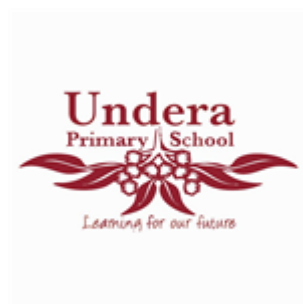


2025 Annual Report to the School Community

School Name: Undera Primary School (1771)



- 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 10 March 2026 at 12:54 PM by Robyn Bell (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 10 March 2026 at 12:56 PM by Robyn Bell (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)
- 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').

About Our School

School context

Undera Primary School is a small rural school situated 16 kilometres west of Mooroopna. The school community is made up of student from families involved in dairy farming, orchardists or people who travel to nearby towns to work.

In 2025 Undera Primary School we had 15 students (7 females and 8 males) enrolled. Undera has a socioeconomic band value of high. Undera PS had one teaching principal (0.2 in classroom), three classroom teachers - one (1.0), one (0.8) and one (0.2), and one Education support (0.6). One of our classroom teachers took on the role of Mental Health and Wellbeing Leader again this year. She has attended the Mental Health in Primary School (MHiPS) training sessions and has been proactive in supporting our students to get the external support they need to be able to achieve their best at school.

Our specialist programs of Library, Art, PE, Music, Italian, Wellbeing and STEM provide excellent opportunities for all students to learn in different ways. All students now have access to an iPad and a laptop. ICT is taught as a specialist subject as well as being integrated into all learning areas. We also purchased new laptops for our senior students. We were fortunate in being accepted into the Kids in Space program which provided our school with a 3D printer and, through the maker's Empire program, students developed knowledge of the design process and were invited to Wangaratta to present their learning to other schools. We aim to give our students experiences similar to those they would receive in a larger school environment.

We also built connections with our cluster schools, which disbanded prior to Covid, and it has been great to see students developing their social skills and making friends across the six smaller schools we work with. Attending camp to Queenscliff was a highlight for our senior students.

General school satisfaction, according to our Parent Opinion Survey data was 100% endorsement for the school. Parents have been more involved in both their child's learning and general activities around the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 we focused on building our data literacy and assessment practices to enable more targeted learning for all students. We purchased resources to support assessment practices across the school, such as Essential Assessment and Mathletics, and explored the VTLM2.0 (Victorian Teaching and Learning Model) components of Explicit Teaching with a focus on

formative assessment, as part of our professional learning and classroom observations. We also continued to refine our own Learning Model to align this with the VTLM2.0.

Overall, our students are just below similar schools in teacher Judgement of student achievement against the Victorian Curriculum for both English and Mathematics. In a small school one student can make a big difference to percentage data. We also had a few students who were attending school for the very first time, and were not in Foundation. We supported the learning of students in the Junior room with an ES 4 days a week.

In NAPLAN Reading and Numeracy our Year 3 students 3-Year average is much higher than both Similar Schools and the State.

Our Reading 3-year average (students strong or exceeding proficiency levels) is 83.3% compared to Similar Schools - 59.9% and the State- 70.7%.

Our Numeracy 3-year average (students strong or exceeding proficiency levels) is 83.3% compared to Similar Schools - 61.5% and the State- 67.7%.

We did not have any Year 5 students participate in NAPLAN in 2025.

LITERACY: Junior room students continued to work through the sequential phonics program Little Learners Love Literacy and were able to also read decodable books at home to support this learning. At this stage their reading is progressing at a greater rate than their writing so spelling and writing will become a focus for 2026. Our Junior room teacher attended the F-2 Literacy CoPs for our region. We also continue to expose students to rich literature to support the engagement of reading. Senior room students participated in Literature Circles and deepened their comprehension skills, which was evident in their ability to discuss text in a more in-depth way. They continued to build on their writing skills and made massive improvements through being taught the basic elements of writing, including sentence structure, grammar and punctuation.

NUMERACY: Our senior room teacher attended regional Numeracy CoPs each term and shared learning through our weekly PLT meetings. We developed a shared understanding and expectations for student notebooks and how we can use these as evidence or formative assessment. We continued to build on students' instant recall of number facts and confidence in their learning. We continued to ensure our students used concrete materials to support with learning. We reviewed our planning documents to ensure enough time was given to each concept before moving onto the next.

Wellbeing

In 2025 we continued to have one of our staff members dedicate a day each week to Mental Health and Wellbeing. She continued with the MHiPS training and liaised with external services to provide supports for existing and new students. We were successful in receiving Disability Inclusion funding for one student. Weekly Wellbeing lessons focused on direct needs of the students, highlighted from our Incident data on UeducateUs. These lessons were part of the RRRR suite of lessons and adapted to be appropriate for a F-6 cohort of students.

Our school chaplain continued to build connections with the community via phone calls, sharing of student discussions and attending community events. We also employed a speech therapist who provided supports for all our students. .

Our Attitudes to School data for Sense of Connectedness is extremely positive with 92% of Year 4-6 students giving a positive endorsement. This compares to 82.5% for Similar Schools and 77.3% for the State.

