

2025 Annual Report to the School Community

School Name: Orchard Park Primary School (5358)



- 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 01 April 2026 at 02:15 PM by Nathan Jagoe (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 16 April 2026 at 09:55 AM by Nathan Jagoe (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

Orchard Park Primary School is located on a 3.5 hectare site in Officer, within the South Eastern Victoria Region. The school opened in 2021 as one of three new primary schools established to support growing local communities, and provides education for students from Prep to Year 6. The school is designed to accommodate a long-term enrolment of up to 525 students and continues to experience steady growth reflective of the expanding local area.

Our vision is to create a safe, inclusive and high-performing learning environment where every student is empowered to achieve their personal best. This is underpinned by a strong commitment to our school values, which promote respect, responsibility, and a culture of continuous improvement. These values guide our work with students, staff and the broader community.

The school maintained a consistent organisational structure in 2025, with a leadership team comprising a principal, assistant principal and learning specialists, supported by teaching and education support staff. Our Professional Learning Community (PLC) framework remained central to our collaborative practice. Professional Learning Teams continued to be structured across Prep, Year 1, Year 2, Year 3, Year 4, Senior School (Years 5–6), and Specialist areas, enabling a clear and consistent approach to curriculum planning, assessment and instructional practice.

2025 represented the third year of implementation of the School Strategic Plan. The school sustained its focus on embedding consistent, evidence-based approaches in the teaching of Literacy and Mathematics, with a continued emphasis on strengthening literacy practices in line with current research.

In 2025, the school engaged with Intensive School Support in line with Department of Education processes, following the school's overall performance being identified within the 'developing' category. This support provided an opportunity to undertake a thorough audit of school improvement practices, ensuring that the school's strategic direction, priorities and actions were aligned to the areas of greatest impact on student learning. This process strengthened the clarity and focus of the school's improvement agenda moving forward.

Orchard Park Primary School continued to prioritise strong partnerships with families and external organisations to support student learning and wellbeing, and remained committed to building a cohesive, high-performing school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Orchard Park Primary School continued to strengthen evidence-based teaching practices, with a particular focus on literacy. Building on our ongoing partnership with Emina

McLean, staff worked collaboratively to implement consistent approaches in phonics, grammar, fluency, and comprehension. Planning and teaching practices were further refined to ensure all students experienced rich, meaningful texts and targeted opportunities to develop deeper literacy skills.

Our efforts in 2025 were reflected in NAPLAN results, which showed anticipated improvement across key areas. The school was recognised as a top 10 school for improvement in Reading outcomes, demonstrating the effectiveness of our focus on consistent, evidence-based literacy instruction. This achievement highlighted the success of supporting teams to plan and implement teaching practices with fidelity and consistency across all year levels.

Another key area of progress was the school's response to intervention programs. Data from local assessments indicated that targeted interventions were highly effective in bridging learning gaps for many students, ensuring that those who required additional support were able to access tailored learning opportunities and make meaningful progress.

Additional highlights of 2025 included the continued development of teacher capacity in planning and implementing high-quality lessons, as well as the consolidation of evidence-based practices across Mathematics and other curriculum areas. The combination of structured intervention, consistent instructional approaches, and ongoing professional learning has provided a strong platform to continue improving student learning outcomes in future years.

Overall, 2025 was a year of significant achievement in learning at Orchard Park Primary School. The improvements in literacy outcomes, effective interventions, and strengthened teaching practices reflect the school's commitment to evidence-based approaches, consistent implementation, and building the capability of all staff to maximise student achievement.

Wellbeing

In 2025, Orchard Park Primary School continued to prioritise student wellbeing as a key driver of learning and engagement. The school completed the final two days of formal professional learning in the Berry Street Education Model (BSEM), a trauma-informed, strengths-based approach designed to equip educators with practical strategies to enhance student engagement, self-regulation, and academic achievement. Building on this foundation, staff implemented key aspects of BSEM across the school, embedding practices to support students in regulation, engagement, and overall wellbeing.

