

2025 Annual Report to the School Community

School Name: Buxton Primary School (1669)



- 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 31 March 2026 at 11:26 AM by Sarah Irving (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 31 March 2026 at 11:27 AM by Sarah Irving (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

Buxton Primary School was established in 1875 and continues to be an integral and important part of the Buxton community. It is situated at the foot of the Cathedral Range in the Acheron Valley within the Shire of Murrindindi. At Buxton Primary School our mission is to provide a positive learning environment that places a high value on lifelong learning, through believing in and supporting students to achieve their full potential in all areas of the curriculum. This mission is firmly based on our core values of Belonging, Respect and Learning. Buxton Primary School is committed to continuous improvement and dedicated to ensuring that all students achieve at their highest capacity. We are proud of our focus on identifying and meeting the educational, wellbeing and interpersonal needs of each student. Our school implements the Victorian Curriculum from Foundation to Year 6 and provides a range of specialist programs including PE, Library, Art, Music, Drama and LOTE. We are one of only 14 schools in Victoria to offer an Indigenous Language and Culture Program, taught by a respected local elder and linguist of the Taungurung people. Our Inquiry program makes strong links with the local environment and community. The school is set in a uniquely beautiful physical environment with extensive grounds which includes a Land for Wildlife area. We undertake excursions and camps throughout the year, including a swimming program, cross country skiing at Lake Mountain, Kids Teaching Kids, Cathedral Cluster sporting events, school sleepover and a combined small schools camp. Buxton Primary School is committed to continuous improvement and excellence in all aspects of learning and teaching. Our school provides our students with a nurturing, safe and high-quality learning environment within excellent facilities.

Buxton Primary School successfully runs a School Council managed Out of School Hours Care Program, including before and after school care and a holiday program. This program supports current school families and other local families, and will continue to encourage future enrolments. Student enrolments increased from 31 to 40 in 2025 (February to November). We continued to offer personalised learning opportunities with excellent teacher to student ratios with three small classes for literacy and numeracy four days per week. This model enabled us to carefully target the learning needs of students with greater learning differentiation and small group teaching. Individual and small group learning intervention was provided through the Tutor Learning Initiative. The Student Family Occupation Education Index (SFOE) was 0.371, in the low-medium range when compared to the state average. Our staffing profile was made up of 3.6 FTE teachers and 2.2 Education Support (classroom and administration). Our students, staff and the broader school community have created a unique school that places an emphasis on community and puts students at the heart of every decision. The distinctive culture of the school, its relationship with the local community, its strength in supporting student wellbeing and its wide variety of programs ensure that Buxton Primary School continues to be a vibrant learning community and a school of choice.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student learning outcomes were strengthened in 2025, as evidenced through both teacher judgements and standardised testing methods such as the Progressive Achievement Tests (PAT). Teacher judgements identified that 90% of students are achieving at or above the expected level in English (above similar schools at 80%) and 97% at or above the expected level in Mathematics (above similar schools at 82%). Our 2025 Year 3 and Year 5 student cohorts were not large enough to have access to deidentified NAPLAN data, except for Year 3 Reading, which showed 62.5% at strong or exceeding proficiency levels (above similar schools at 60%). Our improvement focus for teaching and learning was on Mathematics, with teacher professional learning, revised curriculum planning and documentation, and changes to how Mathematics lessons were taught. Staff professional learning was again supported by our work with our Professional Learning Community (PLC). Small class sizes and student to teacher ratios averaging 1:12 continued to have a positive impact on students receiving targeted teaching at their point of need. The Tutor Learning Initiative supported students needing catch up in literacy or numeracy.

Wellbeing

In 2025, we continued our implementation of the Mental Health in Primary Schools Initiative and the rollout of the Disability Inclusion program. Student mental health and wellbeing was supported by a comprehensive range of supports, including occupational therapy, speech therapy and therapy. Student support groups, individual education plans and behaviour support plans with regularly updated and reviewed to ensure that students were able to access their learning programs. Staff professional learning included trauma-informed practice, disability inclusion, child safe, first aid and our school based flow chart for raising concerns and/or wellbeing issues. Key staff participated in the Cathedral and Outer Shepparton Wellbeing Community of Practice (COP).

