

2025 Annual Report to the School Community

School Name: Yinnar Primary School (2419)



- 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 05 March 2026 at 09:39 AM by Christine Hall (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 01 April 2026 at 04:15 PM by Christine Hall (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

Yinnar Primary School is located in the rural township of Yinnar at the base of the Strzelecki Ranges in the Gippsland region. The school benefits from a supportive and engaged community that places a high value on education and actively contributes to the life of the school. The township continues to experience steady growth as farmland transitions to residential development. At the time of reporting, the school has an enrolment of 211 students.

At Yinnar Primary School, we foster a culture of continuous learning where students are encouraged to think critically, embrace challenges, and develop confidence in their abilities. Our aim is to nurture resilient, reflective, and capable learners who can work both independently and collaboratively, preparing them for success in school and beyond.

A strong commitment to shared values underpins our school community. Our core values—Growth Mindset, Respect, Aim High, Curiosity and Enthusiasm (GRACE)—guide student learning and behaviour across all aspects of school life. Through these values, students are supported to approach new experiences with positivity and determination while demonstrating care for themselves and others. Alongside strong academic achievement, we focus on developing confident, capable lifelong learners who leave Yinnar Primary School ready to continue learning and exploring new opportunities.

Academic excellence remains a key priority. The school implements a structured and explicit teaching approach across all learning areas, ensuring that students engage in a rigorous and supportive learning environment. Teaching practice includes carefully sequenced lessons, clear instruction, explicit modelling, regular formative assessment, and timely, targeted feedback.

Through the implementation of a knowledge-rich curriculum, students experience high-quality, evidence-informed teaching that supports a coherent and cumulative progression of learning from Prep to Year 6. Instructional practices are informed by contemporary educational research, including Cognitive Load Theory, supporting strong student understanding, retention and long-term success.

The school employs 30 staff members, including 2 principal class staff, 1 learning specialist, 12 classroom teachers and 3 specialist teachers (part-time roles included). In addition, 10 education support staff work in classrooms, with one staff member based in the office and one responsible for grounds and maintenance. The school currently operates nine classes, primarily composite grades, organised into two sub-school teams: Prep–Year 2 and Years 3–6. Teachers work collaboratively within these teams and partner with buddy grades to support student wellbeing and learning continuity.

Specialist programs offered include Physical Education, Performing Arts, Visual Arts, Science and Technology. The Languages Other Than English (LOTE) program provides students with the opportunity to learn Auslan.

Yinnar Primary School places strong emphasis on professional collaboration and high-quality teaching practice. Staff are committed to continuous improvement and work together to support every student to achieve their personal best. This positive professional culture is reflected in the school's School Climate endorsement rate of 94.8% in the annual School Staff Survey, well above the state average of 77.4%.

Strong partnerships between school and home are valued and actively encouraged. Yinnar Primary School prioritises open and consistent communication with families and welcomes parent and caregiver involvement in both learning and community activities. This collaborative approach contributes to a supportive and connected school environment focused on achieving the best possible outcomes for every student. In the annual Parent/Guardian/Caregiver Opinion Survey, the school achieved an endorsement rate of 89%, exceeding the state average of 78%.

Our current Strategic Plan Goals are:

Improve student learning growth in Literacy, Numeracy and Technology

Improve student wellbeing outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2025, Yinnar Primary School maintained a strong commitment to excellence in teaching and learning, with a continued focus on improving outcomes in literacy and numeracy.

The school has established a comprehensive instructional model supported by a clearly documented whole-school teaching and learning program. This program incorporates high-impact teaching strategies and detailed digital curriculum documentation that articulates the school's pedagogical approach. Continued consolidation of the Explicit Direct Instruction (EDI) model has strengthened lesson clarity and structure, resulting in increased student engagement, improved understanding, and strong learning outcomes across the curriculum.

Ensuring consistency in high-quality teaching practice remains a priority across the school. New staff are supported through a structured induction process, complemented by ongoing mentoring, coaching and curriculum leadership. These processes support the consistent implementation of the school's instructional model and evidence-based teaching practices.

In literacy, the school continued to implement a high-quality, evidence-informed program, further developing practices aligned with The Writing Revolution and English Core Knowledge units. Spelling Mastery was introduced in Years 3–6 to support the development of students' spelling, reading and writing skills. Assessment tools including No More Marking and AutoMark were used to provide valuable insights into student progress through comparative judgement of writing samples. This data informed targeted instruction and supported effective differentiation to meet individual student learning needs.

