

# 2025 Annual Report to the School Community

School Name: Concongella Primary School (1136)



- 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 14 March 2026 at 12:21 PM by Amy Henderson (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 26 March 2026 at 02:32 PM by Amy Henderson (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

Concongella Primary School is a small rural school located approximately four minutes from the nearby regional centre of Stawell. Set in a leafy environment and surrounded by farmland, the school provides a calm and supportive setting for learning while maintaining strong connections with the local community.

In 2025, the school had a total enrolment of 29 students, including 8 female and 21 male students. The school community reflects a range of learning needs and backgrounds, with approximately half of students diagnosed with a disability. The school has a Student Family Occupation and Education (SFOE) index in the medium range.

The school is organised into three multi-age learning environments: Foundation–Year 2, Years 3–4, and Years 5–6. This structure supports collaboration between students and staff and enables a personalised approach to learning and wellbeing. The school’s framework for learning and wellbeing sits within a Multi-Tiered System of Supports (MTSS), ensuring that universal, targeted and individual supports are in place to respond to the diverse needs of students and promote engagement and success.

The school is staffed by one substantive principal, three full-time teaching staff and five educational support staff who work collaboratively to support student learning and wellbeing.

The vision of Concongella Primary School is to create an outstanding learning environment where each individual thrives. The school’s mission is to build genuine and meaningful relationships with the entire community while supporting students to grow emotionally, socially and academically, preparing them to become capable and compassionate members of society.

The school’s values of Safe, Respectful and Responsible underpin all aspects of school life. These values guide how students and staff interact, learn and contribute to the school community, fostering a culture where individuals feel secure, valued and supported to take responsibility for their learning and actions.

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

#### Learning

In 2025, Concongella Primary School continued to make strong progress towards the goals, targets and Key Improvement Strategies outlined in the School Strategic Plan. A key focus has been building teacher capability, embedding a consistent instructional model and strengthening a Multi-Tiered System of Supports (MTSS) to enhance both learning and wellbeing outcomes for students.

A significant priority throughout 2025 has been the improvement of reading outcomes. School data demonstrates strong progress in this area. Teacher judgement indicates that 69% of students achieved at or above the expected level in English, representing a significant increase from 47.1% in 2024. In Mathematics, 65.5% of students achieved at or above the expected level, an improvement from 52.4% in 2024.

Student achievement in reading is also reflected in NAPLAN results. While NAPLAN data is not reported in detail within the Annual Report due to small student numbers, it is notable that the school's overall reading performance in 2025 was in the high range. At the cohort level, 80% of Year 3 students achieved in the Strong or Exceeding range in reading, while 100% of Year 5 students achieved in the Strong or Exceeding range.

These improvements reflect the successful implementation of the school's Core Literacy instructional model aligned with the Victorian Teaching and Learning Model 2.0, alongside the introduction of targeted Tier 2 reading interventions and embedded professional learning for staff. Professional learning has included peer observations and visits to other schools to strengthen evidence-based teaching practices.

In addition, Tier 2 interventions in mathematics and social-emotional learning, introduced in Term 3, have demonstrated measurable impact and contributed to improved student engagement and growth across the school.

Overall, the school's performance is currently assessed as improving, with learning outcomes sitting within the medium performance band.

## Wellbeing

In 2025, Concongella Primary School continued to strengthen its whole-school approach to student wellbeing in line with the goals and Key Improvement Strategies outlined in the School Strategic Plan. A strong focus has been placed on building systems and structures that support student wellbeing through a Multi-Tiered System of Supports (MTSS), ensuring students receive universal, targeted and individualised supports.

Student voice data reflects positive outcomes across several wellbeing measures. In the Attitudes to School Survey, students reported positive endorsement of 79% for emotional awareness and regulation and 88% for student voice and agency, demonstrating that students feel increasingly empowered and supported in their learning environment.

Significant improvements were also seen in students' sense of belonging and safety at school. Sense of connectedness for students in Years 4–6 increased to 76.5% positive endorsement in 2025, a substantial improvement from 57.8% in 2024. Similarly, the managing bullying measure improved to 78.4% positive endorsement, compared with 57% in 2024, reflecting the impact of strengthened wellbeing systems and proactive approaches to student support.