Our most significant work in student wellbeing was the implementation of School-wide Positive Behaviour Support. Staff, students and school families contributed to revising our school values, developing our behaviour matrix and classroom expectations. The roll-out has been very successful and staff are reporting a higher level of confidence when dealing with challenging behaviours, student wellbeing concerns and celebrating positive progress. Our 2025 staff survey had a 90% positive endorsement of the School Climate (above 83% for similar schools and 77% state-wide). Our Year 4-6 student cohort reported 96% positive endorsement of the Sense of Connectedness to school and 97% positive for Managing Bullying via the Student Attitudes to School Survey.

Engagement

Student engagement improved in most year levels in 2025, however the overall average number of student absence days did increase due to a couple of complex cases and some long family holidays. Promotion of the importance of school attendance in the school newsletter and close follow up of unexplained absences and complex cases continued to help build the connection between school and home. Overall parent engagement was very positive, with particular strengths in Student Agency and Voice (100%), Connection and Progression (97%) and School Ethos and Environment (100%). Student feedback on engagement from the Attitudes to School Survey was overwhelmingly positive, with Sense of Connectedness (96%), Student Voice and Agency (98%) and Having an Advocate at School (98%).

Financial performance

In 2025, Buxton Primary School continued to be in a strong financial position, with funds used carefully to maximise outcomes for our current students and making use of the Small Schools Deficit Reduction of \$5092 and using the 2024 carried forward of \$15,683. The School invested in an increased staffing profile to support targeted student learning and wellbeing. We were able to offer smaller class sizes and provide a broad range of teaching and learning programs and cross curricular experiences using our equity and disability inclusion funding. \$30,000 grant funding was received to deliver a successful School Council managed Out of School Hours Care program. The Bushfire Preparedness Program provided \$20,000 to undertake bushfire risk minimisation works. Mental Health Fund initiatives included increased teaching staff, providing speech therapy, occupational therapy and school based wellbeing programs.

**For more detailed information regarding our school please visit our website at
buxtonps.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

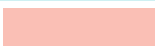


A total of 36 students were enrolled at this school in 2025, 16 female and 20 male. NDA had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

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	100.0%	
	Similar schools	94.5%	
	State	82.0%	

School Staff Survey


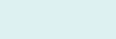


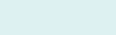

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	90.4%	
	Similar schools	83.1%	
	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	90.1%	
	Similar schools	79.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	97.3%	
	Similar schools	82.4%	
	State	84.2%	

NAPLAN

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

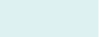



		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	62.5%	72.7%
	Similar schools	60.4%	58.3%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	NDP
	Similar schools	59.3%	62.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	75.0%	72.7%
	Similar schools	61.0%	61.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	NDP
	Similar schools	57.1%	57.4%
	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'.


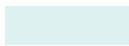

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	64.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	68.1%	
	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	96.0%		98.0%
	Similar schools	82.0%		82.4%
	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	96.7%		96.7%
	Similar schools	84.6%		83.9%
	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	30.6	26.5
	Similar schools	23.8	23.5
	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	
Prep	School	92.7%	
Year 1	School	NDP	
Year 2	School	NDP	
Year 3	School	87.9%	
Year 4	School	NDP	
Year 5	School	76.4%	
Year 6	School	85.4%	

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	\$672,833
Government Provided DET Grants	\$119,169
Government Grants Commonwealth	\$60,918
Government Grants State	\$17,940
Revenue Other	\$6,897
Locally Raised Funds	\$53,200
Capital Grants	\$0
Total Operating Revenue	\$930,959

Equity	Actual
Equity (Social Disadvantage)	\$6,262
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$818
Equity Total	\$7,080

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

Expenditure	Actual
Student Resource Package ¹	\$693,593
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$14,048
Communication Costs	\$1,098
Consumables	\$15,541
Miscellaneous Expenses ²	\$7,717
Agency Staff	\$0
Professional Development	\$1,987
Equipment/Maintenance/Hire	\$14,881
Property Services	\$31,725
Salaries & Allowances ³	\$156,185
Support Services	\$17,827

Expenditure	Actual
Trading & Fundraising	\$12,815
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,714
Total Operating Expenditure	\$973,130
Net Operating Surplus/-Deficit	(\$42,172)
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$35,906
Official Account	\$10,194
Other Accounts	\$0
Total Funds Available	\$46,099

Financial Commitments	Actual
Operating Reserve	\$46,590
Other Recurrent Expenditure	(\$2,832)
Provision Accounts	\$0
Funds Received in Advance	\$4,085
School Based Programs	\$38,000
Beneficiary/Memorial Accounts	\$0
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	\$7,336
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$93,179

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.