This year, wellbeing initiatives were closely aligned with the school's Positive Behaviour Support Framework, ensuring a consistent approach to behaviour, expectations, and social-emotional learning. Staff focused on maintaining predictable routines, using consistent language, and fostering positive relationships, creating a high-expectations learning environment where students could thrive.

Several highlights reflected the school's commitment to wellbeing in 2025. These included the integration of BSEM strategies into classroom practice, structured social and emotional learning lessons, and targeted support for students requiring additional guidance in self-regulation. The school also strengthened whole-school processes to support families, ensuring students had access to the resources and interventions needed to succeed both academically and socially.

Evidence of these efforts was reflected in multiple data sets. Staff, student, and parent opinion surveys indicated significant growth in the wellbeing domain, demonstrating improved student

engagement, confidence, and connection to school. These positive trends highlighted the effectiveness of the school's consistent, trauma-informed, and strengths-based approach.

Overall, 2025 marked a year of consolidation and application of wellbeing practices at Orchard Park Primary School. The continued focus on BSEM, combined with the Positive Behaviour Support Framework and strong family partnerships, reinforced the school's commitment to creating a safe, supportive, and engaging environment where every student can flourish.

Engagement

In 2025, Orchard Park Primary School continued to prioritise initiatives that enhance student engagement, recognising it as a key enabler of both learning and wellbeing. Attendance remained an area of focus, with ongoing efforts to work closely with families to emphasise the importance of regular school attendance, ensure accurate reporting of absences, and provide tailored support where needed. These strategies aimed to maintain consistent participation and strengthen students' connection to school.

A major highlight of 2025 was the continuation of our School Performance program with the whole-school musical, *Seussical*. Students took the lead in all performances, with significant lead roles integrated within the Student Excellence program. These roles provided high-achieving students with opportunities to develop leadership, collaboration, and performance skills. The musical not only supported student engagement and confidence but also strengthened community connections as families celebrated the students' achievements.

Students also continued to access a wide range of extracurricular opportunities, including interschool sports, athletics, and cross-country, which allowed them to develop skills and represent the school in broader competitions. Incursions and excursions across STEM, Arts, Writing, and Mathematics provided further engagement and personalised learning experiences, with the Student Excellence program enabling short-term projects and investigations for small groups of students across year levels.

Data from the 2025 Student Opinion Survey reflected significant improvements, indicating that our engagement strategies were positively impacting student experience. Students reported feeling more connected, supported, and motivated in their learning, demonstrating the effectiveness of initiatives

Other highlights from the school year

In 2025, our Parents and Friends Group continued to strengthen connections within the Orchard Park Primary School community and played a significant role in supporting student engagement through ongoing fundraising efforts and events. Key events included our second School Carnival, Colour Explosion Run, Community Trivia Night, and valued school traditions such as Mother's and Father's Day stalls, as well as Easter and Christmas raffles, our end of year concert and celebrations.

Funds raised through these events contributed to a range of student-focused resources and initiatives. This included the purchase of additional toys and activities to enhance student engagement in the yard, sandpit and during wet day timetables. A major highlight was the installation of the GAGA Pit, which quickly became a highly popular and well-utilised space for students to play, connect and engage positively with their peers.

The school also completed the installation of the Indigenous gardens in 2025, funded through the previously secured grant. This included the addition of painted Indigenous poles, creating a meaningful and engaging space that celebrates culture and strengthens students' connection to First Nations perspectives.

Orchard Park Primary School continued to recognise and celebrate important events across the year, including Harmony Day, which provided an opportunity for the community to celebrate and learn about the rich cultural diversity within the school.

The school also continued to benefit from the National Chaplaincy Program funding secured at the end of 2024, ensuring ongoing wellbeing support for students and contributing positively to the inclusive and supportive environment across the school.

