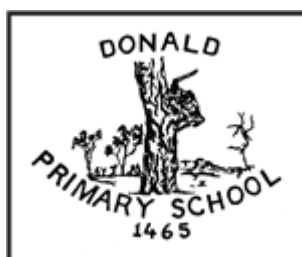


2025 Annual Report to the School Community

School Name: Donald Primary School (1465)



- 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 26 March 2026 at 03:59 PM by Russell Marland (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 26 March 2026 at 03:59 PM by Russell Marland (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

Donald Primary School is a small rural school located in the Buloke Shire, approximately 280 kilometres northwest of Melbourne in the Wimmera region. With a history spanning over 152 years, the school is highly regarded within its local community and continues to play a significant role in supporting rural education. In 2025 the student enrolment was 82 students.

The school is situated on expansive and well-maintained grounds that support both active and passive play. Facilities include large lawned areas, a school oval, a community-built stadium, playgrounds, and a variety of flexible learning spaces designed to enhance collaboration and student engagement.

Ongoing improvements to school facilities have been achieved through the combined efforts of staff, School Council, parents and students. These efforts reflect a shared commitment to maintaining high standards and encouraging a safe, supportive and inclusive learning environment.

SCHOOL STRUCTURE

In 2025, the school operated with four generalist classrooms, with a combination of both composite and straight grades – Foundation/Grade 1, Grade 2, Grade 3/4, and Grade 5/6 and ran seven specialist programs: Visual Art, Science, History, Respectful Relationships, Physical Education, Japanese, and Digital Technologies. The school employed 10.80 equivalent full-time staff.

VISION

Through high expectations, a strong sense of community, and a commitment to continuous improvement, Donald Primary School aims to support every student to achieve their academic, social, and emotional potential.

VALUES

Donald Primary School promotes a culture of respect, inclusion and care. Students are encouraged to take pride in their learning, demonstrate responsibility, and contribute positively to the school and wider community. The school values follow the A (Attitude) B (Bouncing Back) C (Communication) D (Decisions) and E (Empathy) with the mantra of 'Have a Red Hot Go' being highlighted across all levels of learning.

COMMUNITY PROFILE

In 2025, Donald Primary School had an enrolment of 82 students, a figure that has remained relatively stable over the past four years, although lower than historical enrolment levels. This decline is attributed to factors including limited housing availability, drought conditions, and reduced local employment opportunities.

The school places a strong emphasis on partnerships between parents and teachers, recognising this collaboration as essential to supporting student learning and wellbeing. All parents are encouraged to actively participate in school life, contributing to a holistic 'whole child' approach to education.

Donald Primary School has a strong record of academic achievement, consistently demonstrating solid learning outcomes and above-average results across a range of school surveys and National Assessments (NAPLAN).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Donald Primary School continued to demonstrate strong student learning outcomes across English and Mathematics, with results consistently exceeding those of similar schools and the state.

Teacher judgement against the Victorian Curriculum indicates that the vast majority of students are achieving at or above age-expected standards. In English, 91.9% of students met or exceeded expectations, significantly higher than similar schools (78.2%) and the state average (86.3%). In Mathematics, 94.2% of students achieved at or above the expected level, again well above similar schools (76.5%) and the state (84.2%). These results reflect a strong and consistent focus on high-quality teaching and targeted support for all learners.

Student achievement in NAPLAN further highlights the school's success. A high proportion of students achieved in the Strong or Exceeding proficiency levels across both reading and numeracy. In Year 3, 85.7% of students achieved Strong or Exceeding in Reading and 78.6% in Numeracy, both well above similar schools and state benchmarks. In Year 5, all students (100%) achieved Strong or Exceeding proficiency in both Reading and Numeracy, demonstrating outstanding learning growth and achievement. Three-year averages in these areas also remain consistently high, indicating sustained performance over time.

In terms of relative growth, results show that most students are making strong progress. From Year 3 to Year 5, 88.9% of students achieved medium or high growth in Reading, and 100% achieved medium or high growth in Numeracy. These figures are substantially higher than both similar schools and state averages, demonstrating the school's effectiveness in supporting continuous improvement for all students, regardless of their starting point.

Overall, these results reflect a highly effective teaching and learning program at Donald Primary School, with a clear focus on achieving excellence and growth for every student.

Wellbeing

At Donald Primary School, student wellbeing remained a central priority in 2025, underpinning the strong academic success achieved across the school. A consistent and supportive wellbeing framework ensured students were ready to learn, engaged, and confident in their abilities.

The school strengthened its referral pathways to allied health services, including access to speech and occupational therapy, enabling timely and targeted support for students. This contributed significantly to improved learning outcomes and student engagement.

The wellbeing team focused on implementing the Seasons for Growth program, alongside whole-school approaches such as the Golden Bull prize draw and House Points system, which reinforced positive behaviours. These initiatives were closely aligned with the school's values—ABCDE—and its motto, "Have a Red Hot Go," fostering a positive and inclusive school culture.

