

2025 Annual Report to the School Community

School Name: Tongala Primary School (6255)



- 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 16 March 2026 at 11:52 AM by Robert Hogan (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 March 2026 at 12:00 PM by Robert Hogan (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

Tongala Primary School is located in the rural town of Tongala in Northern Victoria approximately 200km north of Melbourne. We currently have approximately 145 students from Foundation to Year 6.

Our current strategic plan focuses on improved teaching and learning, with a focus on Mathematics and Literacy, and incorporating the Victorian Curriculum in all learning areas, along with greater parent participation. Our student growth also led us to be eligible for a Multi-Purpose Room, which provides additional space for Visual and Performing Arts, as well as before and after school care, school performances, music lessons and extra-curricula activities.

Staffing consists of a Principal, seven full time class teachers, full time Wellbeing Officer, Mental Health in Primary School practitioner, Learning Specialist, 0.4 Tutoring, PE teacher, 0.4 Environmental Studies teacher, 0.4 Visual Arts teacher, 0.4 Indonesian teacher, full time Business Manager, Wellbeing Dog and 5 Education Support Workers.

Tongala Primary School's enrolment includes approximately 10% indigenous students, 8% with EAL backgrounds and 4% receiving funding through Tier 3 individualised support.

All enrolment enquiries can be directed to the school, or can be sent via the Contact tab on our Website. Our enrolment enquiries align with departmental guidelines, and are available for families from the school office. Our Parent Payment policy can be found on the policies page of our school website.

To manage student diversity we have a full time Student Wellbeing Officer, who works with students and their families. Students also take part in mindfulness daily and Community Circles, as well as being a School Wide Positive Behaviour school. Tongala Primary School is working with leading Educational Experts, Real Schools, to develop a culture of Restorative Practices.

Each day we begin with 15 minutes of Huff n Puff to get the brain going and ready for school. A Breakfast Club runs 3 mornings a week allowing students to meet and eat before school and fruit and emergency lunches are provided as needed every day. Our school also provides Before School Care (7am-8:30am) and After School Care (3:15pm-6:00pm), 5 days a week.

Our school prides itself on providing our students an innovative and progressive curriculum, with access to many hands on learning experiences, through our large Environmental Garden area, Music lessons, Auslan language, Library sessions and our Community Programs. These Community Programs see our students take part in a range of activities within the Tongala Community. Some of these include working at the local hardware store, serving lunches at the Senior Citizen club, visiting aged care residents and growing vegetables for members of our community.

The new school building was completed in 2013 under BER funding. It provides flexible open spaces and incorporates a range of digital technologies including a 1:2 iPad ratio in the junior school and a BYOD iPad program in the 3-6 area. Our school also provides netbook computers and high speed access to the internet. Each classroom has an interactive screen, allowing students and teachers to connect with their learning more efficiently.

Through the student leadership program, students are involved with the running of school assemblies and represent the school at community events throughout the year. We also have House Captains elected by the students who have responsibilities around sporting and special events and organizing lunchtime activities for students, as well as leading our monthly house meetings. Year 6 students have a buddies program with Foundation students to ensure they feel safe and valued at school. Part of the year 6 leadership program sees the students taking an active role in the community through the running of services for the RSL on ANZAC Day, Remembrance Day, Legacy and Beersheba Day. Students assist with Morning Tea at the local Community Centre and are strongly linked to work with the Lions Club for Public Speaking Competitions and a Scholarship program. The introduction of the Tongala Young Leaders group, has provided a student voice around what they want to see happening in our school.

Our school is part of the Dogs Connect program. We have a full time wellbeing dog at our school. Charlie, a male Groodle, provides a unique offering to our anxious and somewhat disengaged students, but is part of our school community and is adored by all students, staff and families.

Transition at Tongala Primary School is very comprehensive and takes into account all levels of transition. Kinder to Foundation transition occurs throughout the year with students visiting the kinder and the local kinders visiting school. Throughout term 4 transition sessions operate every week with pre-school children coming to work in the classroom for the last session of the day. Year 6 to 7 transition sessions are organized by the Secondary Colleges and involve information sessions, hands-on learning activities and familiarization tasks. Students requiring additional transition visits are catered for by Tongala Primary School to ensure they are confident as they leave us and go on to the next level of education. Transition between grades occurs throughout the year with multi-aged activities and other organized experiences.