A key development in 2025 was the establishment of a dedicated Mental Health and Wellbeing Team, which has played a central role in coordinating supports and monitoring student wellbeing across the school. This work has been complemented by the rollout of targeted social and emotional learning (SEL) interventions, as well as the continued implementation of School Wide Positive Behaviour Support (SWPBS) practices aligned with the school's MTSS framework.

Clear processes have also been established to support students with additional needs through Individual Education Plans (IEPs) and the Disability Inclusion Profile process. Significant resourcing, including partnerships with a clinical psychologist and dedicated wellbeing staff, has ensured that specialist recommendations are embedded into classroom practice.

These initiatives have strengthened the school's capacity to support student wellbeing and have contributed to improved engagement, belonging and positive behaviour across the school community.

## Engagement

Student engagement remains a key priority at Concongella Primary School, recognising the strong connection between engagement, wellbeing and learning outcomes as outlined in the Framework for Improving Student Outcomes (FISO) 2.0.

Attendance data in 2025 indicates strong student engagement with school. The school recorded an average of 14.7 absence days, which is notably lower than both the similar schools average of 23.6 days and the state average of 21.5 days. This reflects a strong level of student attendance and suggests that students feel connected to their school community and are motivated to attend and participate in learning.

School community feedback also reflects positive engagement. Parent satisfaction recorded 84.9% positive endorsement in 2025, which is above the state average of 82%. In addition, School Staff Survey results for school climate showed 70.5% positive endorsement, representing a significant increase from 53% in 2024. These improvements reflect the school's strengthened focus on wellbeing systems and collaborative staff practices.

A key contributor to improved engagement has been the establishment of a Mental Health and Wellbeing Team, led by the Mental Health and Wellbeing Leader and Coordinator in partnership with the Principal. Dedicated meeting time has been embedded into the school timetable, including weekly team meetings and daily planning, ensuring a strong and consistent focus on supporting student learning and wellbeing.

The school also partnered with a weekly Inclusion Outreach Coach to strengthen Tier 1 wellbeing practices. This work included a school-wide audit that led to the implementation of Positive Classroom Management Strategies, the development of calm zones within classrooms, and the creation of a Learning and Wellbeing Care Pathway to guide tiered responses to student needs.

Student engagement has also been strengthened through a range of community and learning experiences. A termly learning showcase increased family participation in the school, while termly excursions and incursions linked to Inquiry learning created meaningful real world connections. In addition, the introduction of student leaders enabled strong student voice and agency of all students.

## Other highlights from the school year

In 2025, Concongella Primary School provided a range of opportunities that strengthened student engagement and strengthened connections with the local community.

A key highlight was the whole-school Foundation to Year 6 camp at Cave Hill Creek, which supported student independence, teamwork and connection across all year levels. Students also participated in a wide range of Black Ranges sporting events, including basketball, cricket, soccer and swimming. Participation in these interschool events increased significantly in 2025, providing students with valuable opportunities for teamwork, skill development and representing their school.

Sporting opportunities were further enhanced through a partnership with Kelly Sports, who delivered coaching sessions each term through the Sporting Schools grant program. These sessions helped students build confidence, physical skills and enjoyment in sport.

Another highlight was the school's Christmas Concert, where a performing arts teacher worked with students over a six-week period to develop their performance skills. The event was extremely well received by families and the wider community.

The school also introduced termly Learning Showcases, providing families with opportunities to visit the school and celebrate student learning. Community engagement was further strengthened through a range of fundraising events organised in partnership with School Council and the local community, including a community BBQ at the The Gift, a Christmas raffle, Mother's Day and Father's Day stalls, cake stalls, a coin drive, and a student market where students sold products they had created through their Inquiry Learning.

## Financial performance

In 2025, Concongella Primary School maintained a stable financial position and continued to operate within a surplus. School funds were carefully managed to ensure resources were directed towards initiatives that directly support student learning, wellbeing and the maintenance of safe, high quality facilities.