In numeracy, teaching in Prep to Year 2 continued to emphasise the development of foundational mathematical concepts and fluency with basic facts. The Numeracy Lesson Structure incorporates key elements of Explicit Direct Instruction, ensuring lessons are clear, structured and purposeful. Professional learning in Learning Through Doing supported teachers to design engaging, hands-on lessons that actively involve students in the learning process. Data from Essential Assessments continued to guide teaching practice, supporting targeted differentiation and enabling teachers to monitor student growth in mathematics.

Technology continued in its second year as a specialist subject, delivered for one hour each week across all year levels. Students are developing confidence and capability in using a range of digital tools and technologies. The structured program provides students with a progressive and comprehensive learning experience in digital technologies. Additional professional learning opportunities were provided to staff to support a consistent whole-school approach to technology teaching.

Throughout the year, students demonstrated strong growth and achievement across multiple areas of learning. Improvements in academic performance were evident through a range of assessment measures including standardised testing, formative assessments and teacher judgement. A shared understanding and consistent implementation of the school's instructional model remains central to this success, supported by a committed teaching team dedicated to delivering engaging and differentiated learning experiences for all students.

Based on teacher judgement against the Victorian Curriculum, the percentage of students achieving at or above the expected standard in 2025 was:

- English (Prep–Year 6): 91% (Similar Schools: 86%)
- Mathematics (Prep–Year 6): 89% (Similar Schools: 84%)

Results from Literacy and Numeracy (NAPLAN) showed a high proportion of students achieving in the Strong or Exceeding proficiency levels:

- Year 3 Reading: 81% (Similar Schools: 70%)
- Year 5 Reading: 87% (Similar Schools: 77%)
- Year 3 Numeracy: 88% (Similar Schools: 70%)
- Year 5 Numeracy: 87% (Similar Schools: 71%)

These results demonstrate strong student achievement and place Yinnar Primary School above both similar schools and state averages across these key learning areas.

Wellbeing

Staff and student wellbeing remains a key priority at Yinnar Primary School. We recognise the importance of fostering a positive, inclusive environment that supports the wellbeing of all members of the school community. Our approach emphasises high expectations for behaviour alongside a culture where students feel valued, respected and supported. Students are also provided with opportunities to contribute meaningfully to the school and wider community.

Our partnership with a visiting teacher continued to strengthen the school's capacity to support the diverse needs of students. Professional learning focused on supporting neurodiverse learners has further enhanced staff knowledge and capability, supporting inclusive classroom practices across the school.

The CASEA (Child and Youth Mental Health Services, Department of Education and Catholic Education Office) program has provided valuable support for students and families. The program has been well received by the school community, offering practical strategies and achieving positive outcomes for participating families.

The Resilience Project continued to play an important role in promoting emotional wellbeing and resilience among students. Key messages and strategies were regularly reinforced through classroom learning, school celebrations and class newsletters, helping to maintain strong engagement with students, staff and families.

The Marrung Leader has played an important role in supporting improved educational outcomes for Koorie students by promoting a culturally inclusive and supportive environment. Through a range of initiatives, this role has strengthened the school's commitment to reconciliation, increased awareness of Aboriginal and Torres Strait Islander histories and cultures, and fostered respectful relationships across the school community.

The school's Child and Family Therapist continued to provide valuable support to students and families. Through individual guidance, practical strategies and professional expertise, this role has assisted families to navigate challenges and contributed positively to student wellbeing and engagement.

School survey data continues to reflect the positive culture within the school community. In 2025, the Parent/Guardian/Caregiver Opinion Survey indicated a General School Satisfaction endorsement of 78.6% (Similar Schools: 83%). The School Staff Survey showed a Positive School Climate endorsement of 95%, significantly above the state average of 77.4%.

Results from the Attitudes to School Survey indicated a Sense of Connectedness endorsement of 75% for students in Years 4–6 (Similar Schools: 76%).

The school maintains a proactive and consistent approach to preventing and addressing bullying behaviours. Clear expectations, student education and consistent responses to inappropriate behaviour support a safe and respectful learning environment. This strong approach is reflected in the Attitudes to School Survey results, with 85% positive endorsement for the Management of Bullying, above the similar schools result of 79%.

Engagement

Our school's data demonstrated positive outcomes in the Department's annual parent, staff, and student opinion surveys. The dedication and support of our School Council remained a cornerstone of our success, while our strong relationships with the wider school community were continuously valued and nurtured. We were pleased with the high level of family engagement in a variety of school events throughout the year, including Welcome Week, House Fun Night, Easter Fair and Bonnet Parade, Sporting Days, the School Picnic, Open Classroom Afternoons and weekly Family Fridays.

Our students remained actively engaged and connected to our school community, a source of pride for us all. We are particularly proud of our efforts in supporting students to develop resilience, persistence, and engagement in both the classroom and playground.

