

# 2025 Annual Report to the School Community

School Name: Rochester Primary School (0795)

**ROCHESTER**  
PRIMARY SCHOOL



- 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 23 March 2026 at 09:16 AM by Kate Whitford (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 23 March 2026 at 09:17 AM by Kate Whitford (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

Rochester Primary School is located in the township of Rochester, approximately 185 kilometres north of Melbourne. Established in 1872, the school serves a rural community and provides education for students from Prep to Year 6.

The school facilities include five main buildings arranged around central open spaces, five adventure playgrounds, two basketball/netball courts (one undercover), extensive lawn areas and a school oval.

Student enrolment in 2025 was 180 students. In 2025 the school's Student Family Occupation Education (SFOE) index was 0.4289, placing the school in the medium band. The Student Family Occupation (SFO) index was 0.55508.

The staffing profile included a Principal, Leading Teacher, a shared Learning Specialist, 15.0 teachers, 5.6 full-time equivalent Education Support staff, a Wellbeing Support Officer (0.4 FTE) and one administration staff member. Additional specialist support was provided through School Support Services including speech pathology and psychology.

The school delivers a comprehensive Prep–Year 6 program aligned with the Victorian Curriculum. Curriculum implementation continued to incorporate the Department's English and Mathematics 2.0 initiatives. During 2025 the school began unpacking the Victorian Teaching and Learning Model (VTLM) 2.0 in preparation for the development of an updated instructional model.

The school's Strategic Plan prioritises improving student achievement in literacy and numeracy while maintaining a safe, orderly and supportive learning environment. Key improvement work during 2025 included strengthening Professional Learning Communities (PLCs), improving data literacy, further developing the documented curriculum, and continuing to strengthen whole-school wellbeing practices.

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

#### Learning

During 2025 the school continued to strengthen curriculum documentation and implementation across the school. Curriculum planners and an assessment schedule are now in place to support consistent teaching and assessment practices. Teachers access these documents to support planning and delivery of the curriculum.

Teachers collect and analyse both formative and summative assessment data in line with the assessment schedule. This data informs planning, supports targeted instruction and assists teachers to monitor student progress along the Victorian Curriculum continuum. Student-friendly “I

Can” statements linked to learning intentions and success criteria are used to support student understanding of learning goals and reporting. Progress reports continue to be provided in Terms 1 and 3.

The school further embedded Professional Learning Communities (PLCs) through the introduction of a team data day each term. This has provided dedicated time for staff to analyse student learning data and identify teaching responses. Staff confidence in accessing, analysing and using data has increased and data discussions are now a regular component of weekly collaborative planning meetings.

Teaching staff meet weekly for professional learning and team meetings within the P–2 and 3–6 learning communities. These meetings incorporate PLC processes and are led by community leaders who represent their teams at leadership meetings. This structure supports collaborative planning, moderation and shared professional learning.

During 2025 the school began transitioning from the reading and writing workshop model to an instructional approach informed by the Victorian Teaching and Learning Model (VTLM) 2.0. Staff familiarised themselves with the framework and began trialling elements within their classroom practice. By the end of the year, the school had developed the foundation of a revised instructional model that blends elements of VTLM 2.0 with effective aspects of the workshop model. Further refinement and implementation will occur during 2026.

The school also reviewed its approach to spelling instruction. As progress in spelling development had been limited, staff agreed to implement a structured commercial program. The Sound Waves spelling program will be introduced in 2026.

Moderation processes indicate that staff judgements continue to be conservative; however, they are increasingly comparable with similar schools.

## Wellbeing

Student wellbeing remains a key priority for Rochester Primary School. The school employs a Wellbeing Coordinator who works four days per week and oversees classroom wellbeing programs and the coordination of Disability Inclusion Profiles for eligible students.

The school wellbeing room provides a space for individual support, small group programs, whole-class activities and restorative practices during lunchtime. Following a review of its use, the school has identified the need to create two separate spaces: a Reflection Room and a Calm and Ready Room for 2026.

The school implements the Resilience, Rights and Respectful Relationships (RRRR) program, and elements of the Berry Street Education Model training, with all staff now fully trained. The school also participates in the Mental Health in Primary Schools (MHIPS) initiative. Guidance from the Mental Health Leader has supported staff to strengthen their capacity to identify and respond to students experiencing mental health concerns. A revised referral process has also been implemented. The school completed the first of 3 years of involvement with The Resilience Project with all classes delivering a minimum of one hour of explicit wellbeing teaching each week incorporating all areas of wellbeing.

Classroom behaviour supports include the use of classroom rewards boards which form part of the school's behaviour management processes to support student engagement and readiness for learning.

The school accessed the support of a social worker one day per week during 2025 through funding from Rochester Community House. This support will not continue in 2026.

Attitudes to School Survey (ATOSS) results remained positive and above state, network and similar school benchmarks across a number of measures. Attendance initiatives implemented by the school have also contributed to strong attendance outcomes, with the school's four-year attendance average above both state and similar schools.

At the end of 2025 the school community reviewed the school values. New school values — *Be Kind, Be Safe, Be Brave – Be Your Best* — will be introduced in 2026 and embedded within the school's ten-day Start-Up program.

## Engagement

Rochester Primary School continued to strengthen opportunities for student voice, agency and leadership during 2025.

Each class elects two Class Captains each term. These students facilitate class meetings and represent their class at meetings with the Principal to share ideas, feedback and suggestions for improvement.