During the year, the school received significant funding through the Victorian School Building Authority Planned Maintenance Program, which enabled priority maintenance works to be completed across the school. This funding addressed several Priority 1 and 2 maintenance items, ensuring that school buildings and grounds remain safe and well maintained for students and staff.

The school was also successful in securing several grant opportunities. These funds supported improvements to the school environment, including the refurbishment of the school oval with the installation of an automatic watering system and the development of a passive play 'chill out' learning space for students.

School funding was primarily derived from the School Resource Package, equity funding and targeted grants, along with fundraising initiatives supported by School Council and the wider community. A significant proportion of funding was allocated to camps, excursions and learning activities, as well as curriculum resources to support evidence-based teaching practices. Ongoing

investment in grounds and facilities also ensured students have access to safe and engaging learning environments.

Overall, funds received and raised throughout the year were managed responsibly and used to directly benefit the learning and wellbeing of students.

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

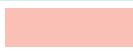
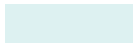

A total of 29 students were enrolled at this school in 2025, 8 female and 21 male. NDA had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### 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 **Medium**.

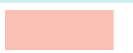
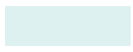

### Parent Satisfaction Summary

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	84.6%	
	Similar schools	89.8%	
	State	82.0%	

### School Staff Survey

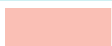
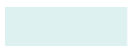


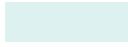

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.7%	
	Similar schools	82.3%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>69.0%</b>	
	Similar schools	80.0%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>65.5%</b>	
	Similar schools	81.4%	
	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>NDP</b>	<b>52.9%</b>
	Similar schools	58.6%	59.3%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>NDP</b>	<b>63.2%</b>
	Similar schools	64.3%	66.0%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>NDP</b>	<b>52.9%</b>
	Similar schools	62.7%	62.0%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>NDP</b>	<b>40.0%</b>
	Similar schools	57.6%	57.7%
	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>NDP</b>	
	Similar schools	62.7%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>NDP</b>	
	Similar schools	68.4%	
	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>76.5%</b>		<b>71.3%</b>
	Similar schools	80.7%		80.1%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>78.4%</b>		<b>71.4%</b>
	Similar schools	84.1%		81.5%
	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>14.7</b>	<b>20.5</b>
	Similar schools	23.8	23.2
	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>NDP</b>	
<b>Year 1</b>	<b>School</b>	<b>NDP</b>	
<b>Year 2</b>	<b>School</b>	<b>NDP</b>	
<b>Year 3</b>	<b>School</b>	<b>88.9%</b>	
<b>Year 4</b>	<b>School</b>	<b>93.0%</b>	
<b>Year 5</b>	<b>School</b>	<b>91.2%</b>	
<b>Year 6</b>	<b>School</b>	<b>NDP</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	\$786,571
Government Provided DET Grants	\$259,625
Government Grants Commonwealth	\$5,280
Government Grants State	\$0
Revenue Other	\$39,282
Locally Raised Funds	\$33,386
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,124,144</b>

Equity	Actual
Equity (Social Disadvantage)	\$31,567
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$31,567</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>	\$907,027
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$32,881
Communication Costs	\$650
Consumables	\$27,292
Miscellaneous Expenses <sup>2</sup>	\$8,200
Agency Staff	\$0
Professional Development	\$3,670
Equipment/Maintenance/Hire	\$20,132
Property Services	\$84,552
Salaries & Allowances <sup>3</sup>	\$30,340
Support Services	\$33,657

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$12,130
Motor Vehicle Expenses	\$99
Travel & Subsistence	\$798
Utilities	\$12,958
<b>Total Operating Expenditure</b>	<b>\$1,174,386</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$50,241)</b>
<b>Asset Acquisitions</b>	<b>\$34,472</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	\$181,850
Official Account	\$8,719
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$190,568</b>

Financial Commitments	Actual
Operating Reserve	\$44,560
Other Recurrent Expenditure	\$11,374
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$8,065
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$50,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$16,100
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$130,099</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.*