Our grounds are expansive and consist of two playgrounds with various equipment, two ovals, an undercover asphalt area, a synthetic basketball court, Gaga pit and a large environmental area. The installation of the Tongala Community Fitness Hub has been a huge asset to our school. This consists of a 400 metre running track and 18 piece exercise fitness station. The redevelopment of our Lone Pine memorial at the front of the school, provides a great space to host services

Staff are constantly developing their own capacity through undertaking relevant Professional Development, both internally and externally. These sessions relate directly to school needs and priorities and aim to support the academic and emotional development of our students. This work has led us to become a Professional Learning Community (PLC) Link School. This involvement has seen our school lead the way in PLC's and provide opportunities for other schools to come and view the work we are doing. Our school was also part of the Primary Maths Specialist program, which has transformed the way we deliver and learn Mathematics, resulting in great learning outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, our improvement agenda remained firmly aligned to our strategic goal: *By 2026, reduce the number of “needs additional support” students in Reading and Numeracy in Years 3 and 5 compared to 2024.* This target has guided our instructional focus, intervention structures and data cycles throughout the year.

Our literacy results show strong progress toward this goal. In Writing, the proportion of students below benchmark reduced significantly from 53% in 2024 to 22% in 2025. At the same time, students achieving at the expected standard increased to 56%, with 22% performing in the strong band. Spelling results followed a similar trajectory, with students below benchmark decreasing from 63% in 2024 to 28% in 2025, and 61% now achieving at the expected standard. These improvements indicate substantial movement out of the “needs additional support” category in literacy, positioning us strongly to meet — and potentially exceed — our 2026 target in Reading-related domains.

In Mathematics, 50% of students remain in the below benchmark category in 2025, consistent with 2024. While this indicates that our numeracy target requires continued attention, the implementation of clearer diagnostic practices and a whole-school implementation of the Victorian Lesson Plans this year will provide a strong foundation for growth in 2026.

A key highlight of 2025 has been our Writing achievement. NAPLAN results reflect significant growth in both proficiency and high-band performance, demonstrating the impact of explicit instruction and consistent moderation practices. Equally noteworthy was the outstanding participation and enthusiasm shown in our Narrative Writing Competition. Students across year levels engaged deeply in the writing process, showcasing creativity, stamina and pride in their work.

Overall, 2025 has been a year of measurable literacy growth and renewed energy around writing, with a clear and strategic focus on strengthening numeracy outcomes moving forward.

Wellbeing

Wellbeing continues to be an important focus for TPS we pride ourselves in ensuring that our students are feeling safe and supported at school. Our 2025 wellbeing focused on engaging our parent community in classroom practices, with a result in seeing greater responsibility for student learning. We focused on getting our families back into school and feeling connected to student learning.

As a result we saw an increase in classroom helpers, our SSG and parent interviews were well attended, our 'getting to know you' interviews at the start of the year an aspect of school wellbeing that we see as particularly important were very well attended and received by families. Our focus on communication saw feedback gained and acted on with the use of facebook and compass

trialled to celebrate learning while also building parent capacity on curriculum and wellbeing highlights. Our assembly saw increased numbers of families attending with students being celebrated for wellbeing with our Bendigo Bank Inclusive Awards and our new Achieve awards focusing on learning.

The Attitudes to School Survey highlighted an increase in students feeling that they are receiving stimulated learning, feeling motivated and showing interest in school life. The school having continued focus on parental involvement is seen as a direct result of this.

Engagement

Tongala Primary School aims to educate the whole child and provide amazing learning opportunities for our students.

As the largest school in a small community, we pride ourselves on our connections with the wider community through our community programs. Some of these include:

- weekly visits to the aged care home
- serving lunches at the Senior Citizens club
- assisting in the local hardware store
- participating in local events, such as ANZAC Day, Remembrance Day and Bersheeba Day.
- taking part in community programs such as Boys to the Bush and Empowered Girls.

We also participate in many sporting events, including football, netball, cricket, tennis, lawn bowls, athletics, Cross Country and Soccer, which provides our students with great opportunities to display their skills, whilst representing the school.

Our buddies program, House system and Multi age days provide students with opportunities to work across the school and engage with all students.

