

2025 Annual Report to the School Community

School Name: Ballan Primary School (1435)



- 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 22 March 2026 at 08:50 PM by James Baker (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 01:46 PM by James Baker (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

Ballan Primary School is located 40 kilometres east of Ballarat on the Western Highway. Ballan is a picturesque regional town with many attributes. The school has been on the site since 1874. The school offers a range of programs and structures designed to facilitate learning, engagement, well-being, and social responsibility. Specialist areas include Visual Arts, French, Science, Stephanie Alexander Kitchen Garden Program, and Physical Education classes. Other extracurricular activities include camps, Kelly Sports, Footsteps Dance Program, excursions, swimming classes, sporting events, art shows, music concerts, numeracy and literacy days. Our school facilities are outstanding with multiple spaces that are purposefully designed to allow for a range of learning experiences and choices. All our classrooms are permanent and equipped to provide a 21st-century education to our students. This includes interactive digital displays in every classroom and access to eLearning, iPads, and laptop computers. We have an on-site Out of School Hours Care facility coordinated by our School Council. At Ballan Primary School we have twenty-eight staff. This consists of the Principal, Assistant Principal, Learning Specialist, ten classroom teachers, a PE teacher, a Science teacher, an Art and Language teacher, 8 Education Support staff, a Library Technician, a Business Manager, Admin staff member, a Groundsman, and a Stephanie Alexander Kitchen Garden specialist.

Values

Ballan Primary School expects students, teachers, parents, carers, and the community to display our school values of Courage, Growth, Inspiration, and Community. We foster a learning community where everyone aims to do their best; values diversity, embraces differences, and cares for the environment. We aim for an environment where we are united, supportive, and kind to each other. We live out these values through our work within the school and with our local community. We believe that working in authentic collaboration with the community is vital to the shaping of our present and future society. Our Student Family Occupation and Education band is low-medium with an index of 0.3945.

Vision

Our vision is to nurture in children a desire to learn throughout life and to develop the capacity to exercise judgement and responsibility in matters of morality, ethics, and social justice. Every child at Ballan Primary School is provided with a positive, safe, and supportive learning environment that enables them to be curious, optimistic, and inclusive.

Mission

Ballan Primary School's mission is to provide students with the best possible foundation in life through a well-rounded education, so they may participate meaningfully and purposefully in a world they are already helping to shape.

Objective

Ballan Primary School's objective is to encourage students to become lifelong independent learners who will make positive contributions to the wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, we continued to implement our four-year School Strategic Plan, selecting the following areas for our teaching and learning focus for our Annual Implementation Plan.

Maximise the learning growth of every student.

- Strengthen practices to utilise data to inform differentiated teaching and learning
- Review and embed agreed instructional practices
- Refine and embed practices to record and track student learning and well-being data

To support the implementation of literacy and numeracy across the school, our School Improvement Team (SIT) Leaders were appointed, and School Improvement Teams met regularly to map the curriculum and develop whole school resources.

In Numeracy, the team aligned the new Victorian Curriculum 2.0, addressing the necessity of a cyclic approach to revising topics throughout the year. Numeracy Action Team members ensured all year levels established and implemented daily reviews at the beginning of each numeracy lesson, providing students with the opportunity to recall previously taught content and practise them in the context of the lesson. Teachers in Year 5/6 implemented a differentiated learning approach that leveraged technology to accommodate varying levels of understanding among students.

In the area of Literacy, we continued to invest in the expertise of staff in the comprehensive implementation of the systematic synthetic phonics approach for Prep to Year 2. The team conducted a review of their Literacy programs and implemented the English Victorian Curriculum 2.0 and aligned our planning to reflect new content knowledge and pedagogical practice. Additionally, professional learning sessions were facilitated through our PLC leaders, focusing on further developing teachers' understanding and skills in the Victorian Teaching and Learning Model.

Junior and Senior Professional Learning Community (PLC) Leaders were appointed, and all classroom teaching staff participated in short PLC sprints with a primary emphasis on reflecting upon and enhancing teaching practices as outlined in the VTLM 2.0.

When comparing our school-based data and results to those set in the 2025 Annual Implementation Plan, the following results were achieved.

The number of students achieving strong and exceeding in Year 3 and Year 5 Naplan

- Reading (Year 3) – 69% (target) / 67% (not achieved)
- Writing (Year 3) - 77% (target) / 87% (achieved)
- Numeracy (Year 3) - 57% (target) / 80% (achieved)
- Reading (Year 5) - 64% (target) / 82% (achieved)
- Writing (Year 5) - 52% (target) / 50% (not achieved)

- Numeracy (Year 5) - 65% (target) / 71% (achieved)

By the end of 2025, the number of Years 1-6 students assessed as making below-expected growth against the Victorian Curriculum will decrease to

- Reading & Viewing - 20% (target) / 20% (achieved)
- Writing - 20% (target) / 25% (not achieved)
- Number - 15 % (target) / Numeracy 21% (not achieved)

By the end of 2025, the percentage of staff responding positively to the SSS in the following areas will increase to

- Guaranteed and viable curriculum - 80% (target) / 96% (achieved)
- Teacher collaboration - 60% (target) / 84% (achieved)
- Staff trust in colleagues - 60% (target) / 73% (achieved)

When reviewing the data outlined in this report, the following statements can be made

- Year 3 Reading, Writing, Numeracy results were above similar schools and state results.
- Year 5 Reading and Numeracy results was above similar schools and state results.
- Teacher Judgments (P-6) in Reading were below state but at similar schools
- Teacher judgements (P-6) in Numeracy were below state but at similar schools.

