

2025 Annual Report to the School Community

School Name: Tallangatta Primary School (1365)



- 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 18 March 2026 at 06:31 AM by Alisha Watson (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 24 March 2026 at 12:01 PM by Alisha Watson (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

Tallangatta Primary School is a small rural government school located in the beautiful north-east of Victoria, on the shores of Lake Hume and approximately 30 minutes from Wodonga. The school serves a close-knit community and is strongly supported by families and the broader local area.

The school's vision is to *strive for excellence, creating a community of respectful, responsible and committed learners*. Tallangatta Primary School is guided by the core values of Be Respectful, Be Responsible and Be a Learner. These values underpin all aspects of school life and support the development of students who are confident, capable and equipped with the skills and values to thrive. Together, these shared values foster a positive and supportive learning environment where all students feel a strong sense of belonging.

In 2026, Tallangatta Primary School has an enrolment of 78 students, organised across four composite classes from Foundation to Year 6. The school is staffed by seven teaching staff and eight education support staff, led by the Principal, a Mental Health and Wellbeing Leader, and a Victorian Teaching and Learning Model (VTLM) Leader. This structure allows for strong collaboration, personalised learning, and targeted support for students.

Tallangatta Primary School has a strong focus on inclusive practices and is committed to meeting the diverse learning and wellbeing needs of all students. The school celebrates cultural diversity and places a high priority on student wellbeing, student voice and strong community partnerships. These features contribute to a nurturing and engaging learning environment that supports both academic growth and personal development.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, improving student learning outcomes remained a central focus for our school, with strong progress demonstrated across Literacy and Numeracy. Teacher judgement data showed that more than 80% of students were achieving at or above the expected standard in both learning areas. This reflected the impact of consistent whole-school teaching practices, regular use of assessment data, and targeted differentiation within classrooms to meet individual student needs.

NAPLAN results also provided evidence of growth and achievement, particularly in Year 3 Numeracy, where a higher proportion of students achieved in the strong and exceeding proficiency levels when compared with both state and similar schools. This success was supported by a deliberate focus on explicit teaching in Mathematics, regular use of number talks, problem-solving tasks, and staff moderation to ensure consistent expectations across year levels.

Throughout the year, teachers engaged in professional learning communities to analyse student data, identify learning gaps, and plan targeted interventions. Students requiring additional support were provided with small-group instruction, adjusted learning tasks, and intervention programs, which contributed to improved confidence and achievement outcomes.

Building on these achievements, the new School Strategic Plan prioritises strengthening consistency in Literacy and Numeracy instruction across all year levels. A key next step identified through data analysis is increasing the percentage of relative growth from Year 3 to Year 5, which remains below state and similar school benchmarks. To address this, the school will continue refining evidence-based teaching practices, strengthening curriculum alignment, and using targeted support to accelerate growth for all learners.

Wellbeing

Student wellbeing remained an equally important priority alongside learning, reflecting our commitment to being an inclusive government school. Results from the Attitudes to School Survey showed an 85% positive endorsement, exceeding both state and similar school benchmarks, indicating that the majority of students in Years 4 - 6 feel happy and are thriving at Tallangatta Primary School. The school achieved a 79% positive endorsement in the area of managing bullying, which was above the state average; whilst highlighting an area for continued focus and improvement compared to similar schools. We are proud to maintain a strong emphasis on student wellbeing into 2026, including whole-staff training in the Berry Street Education Model.

Engagement

Student attendance was a strong area of performance in 2025, reflecting high levels of student engagement across the school. On average, students were absent for 16.3 days, significantly lower than the state and similar school average of 22 days. This indicates that students feel connected to their school and are motivated to attend and participate in learning.

This positive attendance trend is supported by several key engagement practices aligned with the Framework for Improving Student Outcomes (FISO) 2.0. These include a continued focus on inclusive classroom practices to ensure all students feel a sense of belonging, the prioritisation of student wellbeing to support readiness to learn, and the provision of engaging and differentiated learning experiences. The school has strengthened student voice and agency, providing students with opportunities to contribute to their learning and school environment, further enhancing their connection to school.

While attendance data is very positive, the school remains committed to ongoing improvement, recognising that every day of learning is important. Strategies to further reduce absenteeism and maintain high engagement will continue to be a priority in 2026.