Student voice continued to be a key strength, with the student leadership program playing an active role in assemblies, ceremonies, and special events. Community engagement was also a highlight, with a highly successful Family Fun Night strengthening connections between families and the school. The School Concert celebrated student growth through dance, and a formal Graduation ceremony marked an important milestone for Year 6 students.

The school also commenced its journey into the Disability Inclusion program, strengthening Individual Education Plans (IEPs) and Student Support Group (SSG) processes in preparation for 2026.

Engagement

Student engagement remained a key focus at Donald Primary School throughout 2025, with a strong connection between wellbeing, attendance, and active participation in school life. The school's positive and inclusive culture supported students to feel connected, motivated, and ready to learn.

Attendance was a priority, with targeted strategies implemented to support students and families. This included regular attendance meetings, the development of individual learning plans, and adjustments to meet diverse student needs. These approaches ensured that barriers to attendance were addressed proactively and that every student was supported to engage fully in their learning. To further promote positive attendance habits, awards were presented at each assembly, with a special recognition given to students who achieved 100% attendance across the year.

Student voice and leadership continued to strengthen engagement across the school. Through the student leadership program, students played an active role in organising assemblies, ceremonies, and special events, fostering a sense of ownership and pride in their school community.

A wide range of extra-curricular opportunities further enhanced student engagement. These included musical performances and talent showcases such as Donald Idol, as well as a variety of sporting events including winter sports, athletics, cross country, and the swimming carnival. These experiences provided students with opportunities to develop confidence, teamwork, and school pride.

Whole-school events also contributed significantly to engagement. The Family Fun Night strengthened partnerships between families and the school, while the School Concert celebrated student learning through dance. The Year 6 Graduation provided a meaningful celebration of students' primary school journey.

Together, these opportunities ensured students remained highly engaged, connected, and enthusiastic about their school experience.

Financial performance

In 2025, Donald Primary School recorded a cash surplus of \$72,704. This was achieved through careful financial management, with total revenue of \$1,573,170 exceeding expenditure of \$1,500,466.

The school's main funding came from the Student Resource Package (\$1,275,011), along with DET grants and locally raised funds. Equity funding of \$114,246 supported additional learning needs.

Expenditure was well managed across staffing, resources, and student programs, with continued investment in equipment and support services. The school also invested \$11,275 in asset acquisitions.

Overall, Donald Primary School finished the year in a stable financial position and is well placed for the year ahead.

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 82 students were enrolled at this school in 2025, 43 female and 39 male. 9% had English as an additional language and 7% 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	NDP	
	Similar schools	87.0%	
	State	82.0%	

School Staff Survey


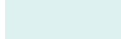


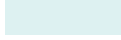

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	NDP	
	Similar schools	78.2%	
	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	91.9%	
	Similar schools	78.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.2%	
	Similar schools	76.5%	
	State	84.2%	

NAPLAN

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


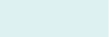


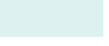

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	85.7%	81.8%
	Similar schools	58.6%	59.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	100.0%	93.1%
	Similar schools	67.7%	66.5%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	78.6%	66.7%
	Similar schools	55.3%	57.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	100.0%	89.7%
	Similar schools	59.7%	59.0%
	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	88.9%	
	Similar schools	71.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	100.0%	
	Similar schools	68.4%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	87.1%		74.7%
	Similar schools	79.7%		78.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	86.0%		79.4%
	Similar schools	80.5%		79.5%
	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
Prep - 6	School	21.5	22.0
	Similar schools	25.3	25.7
	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	91.1%	
Year 1	School	90.4%	
Year 2	School	92.4%	
Year 3	School	87.8%	
Year 4	School	91.3%	
Year 5	School	94.1%	
Year 6	School	76.2%	

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	\$1,275,011
Government Provided DET Grants	\$249,860
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$14,147
Locally Raised Funds	\$34,152
Capital Grants	\$0
Total Operating Revenue	\$1,573,170

Equity	Actual
Equity (Social Disadvantage)	\$114,246
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$114,246

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

Expenditure	Actual
Student Resource Package ¹	\$1,173,729
Adjustments	\$0
Books & Publications	\$1,263
Camps/Excursions/Activities	\$29,102
Communication Costs	\$5,481
Consumables	\$33,271
Miscellaneous Expenses ²	\$7,312
Agency Staff	\$0
Professional Development	\$9,940
Equipment/Maintenance/Hire	\$65,188
Property Services	\$36,239
Salaries & Allowances ³	\$36,291
Support Services	\$68,700

Expenditure	Actual
Trading & Fundraising	\$7,122
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,829
Total Operating Expenditure	\$1,500,466
Net Operating Surplus/-Deficit	\$72,704
Asset Acquisitions	\$11,275

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	\$220,871
Official Account	\$9,965
Other Accounts	\$0
Total Funds Available	\$230,837

Financial Commitments	Actual
Operating Reserve	\$54,456
Other Recurrent Expenditure	(\$800)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$43,000
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$161,656

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.