Throughout the year, our school successfully implemented a tutoring program with a specific emphasis on improving reading and writing skills. A total of 20 students utilised our tutoring services. Furthermore, a group of 16 students were provided with MultiLit/MiniLit intervention to enhance their literacy abilities and understanding of fundamental operations.

Additionally, we ran extension learning programs across years 2 to 6 in writing.

We were able to successfully implement a formal staff peer review process. Which reflected a positive increase in the sense of teacher collaboration and trust.

In Term 4 we employed a specialist curricular tutor for an intake of 20 students with varying academic interventions.

Wellbeing

In 2025 we commenced our key focus areas of the School Strategic Plan, selecting the following areas for our wellbeing focus for our Annual Implementation Plan:

To empower students in their well-being and learning

- Build student capacity to set challenging learning goals and monitor their own growth.
- Review and strengthen the whole school approach to wellbeing.

We continued our extensive focus on school behavioural data, these data sets were used to establish Tier 2 and 3 supports for students at risk, and we were able to pinpoint students who may be facing challenges and implement targeted strategies to enhance their overall well-being.

In 2025 we continued to engage with Psychs in Schools in the first semester of the year, to provide specialised psychological intervention for an intake of 10 students with varying therapeutic interventions.

The school continued to employ a Leading Teacher in Wellbeing whose portfolio consisted of Disability Inclusion, Wellbeing, and social emotional learning. They provided tailored professional development for staff to address student needs. The Leading Teacher dedicated significant effort towards the Disability Inclusion process, offering support to teachers in effectively accommodating students with diverse learning and well-being requirements in the classroom. We offer ongoing and regular room bookings for Allied Health professionals as well as the WRISC, Catholic Care, and Anglicare therapists and educators generated through school referrals at family requests.

Our Wellbeing School Improvement Team continued a focus in 2025 in embedding the School Wide Positive Behaviour Support (SWPBS) framework across the school. This involved regular coaching sessions with the SWPBS coach, and online and in-person professional learning around SWPBS, student wellbeing and engagement. The school successfully achieved a Silver-level award for SWPBS.

In Term 4, we employed a Music Therapist for an intake of 10 students with varying therapeutic interventions.

When comparing our school-based Attitudes to School (AtoSS) Data, in this report, to similar schools and state, it was determined:

- Sense of Connectedness was above similar schools and the state average
- Management of Bullying was above similar schools and the state average

When reviewing the response data in our Annual Implementation Plan, we were pleased with our outcomes.

- Sense of confidence - 80% (target) – 81% (achieved)
- Managing Bullying – 85% (target) – 80% (not achieved)
- Sense of connectedness - 80% (target) - 82% (achieved)
- Teacher Concern – 80% (target) – 82% (achieved)

In 2026, the school will continue to further develop and implement programs, strategies, and interventions to support all students' social and emotional well-being needs. The school will also strive for its Gold Accreditation for SWPBS.

Engagement

Engagement, along with wellbeing, remained a key focus of the school, and the following key improvement strategies were prioritised in the 2025 Annual Implementation Plan:

To improve student engagement and wellbeing outcomes.

- Build student capacity to set challenging learning goals and monitor their own growth.

There was a minor decline in attendance data, with a slight decrease in the number of students who were absent for 20 or more days during the year, which accounted for 35% of the student population; 15% of students had absences exceeding 30 days. The school collaborated with

families and the Department of Education to address high levels of absenteeism and to enhance student engagement in learning.

When comparing the average student absences to those of similar schools and the state average, our students demonstrated a lower rate of absences, with students at 95% or above attendance at a higher level than the state.

The school continues to provide learning opportunities, outside of literacy and numeracy, including:

- Clubs – multi-aged groups where students nominate interest learning groups on a fortnightly basis for our year 5 & 6 students.
- Better Buddies – multi-aged groups where students complete various activities linked to celebrations and social skills on a fortnightly basis.
- Arts Program – weekly sessions that focus on visual arts, drama, and music, where students are able to display final pieces at various exhibitions in the local area and end-of-year art show.
- Sports programs - swimming, athletics, team sports like AFL, netball, and basketball, and golf.
- Sports Clinics facilitated by Western Bulldogs (football) and Melbourne Renegades (cricket).
- Lunchtime Clubs and Activities – self-nominated activities at lunchtimes, facilitated by staff.
- Junior School Council and School Leadership opportunities.
- Stephanie Alexander Kitchen Garden Program.