Other highlights from the school year

In 2025, the school celebrated a number of significant highlights that positively impacted students and the broader school community. A major milestone was the commencement of the school's refurbishment and modernisation project, which will enhance learning environments and support future-focused teaching and learning.

The school strengthened its commitment to literacy through the investment in the MultiLit program, supporting improved outcomes for students across the school.

Camps continued to be a valuable part of the student experience. The Year 5/6 students attended a Canberra camp, enriching their understanding of Civics and Citizenship through real-world connections. Year 3/4 students participated in a camp at Harrietville, where they developed resilience, independence and teamwork skills.

These highlights reflect the school's ongoing commitment to providing rich learning experiences, strengthening student outcomes, and fostering a connected and engaged school community.

Financial performance

In 2025, Tallangatta Primary School maintained a strong and stable financial position, reflecting careful planning and responsible management of resources. The school generated total operating revenue of \$1,989,229, primarily from the Student Resource Package, government grants, and locally raised funds, including contributions from the school community. Expenditure for the year was \$1,969,781, covering staffing, programs, camps, resources, maintenance, and other operational costs, resulting in a modest operating surplus of \$19,448. The school also invested \$56,646 in asset acquisitions, improving facilities and resources to enhance student learning. Equity funding of \$33,900 provided additional support for students experiencing social disadvantage. Overall, the school's finances remain well-managed and continue to support high-quality learning and wellbeing initiatives for all students.

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

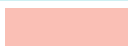
A total of 94 students were enrolled at this school in 2025, 44 female and 50 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

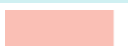


Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	81.8%	
	Similar schools	84.5%	
	State	82.0%	

School Staff Survey


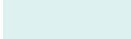


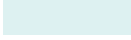

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	71.2%	
	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	82.6%	
	Similar schools	85.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	86.4%	
	Similar schools	86.0%	
	State	84.2%	

NAPLAN

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


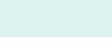


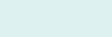

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	68.8%	55.0%
	Similar schools	67.1%	63.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	60.0%	63.4%
	Similar schools	70.9%	72.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	75.0%	67.5%
	Similar schools	69.3%	66.2%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	60.0%	65.9%
	Similar schools	69.2%	66.2%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


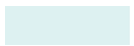

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	52.9%	
	Similar schools	72.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	64.7%	
	Similar schools	73.1%	
	State	74.0%	

WELLBEING


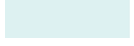

Student Attitudes to School – Sense of Connectedness

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	85.0%		68.7%
	Similar schools	81.1%		79.9%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	79.0%		67.2%
	Similar schools	82.4%		82.1%
	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	16.3	19.4
	Similar schools	22.5	23.2
	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	89.6%	
Year 1	School	86.6%	
Year 2	School	92.2%	
Year 3	School	90.5%	
Year 4	School	93.5%	
Year 5	School	93.2%	
Year 6	School	94.9%	

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	\$1,582,414
Government Provided DET Grants	\$277,867
Government Grants Commonwealth	\$31,341
Government Grants State	\$0
Revenue Other	\$65,614
Locally Raised Funds	\$31,992
Capital Grants	\$0
Total Operating Revenue	\$1,989,229

Equity	Actual
Equity (Social Disadvantage)	\$33,900
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$33,900

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

Expenditure	Actual
Student Resource Package ¹	\$1,623,854
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$35,818
Communication Costs	\$1,656
Consumables	\$29,738
Miscellaneous Expenses ²	\$7,236
Agency Staff	\$0
Professional Development	\$8,306
Equipment/Maintenance/Hire	\$34,534
Property Services	\$26,805
Salaries & Allowances ³	\$162,818
Support Services	\$13,027

Expenditure	Actual
Trading & Fundraising	\$15,353
Motor Vehicle Expenses	\$531
Travel & Subsistence	\$0
Utilities	\$10,104
Total Operating Expenditure	\$1,969,781
Net Operating Surplus/-Deficit	\$19,448
Asset Acquisitions	\$56,646

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	\$348,677
Official Account	\$13,615
Other Accounts	\$0
Total Funds Available	\$362,292

Financial Commitments	Actual
Operating Reserve	\$57,654
Other Recurrent Expenditure	\$9,876
Provision Accounts	\$878
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	\$40,000
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$358,408

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.