The 2025 Attitudes to School Survey, completed by students in Years 4–6, showed a decline in several areas. The percentage of students reporting a positive sense of connectedness to school decreased to 75%, slightly below the state average of 77%. There was also a reduction in positive responses related to stimulated learning, with 77% of students indicating favourable results compared to the state average of 79%.

In 2025, the student absence data revealed an average of 18.1 school days absent per child, which falls below the state average of 21.5 days and the average for similar school, which is 21.1 days. The school acknowledges that a significant portion of these absences are due to illness and extended holidays, contributing to the overall absenteeism rate.

To address absenteeism, the school utilises an automated notification system to inform parents of any unexplained absences. If a response is not received, this is followed up with an email and subsequent phone call to the family. When students demonstrate ongoing or significant absences, the school organises support meetings with families to identify barriers and develop strategies to improve attendance. This proactive process is designed to promote regular school attendance and minimise absenteeism concerns.

Financial performance

Yinnar Primary School maintained a solid financial position throughout 2025, primarily supported by funds from the Student Resource Package. Additionally, we received a small allocation from Equity funding and Mental Health Funding. These resources enabled the successful implementation of The Resilience Project and facilitated the engagement of a Child and Family Therapist.

In 2025, a dedicated group of parents actively supported the school through various fundraising initiatives, including school stalls, sausage sizzles, and hot cross bun and pie drives. Additionally, the student leadership groups contributed by organising a successful Cookie Dough fundraiser. All funds raised will go towards enhancing the school's play equipment.

All funds received from the Department or raised by the school have been utilised or allocated for subsequent years to support educational outcomes and operational needs of the school. This allocation aligns with Department policies, School Council approvals, and the intended purposes for which the funding was provided or raised. During the 2025 school year the Administration, Principal and School Council Finance team demonstrated financial management in accordance with Department Guidelines. This was achieved by regular finance committee discussions to ensure that the school financial goals were achieved.

**For more detailed information regarding our school please visit our website at
<https://www.yinnarps.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 228 students were enrolled at this school in 2025, 106 female and 122 male. NDP had English as an additional language and 3% 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	78.6%	
	Similar schools	83.8%	
	State	82.0%	

School Staff Survey

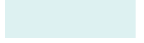
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	94.8%	
	Similar schools	82.3%	
	State	77.4%	

LEARNING

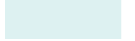
Teacher Judgement of student achievement against the Victorian Curriculum

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	91.2%	
	Similar schools	86.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	89.8%	
	Similar schools	84.2%	
	State	84.2%	

NAPLAN

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

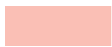
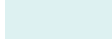
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	81.2%		85.4%
	Similar schools	70.8%		70.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	87.1%		91.3%
	Similar schools	76.0%		77.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	87.5%		81.2%
	Similar schools	69.5%		69.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	87.1%		86.5%
	Similar schools	71.0%		69.2%
	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	70.0%	
	Similar schools	74.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	63.3%	
	Similar schools	71.4%	
	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	75.2%		85.7%
	Similar schools	76.0%		76.7%
	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	85.4%		90.5%
	Similar schools	79.1%		79.1%
	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	18.3	18.1
	Similar schools	20.4	21.1
	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	93.4%	
Year 1	School	91.2%	
Year 2	School	91.5%	
Year 3	School	91.6%	
Year 4	School	89.6%	
Year 5	School	89.5%	
Year 6	School	89.7%	

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	\$2,549,849
Government Provided DET Grants	\$426,250
Government Grants Commonwealth	\$1,182
Government Grants State	\$0
Revenue Other	\$35,830
Locally Raised Funds	\$140,083
Capital Grants	\$0
Total Operating Revenue	\$3,153,194

Equity	Actual
Equity (Social Disadvantage)	\$32,768
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$32,768

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

Expenditure	Actual
Student Resource Package ¹	\$2,549,077
Adjustments	\$0
Books & Publications	\$3,702
Camps/Excursions/Activities	\$91,130
Communication Costs	\$1,977
Consumables	\$51,614
Miscellaneous Expenses ²	\$27,547
Agency Staff	\$0
Professional Development	\$9,854
Equipment/Maintenance/Hire	\$22,376
Property Services	\$82,439
Salaries & Allowances ³	\$116,117
Support Services	\$27,721

Expenditure	Actual
Trading & Fundraising	\$36,823
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,523
Total Operating Expenditure	\$3,038,899
Net Operating Surplus/-Deficit	\$114,295
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	\$471,752
Official Account	\$18,892
Other Accounts	\$134
Total Funds Available	\$490,778

Financial Commitments	Actual
Operating Reserve	\$81,637
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$56,849
School Based Programs	\$32,981
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	\$115,000
Maintenance - Buildings/Grounds < 12 months	\$68,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$354,467

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.