

2025 Annual Report to the School Community

School Name: Beechworth Primary School (1560)



- 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 27 March 2026 at 12:30 PM by Susan McDonald (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 29 April 2026 at 06:26 PM by Susan McDonald (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

Beechworth Primary School was established in 1875 and is located in the historic town of Beechworth, Victoria. Nestled in a picturesque setting on 5 acres, our school provides students with a unique connection to nature and the historical charm of Beechworth. Surrounded by a strong and supportive community, many of our students live locally, often walking or riding their bikes to school. We pride ourselves on our close-knit, supportive environment, where each child is valued and encouraged to reach their full potential. Our dedicated team of educators and support staff work collaboratively to create a learning space that is welcoming, inclusive, and inspiring.

In 2025, we had 198 student enrolments, spread over 9 classes. The school was staffed with a full-time School Principal, equivalent of 12.2 Classroom Teachers, a Tutor Learning Teacher working 3 days per week and 9.6 equivalent Classroom Education Support staff. Administration is managed by a fulltime Business Manager and a further 2 part time staff.

At Beechworth Primary School, our School Values and School Philosophy are integral to the work that we do and it is the foundation of our school community. Students, staff, and members of our school community are encouraged to live and demonstrate our core values of Respect, Safety, Persistence and Caring at every opportunity.

VISION: Beechworth Primary School's vision is to empower all students to be respectful, persistent, and caring learners in a safe and connected community.

PHILOSOPHY: Beechworth Primary School is a student-centred school. We respect the voices and views of our students, staff, and the wider school community. Our students are encouraged to make sense of the world around them by being adventurous when acquiring knowledge, joyful in their pursuit of learning and excited to be a part of our school community.

SCHOOL MOTTO: Respect, Safety, Persistence and Caring ... Always!

Beechworth Primary School has deep ties to the local community, actively nurturing relationships with local businesses, services, and organisations. We value inclusivity and diversity, acknowledging and respecting the Aboriginal carers and guardians of this land, past, present, and emerging. Our commitment to reconciliation and cultural understanding is embedded in our curriculum and everyday practices, ensuring students develop a strong sense of respect and connection to First Nations perspectives.

Our school is firmly dedicated to student wellbeing and engagement, prioritising a safe, supportive, and nurturing environment where every child feels empowered to thrive academically, socially, and emotionally. We implement a range of wellbeing initiatives, including friendship programs, social/emotional learning frameworks, and school wide positive behaviour support. Through positive behaviour strategies and inclusive education practices, we foster resilience, confidence, and a strong sense of belonging among our students. At Beechworth Primary School, we believe that engaged students are successful learners, which is why we provide a dynamic and interactive curriculum tailored to meet diverse learning needs. Our classrooms are enriched with hands-on experiences and collaborative learning opportunities. We actively encourage student voice and leadership, ensuring that every child feels heard, valued, and connected to their learning journey.

Our Student Family Occupation and Education (SFOE) band value is 'low'. The SFOE is a measure of the socio-educational disadvantage of the school and is calculated by measuring the educational and employment characteristics of the parent/carer community. Our 'low' banding has an impact on our Student Resource Package Budget (SRP), which means we have a lower level of government equity funding. This SRP covers all staffing costs in addition to maintaining the extensive school grounds and the large historic main building and can present financial challenges for the school. The school has a large range of students who present with additional needs. We strive to provide an inclusive and supportive environment for all students and their families and we are proud to have developed a network of internal and external support systems to address the challenges faced as a result of our financial constraints and regional location. We work diligently with a committed network of health professionals who are within our community and feel privileged to have their guidance to best support our staff, students, and families. By fostering strong partnerships with families and the wider community, we create a holistic support network that champions student wellbeing and engagement.

Together, we strive to cultivate a school culture where respect, inclusivity, and a love for learning are at the heart of everything we do.

Progress towards strategic goals, student outcomes and student engagement

Learning

Beechworth Primary School has continued to make significant advances in supporting the learning and development of its students. With a focused effort on improving student outcomes, particularly in English and Mathematics, the school has seen notable progress in key curriculum areas.

Student Achievement Overview: In 2025, the school recorded excellent results in English and Mathematics, with 87.9% of students meeting or exceeding age-expected standards in English. In Mathematics, 83.1% of students met or exceeded age-expected standards based on teacher judgements. These outcomes are slightly higher than the outcomes for 2024 and are a testament to the school's ongoing efforts to enhance student learning experiences and ensure that every student achieves their potential.

NAPLAN Results: The school's NAPLAN results for 2025 highlight significant achievements in both English and Numeracy.

In the area of Reading, Beechworth Primary School had impressive results:

- 92.1% of Year 3 students achieved a Strong or Exceeding result.
- 84.6% of Year 5 students achieved a Strong or Exceeding result.

In Numeracy, Beechworth Primary School again saw impressive progress:

- Year 3 students achieved 81.6% in Strong or Exceeding results
- Year 5 students achieved 80.8% in Strong or Exceeding results

The NAPLAN results in all areas are higher than similar schools and the state.

Beechworth Primary School's focus on improving student achievement through personalized learning approaches, targeted interventions, and a strong assessment framework has contributed to a year of impressive academic progress. The school continues to prioritize the development of every student, with a particular emphasis on further enhancing reading and numeracy skills in the year ahead.