The Student Action Team (SAT) supports lunchtime activities and assists with the operation of the school's Community Clubs program. This program provides opportunities for students to engage with members of the Rochester community and participate in a range of activities beyond the classroom.

The school has also documented its approach to Student Voice, Agency and Leadership (SVAL) to ensure consistency across the school.

Attendance initiatives including the Attendance Ladder, Freddo Frog days, termly attendance awards and class attendance rewards have supported improved student attendance. Rochester Primary School continues to record attendance rates above both state and similar school averages.

Survey results from the Attitudes to School Survey, Parent Opinion Survey and Staff Opinion Survey were positive across all groups. The school actively encourages participation in these surveys to support meaningful feedback and school improvement.

The School Performance Report again identified Rochester Primary School as performing in the High range.

## Other highlights from the school year

In 2025 we participated in the State School Spectacular for the very first time and proudly managed to run all planned camps and excursions, despite the challenges and costs associated with 'Time in Lieu'. In 2025 we introduced a (POR) Positions of responsibility for - Koorie Inclusion and Sustainability to support both of these areas.

## Financial performance

Rochester Primary School recorded a financial surplus in 2025. Budget planning is aligned to the school's SSP and AIP, ensuring that financial resources support student learning priorities. Funding sources included Department grants, parent contributions, fundraising activities. Equity funding was directed towards improving student achievement through tutoring support, targeted intervention programs, resources, wellbeing supports and professional learning for staff. The school continued to implement small-scale fundraising initiatives including a cookie drive, major raffle, volunteering at the Elmore Field Days and a family Christmas event.

Recent asphalt works and line marking have improved outdoor learning and play areas. Some outdoor furniture requires restoration or replacement and the undercover walkway is a potential occupational health and safety concern during wet weather. Addressing these issues will be prioritised during 2026.

The school will also increase maintenance expenditure not covered by flood repair funding and continue to support the Department's Tutor Learning Initiative with additional staffing

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

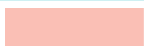
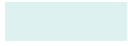

A total of 177 students were enrolled at this school in 2025, 95 female and 82 male. NDP had English as an additional language and 6% were Aboriginal or Torres Strait Islander.

### 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**.

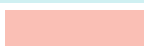


### Parent Satisfaction Summary

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	90.2%	
	Similar schools	79.0%	
	State	82.0%	

### School Staff Survey


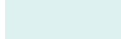


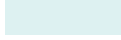

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	92.1%	
	Similar schools	73.6%	
	State	77.4%	

## LEARNING




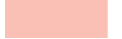
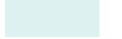


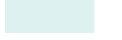


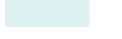

### Teacher Judgement of student achievement against the Victorian Curriculum

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>76.2%</b>	
	Similar schools	76.8%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>77.5%</b>	
	Similar schools	75.6%	
	State	84.2%	

## NAPLAN

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


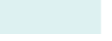


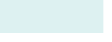

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>69.2%</b>		<b>58.1%</b>
	Similar schools	58.9%		57.8%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>67.6%</b>		<b>65.9%</b>
	Similar schools	62.9%		62.6%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>61.5%</b>		<b>50.7%</b>
	Similar schools	58.2%		56.4%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>67.6%</b>		<b>63.4%</b>
	Similar schools	56.0%		54.1%
	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'.


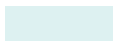

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>70.6%</b>	
	Similar schools	66.1%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>81.8%</b>	
	Similar schools	67.0%	
	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>93.1%</b>		<b>88.4%</b>
	Similar schools	73.0%		74.5%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>90.4%</b>		<b>87.6%</b>
	Similar schools	74.0%		75.5%
	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>13.6</b>	<b>16.3</b>
	Similar schools	24.3	24.5
	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>94.2%</b>	
<b>Year 1</b>	<b>School</b>	<b>92.5%</b>	
<b>Year 2</b>	<b>School</b>	<b>93.8%</b>	
<b>Year 3</b>	<b>School</b>	<b>93.0%</b>	
<b>Year 4</b>	<b>School</b>	<b>94.3%</b>	
<b>Year 5</b>	<b>School</b>	<b>91.2%</b>	
<b>Year 6</b>	<b>School</b>	<b>93.4%</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	\$2,511,529
Government Provided DET Grants	\$562,290
Government Grants Commonwealth	\$6,950
Government Grants State	\$26,682
Revenue Other	\$125,356
Locally Raised Funds	\$69,265
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,302,073</b>

Equity	Actual
Equity (Social Disadvantage)	\$184,070
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$184,070</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>	\$2,398,122
Adjustments	\$0
Books & Publications	\$1,475
Camps/Excursions/Activities	\$78,315
Communication Costs	\$3,467
Consumables	\$23,732
Miscellaneous Expenses <sup>2</sup>	\$35,410
Agency Staff	\$0
Professional Development	\$22,661
Equipment/Maintenance/Hire	\$26,840
Property Services	\$162,689
Salaries & Allowances <sup>3</sup>	\$231,332
Support Services	\$18,713

Expenditure	Actual
Trading & Fundraising	\$58,562
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,729
<b>Total Operating Expenditure</b>	<b>\$3,091,047</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$211,026</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$878,846
Official Account	\$22,180
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$901,026</b>

Financial Commitments	Actual
Operating Reserve	\$115,487
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$287,816
Beneficiary/Memorial Accounts	\$4,522
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$246,003
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$220,764
<b>Total Financial Commitments</b>	<b>\$874,593</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.*