Our Multidisciplinary team oversees our attendance data, identifies students at risk and develops plans to support them at school. We saw an improvement in our attendance data across the 2025 school year.

Other highlights from the school year

2025 Highlights:

- camping program to Pioneer Settlement (Gr.2), Murray Life Adventures (Gr.3/4) and Cottage by the Sea (Gr.5/6)
- school fete, which raised funds to go directly towards the purchase of outdoor table tennis tables.

- Parents and Friends fundraising to purchase a Gaga Pit and 9 Square in the Air equipment for the yard.
- State runners up in Lawn Bowls and some state representatives at Cross Country and Athletics.
- new mural artwork from The Art of Zowie, which represents our community.
- improved NAPLAN results across almost all areas assessed.
- whole school Christmas party during the final week of the year.

Financial performance

The school has maintained an excellent financial position, whilst improving our building and grounds, and providing more ICT infrastructure for the students. Improvements to the buildings and grounds have included new equipment, improved outdoor seating, painting, new heating and cooling and the refurbishment of the sand pit area for our students.

We received funding and sponsorship from the Community Bank Tongala for involvement in Boys to the Bush, Empowered Girls and Inform & Empower programs, and also from the Ky Club, which is being used to purchase new soccer goals for the oval.

Unfortunately, 2025 was the last year of the Tutor Learning Program, but will receive a portion of money to continue to run any intervention programs.

**For more detailed information regarding our school please visit our website at
<https://www.tongalaps.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 138 students were enrolled at this school in 2025, 69 female and 69 male. 5% had English as an additional language and 7% 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**.

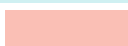


Parent Satisfaction Summary

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	70.0%	
	Similar schools	81.4%	
	State	82.0%	

School Staff Survey


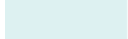


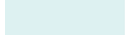

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.9%	
	Similar schools	78.3%	
	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	71.5%	
	Similar schools	79.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	63.0%	
	Similar schools	78.2%	
	State	84.2%	

NAPLAN

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


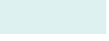


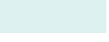

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	52.4%	50.0%
	Similar schools	62.6%	60.6%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	40.9%	46.0%
	Similar schools	67.8%	66.6%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	61.9%	56.6%
	Similar schools	62.3%	61.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	36.4%	34.9%
	Similar schools	62.7%	60.0%
	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	38.9%	
	Similar schools	68.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	50.0%	
	Similar schools	68.9%	
	State	74.0%	

WELLBEING


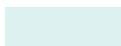

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	77.3%		74.8%
	Similar schools	75.5%		75.5%
	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	77.1%		76.7%
	Similar schools	77.4%		77.1%
	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	22.8	27.6
	Similar schools	23.0	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	87.5%	
Year 1	School	89.8%	
Year 2	School	90.4%	
Year 3	School	91.1%	
Year 4	School	88.6%	
Year 5	School	84.7%	
Year 6	School	87.2%	

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	\$1,747,029
Government Provided DET Grants	\$350,621
Government Grants Commonwealth	\$10,456
Government Grants State	\$0
Revenue Other	\$16,014
Locally Raised Funds	\$69,823
Capital Grants	\$0
Total Operating Revenue	\$2,193,943

Equity	Actual
Equity (Social Disadvantage)	\$92,612
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$92,612

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

Expenditure	Actual
Student Resource Package ¹	\$1,810,794
Adjustments	\$0
Books & Publications	\$1,551
Camps/Excursions/Activities	\$48,724
Communication Costs	\$1,795
Consumables	\$71,328
Miscellaneous Expenses ²	\$7,023
Agency Staff	\$0
Professional Development	\$3,626
Equipment/Maintenance/Hire	\$66,464
Property Services	\$107,115
Salaries & Allowances ³	\$106,911
Support Services	\$16,285

Expenditure	Actual
Trading & Fundraising	\$21,053
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,052
Total Operating Expenditure	\$2,282,721
Net Operating Surplus/-Deficit	(\$88,779)
Asset Acquisitions	\$22,584

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	\$292,480
Official Account	\$28,648
Other Accounts	\$0
Total Funds Available	\$321,128

Financial Commitments	Actual
Operating Reserve	\$78,654
Other Recurrent Expenditure	\$1,133
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$4,836
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$81,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$90,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$255,623

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.