We also had similar results for Bullying with 86.7% of Year 4-6 students giving a positive endorsement. This compares to 83.3% for Similar Schools and 76.4% for the State.

Our Wellbeing focus is on improving students' awareness of wellbeing and to develop coping strategies to deal with a variety of different situations. In 2025, we continued to strengthen our work around SWPBS and extend this into the wider school community. We explicitly taught aspects of our matrix and had a four-week focus on areas of current need. Students are all aware of the school values - Respect, Responsibility and Excellence, and we aligned these to our reward system. Specific lessons addressing current needs were also delivered by our PE specialist, Brodie Humphreys, who supports our Wellbeing program teaching the students about meditation and mindfulness strategies.

Engagement

After disappointing attendance data prior to 2024 we made a concerted effort to improve this the past two years. The UeducateUs platform has made it simpler for us to track and analyse this data. We displayed attendance data at each week's assembly and awarded those whose attendance was greater than our expected goals of 90% for the year. We also recognised that there were times that students needed to be absent from school as well. This data was also shared with parents via the newsletter weekly. We are pleased to say that our 2025 attendance data showed that our average number of days that students were away was 12.4 days. This compared to 25.1 in Similar Schools and 21.5 for the State. We have now set our goal for 2026 to be 95% attendance at school.

Other highlights from the school year

Highlights for 2025 included our school camp to Queenscliff, which we attended with Cluster Schools. Students travelled together on the bus and had an amazing time at the beach, an environment that some had never experienced before.

We had several excursions including to the Kyabram Fauna Park, Harston PS for STEM Day, GRIP Leadership Day for our Year 6 students, Kids in Space Expo and presentation in Wangaratta for our senior students, workshops with the Melbourne Chamber Orchestra, yachting on Shepp Lake and a celebration day at Funfields them Park at the end of the Year.

We also enjoyed Science incursions run by the Bendigo Discovery Centre each term, as well as virtual lessons in Term 3 and 4.

We successfully received funding for Science Week and invited cluster schools to Undera PS to participate in a variety of science activities.

It was great to build our community engagement with parents attending for Mothers' Day and Fathers' Day celebrations, Graduation and end of year concert (at which the parents organised a BBQ dinner for the whole school), and other special events.

Financial performance

Overall, our school sits in a good position financially. We had \$189,986 funds available and \$32,283 in commitments.

Undera Primary school's budget reflects the school's goals in our Annual Implementation Plan, as part of our school Strategic Plan. All funds were used to maximise learning opportunities and outcomes for students.

All school equity funds were utilised to facilitate the AIP by providing targeted support for sudnets in literacy and numeracy. In 2025 we successfully recieved a number of grants including Science Week, Landcare, Kyabram Club, Rotary, Lighthouse Foundation and Schools Plus. These grants enabled us to provide our students with the extra activities and resources to give them a better quality of education.

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 13 students were enrolled at this school in 2025, 6 female and 7 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 **High**.

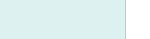

Parent Satisfaction Summary

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	96.1%	
	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	NDP	
	Similar schools	81.0%	
	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	73.3%	
	Similar schools	76.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	70.0%	
	Similar schools	78.0%	
	State	84.2%	

NAPLAN


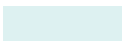

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	83.3%
	Similar schools	60.5%	59.9%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	NDA	NDP
	Similar schools	NDA	61.1%
	State	NDA	75.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	83.3%
	Similar schools	61.0%	61.5%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	NDA	NDP
	Similar schools	NDA	54.1%
	State	NDA	67.6%

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	92.0%		90.9%
	Similar schools	78.7%		82.0%
	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	86.7%		87.9%
	Similar schools	83.3%		84.2%
	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	12.4	22.9
	Similar schools	25.1	24.4
	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	NDP
Year 1	School	NDP
Year 2	School	NDP
Year 3	School	NDP
Year 4	School	NDP
Year 5	School	NDP
Year 6	School	NDP

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	\$664,490
Government Provided DET Grants	\$124,623
Government Grants Commonwealth	\$7,909
Government Grants State	\$0
Revenue Other	\$9,752
Locally Raised Funds	\$22,617
Capital Grants	\$0
Total Operating Revenue	\$829,390

Equity	Actual
Equity (Social Disadvantage)	\$32,558
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$32,558

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

Expenditure	Actual
Student Resource Package ¹	\$694,136
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$16,970
Communication Costs	\$473
Consumables	\$13,194
Miscellaneous Expenses ²	\$8,497
Agency Staff	\$0
Professional Development	\$2,276
Equipment/Maintenance/Hire	\$6,738
Property Services	\$26,910
Salaries & Allowances ³	\$23,806
Support Services	\$25,506

Expenditure	Actual
Trading & Fundraising	\$802
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$3,707
Total Operating Expenditure	\$823,014
Net Operating Surplus/-Deficit	\$6,376
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	\$178,721
Official Account	\$11,265
Other Accounts	\$0
Total Funds Available	\$189,986

Financial Commitments	Actual
Operating Reserve	\$21,480
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$10,803
School Based Programs	\$20,576
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	\$58,247
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$111,106

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.