Financial performance

In 2025, the school continued to experience stable enrolment patterns, supporting greater predictability in the Student Resource Package and overall funding. Following the adjustment to the school zone in the previous year due to the opening of a nearby school, enrolments remained consistent, allowing for more accurate financial planning and resource allocation.

The school continued to meet its financial commitments while prioritising investment in resources to support student learning and wellbeing. Importantly, 2025 marked the final year of the school's deficit deferral agreement, originally established following the 2021 deficit. The completion of this commitment positions the school more strongly moving forward, with an improved cash position that will enable greater flexibility to invest in additional resources and initiatives to enhance student outcomes.

Throughout 2025, Orchard Park Primary School continued to allocate financial and physical resources in alignment with the school's goals, values and priorities. The school maintained its commitment to supporting working families through the provision of a before and after school care program.

Facilities hire agreements also remained in place with local community groups, including a basketball club and a soccer clinic provider. These partnerships continued to support community access to school facilities while generating additional revenue for the school.

The school also benefited from the Chaplaincy funding secured at the end of 2024, which supported student wellbeing initiatives throughout 2025 and contributed to the broader support structures available within the school community.

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

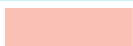


A total of 363 students were enrolled at this school in 2025, 173 female and 190 male. 28% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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 **Low - 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	83.1%	
	Similar schools	79.3%	
	State	82.0%	

School Staff Survey


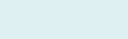


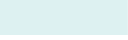

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	91.2%	
	Similar schools	78.8%	
	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	83.0%	
	Similar schools	87.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	84.5%	
	Similar schools	84.0%	
	State	84.2%	

NAPLAN

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


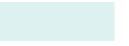


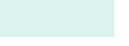

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%		59.8%
	Similar schools	73.1%		72.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	78.6%		66.0%
	Similar schools	75.0%		76.6%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	57.7%		56.7%
	Similar schools	69.0%		67.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	76.7%		58.6%
	Similar schools	68.0%		68.2%
	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.


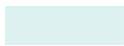

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	84.6%	
	Similar schools	74.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	73.9%	
	State	74.0%	

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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	79.6%		70.0%
	Similar schools	77.3%		77.9%
	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	82.1%		69.6%
	Similar schools	78.6%		77.3%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	22.9	23.2
	Similar schools	20.7	21.1
	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	90.4%	
Year 1	School	88.7%	
Year 2	School	87.8%	
Year 3	School	88.1%	
Year 4	School	89.7%	
Year 5	School	85.8%	
Year 6	School	86.5%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,668,628
Government Provided DET Grants	\$535,293
Government Grants Commonwealth	\$15,447
Government Grants State	\$11,000
Revenue Other	\$13,609
Locally Raised Funds	\$267,884
Capital Grants	\$0
Total Operating Revenue	\$5,511,861

Equity	Actual
Equity (Social Disadvantage)	\$50,951
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$50,951

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

Expenditure	Actual
Student Resource Package ¹	\$4,528,743
Adjustments	\$0
Books & Publications	\$479
Camps/Excursions/Activities	\$114,764
Communication Costs	\$6,547
Consumables	\$71,587
Miscellaneous Expenses ²	\$38,013
Agency Staff	\$165,344
Professional Development	\$11,178
Equipment/Maintenance/Hire	\$72,223
Property Services	\$157,363
Salaries & Allowances ³	\$46,759
Support Services	\$59,007

Expenditure	Actual
Trading & Fundraising	\$34,433
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$69,908
Total Operating Expenditure	\$5,376,349
Net Operating Surplus/-Deficit	\$135,512
Asset Acquisitions	\$35,371

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.

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FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$167,149
Official Account	\$17,776
Other Accounts	\$0
Total Funds Available	\$184,925

Financial Commitments	Actual
Operating Reserve	\$141,268
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$9,860
School Based Programs	\$25,610
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$27,545
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$54,340
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$258,623

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.