developed through a whole-school approach. The school community has co-constructed a shared understanding of what respect looks like at Bruthen Primary School, with each class further defining how this is demonstrated in both learning and play. Students actively contribute to maintaining this culture by providing respectful feedback to one another.

Our Management of Bullying results in the Attitudes to School Survey were also highly positive, with 92.5% endorsement. This was above Similar Schools (81.6%) and the State (76.4%), reflecting the effectiveness of our proactive and supportive approach to student wellbeing.

Engagement

In 2025, Bruthen Primary School continued to strengthen student engagement through meaningful connections with families and the wider community. Students participated in a range of authentic learning experiences that extended beyond the classroom and fostered a strong sense of belonging.

Community partnerships enriched learning throughout the year. Our Lawn Bowls unit was supported by local Bowls Club members who volunteered their time to work alongside students. Parents contributed to the Art program by teaching a range of printing techniques and supported excursions across the year. Students engaged in key community events including the Winter Festival, ANZAC Day Dawn Service, and displaying artwork at the Omeo Show. A Cultural Day at

Cape Conran, delivered by a local Aboriginal organisation, further strengthened students' understanding of culture and connection.

All students participated in a range of extracurricular incursions, excursions and camp experiences to further enhance engagement. Camp opportunities were provided across all year levels, including a Foundation/Year 1 school sleepover, a Grade 2 overnight cultural camp at Lake Tyers, a Grade 3/4 Outdoor Education camp at Coonawarra, and a Grade 5/6 experience at Sovereign Hill. Students also engaged in weekly specialist programs, including Science, Art, Wellbeing and Physical Education, supporting them to develop strengths across a broad range of learning areas beyond literacy and numeracy.

Additional programs supported student engagement and wellbeing. Monthly student-led assemblies provided opportunities for students to share learning goals, reflect on their progress and celebrate success. 'Tucker Tuesday' enabled all students to participate in cooking while being supported through mentoring opportunities. A Playgroup operated onsite, and Breakfast Club ran twice a week to support student readiness for learning. KESO involvement also supported a student to further explore and strengthen their sense of identity.

Student wellbeing and engagement were further supported through a focus on the Zones of Regulation and Respectful Relationships, with key information regularly shared with families through the school newsletter to strengthen the home-school partnership.

Student attendance continued to improve, with the average number of days absent decreasing to 18.1 days in 2025, below Similar Schools (22.5 days) and the State (21.5 days). The uEducateUs platform supported communication with families, allowing for absence notifications and automated reminders. Daily follow-up calls were made where required, and in cases of ongoing concern, the school worked closely with families to identify barriers and develop targeted support plans, including temporary home pick-up arrangements where needed. Attendance data was also shared with families through semester reports.

Opportunities for family engagement included the Prep Parent Information Session, School Production, Parent-Teacher Interviews, and Year 6 Graduation and Picnic. Across the school, all students set learning goals, self-assessed their progress and were supported to develop voice, agency and leadership, contributing to increased engagement and ownership of learning.

Financial performance

In 2025, Bruthen Primary School operated with a Student Resource Package totalling \$1,091,011, alongside a High Yield Account balance of \$189,214. The High Yield Account includes funds reserved for Division Sports Associations, an operational reserve, school-based programs, additional funding allocations, and asset and equipment replacement.

Budget expenditure reflects the goals and key improvement strategies outlined in the School Strategic Plan and Annual Implementation Plan. Funding included a continuation of the Tutor Learning Initiative (TLI) (\$26,500), Equity funding (\$32,927), Mental Health in Primary Schools (\$61,760), and the Schools Mental Health Fund (\$19,363). These funds were used to employ staff to develop, support and deliver targeted intervention and extension programs based on student needs.

A total of \$2,750 in Commonwealth Government Grants enabled all students to participate in a four-week gymnastics program in Bairnsdale during Term 4. In addition, \$2,167 in Literacy

Transition funding supported the purchase of English resources to assist with the implementation of the Department's new F–2 reading approach.

In 2025, \$15,409 was allocated to support services aimed at enhancing students' physical, emotional and social wellbeing. These services included psychologists, social workers, optometrists, audiologists and paediatricians.

An allocation of \$23,775 was used for consumables, covering essential classroom and specialist materials such as exercise books, pencils, rulers, paper, scissors, art supplies and other daily learning resources.

School upgrades in 2025 included the repainting of the two classrooms being used as the Foundation space as well as the floor being replaced in these rooms. The Library also received paint repairs as did the Shelter in Place Staff Office and external walls. Additional works included repairs to the disability toilet wall and ceiling, foyer ceiling and brickwork, installation of two new smart TVs, gutter cleaning across the main building and three shed spaces, and the replacement and repainting of the basketball backboard.

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 71 students were enrolled at this school in 2025, 31 female and 40 male. NDP had English as an additional language and 8% 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	NDP	
		Similar schools	86.4%
	State	82.0%	

School Staff Survey


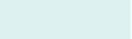


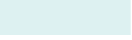

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	NDP	
		Similar schools	82.5%
	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	88.9%	
	Similar schools	85.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	91.7%	
	Similar schools	85.7%	
	State	84.2%	

NAPLAN

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


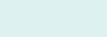




		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	81.0%
	Similar schools	61.7%	60.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	87.5%	84.6%
	Similar schools	67.3%	67.7%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	76.2%
	Similar schools	63.9%	62.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	62.5%	73.1%
	Similar schools	62.5%	61.3%
	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'.


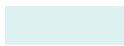

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	85.7%	
	Similar schools	71.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	50.0%	
	Similar schools	67.7%	
	State	74.0%	

WELLBEING


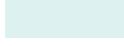

Student Attitudes to School – Sense of Connectedness

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	97.4%		91.0%
	Similar schools	78.1%		77.7%
	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	92.5%		92.1%
	Similar schools	81.6%		80.2%
	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	18.1	20.9
	Similar schools	22.5	23.3
	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	89.8%	
Year 1	School	91.8%	
Year 2	School	91.7%	
Year 3	School	88.3%	
Year 4	School	91.2%	
Year 5	School	88.0%	
Year 6	School	93.0%	

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	\$1,084,744
Government Provided DET Grants	\$198,723
Government Grants Commonwealth	\$2,750
Government Grants State	\$0
Revenue Other	\$13,758
Locally Raised Funds	\$54,921
Capital Grants	\$0
Total Operating Revenue	\$1,354,896

Equity	Actual
Equity (Social Disadvantage)	\$32,927
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$32,927

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

Expenditure	Actual
Student Resource Package ¹	\$1,091,011
Adjustments	\$0
Books & Publications	\$6,783
Camps/Excursions/Activities	\$34,586
Communication Costs	\$2,140
Consumables	\$23,775
Miscellaneous Expenses ²	\$22,518
Agency Staff	\$0
Professional Development	\$4,266
Equipment/Maintenance/Hire	\$38,451
Property Services	\$69,240
Salaries & Allowances ³	\$55,466
Support Services	\$15,409

Expenditure	Actual
Trading & Fundraising	\$7,520
Motor Vehicle Expenses	\$927
Travel & Subsistence	\$0
Utilities	\$9,587
Total Operating Expenditure	\$1,381,680
Net Operating Surplus/-Deficit	(\$26,784)
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	\$189,214
Official Account	\$32,353
Other Accounts	\$0
Total Funds Available	\$221,568

Financial Commitments	Actual
Operating Reserve	\$48,445
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$36,319
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,793
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$121,011
Asset/Equipment Replacement > 12 months	\$2,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$221,568

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.