School camps and excursions remained a positive experience for students, with Year 2 students participating in a Late Stay, 3/4 students taking part in the adventure camp to Angahook, and Year 5/6 students enjoying their camp at Roses Gap. There were many other highlights with our excursions and incursions throughout the year, including our Scholastic Book Fair.

In 2025, we continued our partnership with Foodbank, which began as free fruit for all students and has evolved into regular deliveries of Home Packs and breakfast club twice a week.

We continue to have an increasing number of parents assisting with excursions, camps and school-based activities, including a very active school council. In 2026, we will investigate how we can continue to increase parent involvement in school.

In 2026, we will prioritise student engagement and attendance, specifically aiming to reduce the levels of absenteeism among students with over 20 days of absence. This is a continued focus from 2025.

Other highlights from the school year

Grade 2 Long Stay
Grade 3/4 Camp to Angahook
Grade 5/6 Camp to Roses Gap

Whole School Art Show
Ballan Autumn Festival
Sub School performances at assembly

Interschool sports
School Sports Carnival

SAKGP program
Maths Night
Author Visit with Susea Spray for the whole school
Let the Music Move You whole school performance
Australian Animal Incursion
MCG senior tour excursion
Grade 5/6 Travel Expo
Cyber Safety school and community session

Financial performance

The Financial Performance and Position report shows an end-of-year surplus of \$140,700. The majority of this surplus came from successful Disability Inclusion applications.

At the end of 2025, the High Yield and working accounts held significant money, including unspent CSEF, ICT contingency, and school savings bonus and money to carry forward for planned projects in 2026. This planned spending is allocated to subprogram budgets of equity, Parents & Friends, OSHC, and Disability Inclusion.

The Kitchen Garden upgrade was successfully completed in 2025. The school has received funding for ongoing building maintenance in 2026.

Throughout the year, Parents and Friends successfully raised a substantial amount of funding, which was allocated to various camps, and excursions. Any remaining funds from these fundraising efforts will be carried forward and utilised in 2026 for planned projects and initiatives.

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

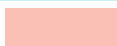

A total of 230 students were enrolled at this school in 2025, 108 female and 122 male. NDP had English as an additional language and 5% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Medium**.

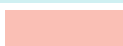
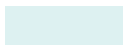

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	75.0%	
	Similar schools	80.1%	
	State	82.0%	

School Staff Survey


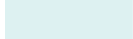


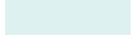

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.3%	
	Similar schools	77.7%	
	State	77.4%	

LEARNING




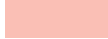
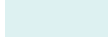


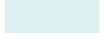


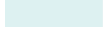

Teacher Judgement of student achievement against the Victorian Curriculum

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	82.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	79.2%	
	Similar schools	81.6%	
	State	84.2%	

NAPLAN

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


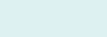


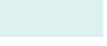

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%	 55.4%
	Similar schools	61.9%	 63.3%
	State	69.5%	 69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	82.4%	 68.3%
	Similar schools	70.5%	 70.2%
	State	73.9%	 74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	80.0%	 66.3%
	Similar schools	61.8%	 63.7%
	State	66.2%	 66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	70.6%	 66.7%
	Similar schools	63.9%	 62.4%
	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	76.5%	
	Similar schools	70.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	81.8%	
	Similar schools	68.0%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	81.7%		76.6%
	Similar schools	74.0%		74.2%
	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	80.3%		77.3%
	Similar schools	75.7%		75.4%
	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	19.6	18.6
	Similar schools	22.4	22.6
	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	90.2%	
Year 1	School	90.1%	
Year 2	School	91.7%	
Year 3	School	90.2%	
Year 4	School	91.3%	
Year 5	School	91.6%	
Year 6	School	86.3%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,658,959
Government Provided DET Grants	\$675,525
Government Grants Commonwealth	\$155,331
Government Grants State	\$0
Revenue Other	\$13,072
Locally Raised Funds	\$208,629
Capital Grants	\$0
Total Operating Revenue	\$3,711,516

Equity	Actual
Equity (Social Disadvantage)	\$77,404
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$77,404

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

Expenditure	Actual
Student Resource Package ¹	\$2,696,159
Adjustments	\$0
Books & Publications	\$1,276
Camps/Excursions/Activities	\$92,578
Communication Costs	\$7,944
Consumables	\$60,565
Miscellaneous Expenses ²	\$27,689
Agency Staff	\$0
Professional Development	\$8,671
Equipment/Maintenance/Hire	\$104,639
Property Services	\$165,375
Salaries & Allowances ³	\$327,327
Support Services	\$57,658

Expenditure	Actual
Trading & Fundraising	\$38,902
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$224
Utilities	\$31,156
Total Operating Expenditure	\$3,620,165
Net Operating Surplus/-Deficit	\$91,351
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	\$255,166
Official Account	\$59,139
Other Accounts	\$1,740
Total Funds Available	\$316,046

Financial Commitments	Actual
Operating Reserve	\$154,001
Other Recurrent Expenditure	\$0
Provision Accounts	\$21,200
Funds Received in Advance	\$0
School Based Programs	\$78,000
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	\$41,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$294,701

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.