Wellbeing

Beechworth Primary School is committed to fostering a positive and supportive environment for all students. We have a clear focus on fostering a positive and inclusive school culture.

1. Support for Wellbeing and Learning Needs

In 2025, we made strong progress in supporting students with additional wellbeing and learning needs through regular Student Support Groups (SSGs), a solid understanding of the Disability Inclusion model and a number of successful funding applications for our students.

2. Engagement for Learning

We continued using the Berry Street Education Model, incorporating welcome circles, brain breaks, and Ready to Learn scales to engage students. Positive behaviour was promoted through consistent whole-school practices.

3. Staff and School Climate

Our School Staff Survey saw an increase in positive feedback, with 86.5% of staff reporting a positive school climate, this is a slight dip down from 89.3% in 2024, however this is largely due to a significant increase in the number of education support staff recently employed by the school to support our funded students.

4. Mental Health Leadership

Through our MHIPS Coordinator's leadership and guidance we have developed a very strong SRC. Through the engagement with SRC, our students feel that they have a strong voice in what happens at school and feel more connected to the school and their peers. Over 2025 we saw a 13% increase in student connectedness, with 90.9% of Year 4-6 students reporting a strong sense of belonging in our Attitudes to School Survey.

5. Bullying Management

This year we continued our SWPBS work and extended this through engaging in a new program for the school, 'Friendology'. 'Friendology' targeted learning to assist students to navigating friendships, and developed understandings of 'friendship fires', 'mean-on-purpose' and bullying. Through this work our bullying management data improved significantly, with 92.6% of students reporting positive experiences, up from 83.8% positive endorsement in 2024.

Beechworth Primary School remains focused on ensuring a supportive, safe, and engaging learning environment for all students.

Engagement

At Beechworth Primary School, we are pleased to share the continued progress we have made in enhancing student engagement and building a strong sense of belonging within our community. In 2025, our focus has been on creating a supportive and inclusive environment where every student feels valued, empowered, and connected to their school. The following achievements highlight this ongoing work.

1. **GOLD Award for School-Wide Positive Behaviour Support (SWPBS)**

In 2025, we successfully maintained our GOLD Award for School-Wide Positive Behaviour Support (SWPBS) and have begun working towards the new Platinum Award. This recognition represents over four years of dedicated effort to establish a positive, inclusive, and supportive school culture. SWPBS continues to play a vital role in promoting respectful behaviour, fostering a growth mindset, and ensuring all students feel safe and supported in their learning environment.

2. **Management of Bullying**

Our work through the Friendology program has contributed to notable improvements in student perceptions of how bullying is managed at school. Attitudes to School Survey data shows a positive endorsement of 92.6% in 2025, up from 83.8% in 2024 and well above the four-year average of 68.5% (2020–2024). This demonstrates the effectiveness of our proactive and preventative approach to student wellbeing.

3. **Improved Student Engagement**

We are pleased to report continued growth in students' sense of connectedness, as reflected in the Attitudes to School Survey (AtoSS). In 2025, 90.9% of students reported a positive sense of connectedness, a substantial increase from 77% in 2024. This improvement highlights the success of our ongoing efforts to create an inclusive, supportive, and engaging learning environment for all students.

4. **Attendance**

In 2025, the average number of days absent per student was 17.5 days, which is lower than both similar schools (20.9 days) and the state average (21.5 days). This positive outcome reflects the effectiveness of our whole-school approach to attendance, including proactive follow-up with families, strengthened monitoring processes, and collaboration with the DET Wellbeing and Engagement Officer to support students with additional needs.

These achievements are a testament to the dedication of our staff, students, and families in building a positive and inclusive school culture. We are proud of the strong sense of belonging and engagement that continues to grow across our school. Moving forward, we are committed to deepening this work, continuing to refine our practices, and ensuring that every student feels safe, supported, and inspired to learn and thrive.

Other highlights from the school year

In 2025, Beechworth Primary School proudly celebrated 150 years of education. Our beautiful old Bastow building, standing proudly in the heart of Beechworth, has been a silent witness to

generations of students and teachers. She has endured the passing of time with grace — through two world wars, epidemics, celebrations, and challenges — always standing strong. Within her walls have echoed the voices of thousands of young learners and the footsteps of countless dedicated educators. From chalkboards to interactive whiteboards, our school has embraced change while remaining a place of inspiration, learning, and growth. This milestone was marked with a week of activities that recognised the school's rich history and strong community connections.

Students participated in a range of learning experiences exploring the school's past, including a student-produced historical video showcased at assembly. A significant highlight was a Smoking Ceremony led by Johnny Murray, providing an opportunity to acknowledge the ongoing contribution of First Nations peoples as the original educators of this land.

A whole-school "Old Timey Day" allowed students to dress-up and engage with local history through visits to key sites in Beechworth, including the Burke Museum and surrounding community locations.

A special celebration assembly included the unveiling of a portrait of Dame Jean Macnamara (a significant Australian who commenced her education at our school) and the naming of the STEM space in her honour. Community members and special guests attended, reinforcing the strong connection between the school and its community.

The week concluded with a school fete, bringing together families and the wider community in a celebration of the school's history and spirit.

These events provided a valuable opportunity to reflect on 150 years of public education while strengthening students' sense of belonging and connection to their school and community.

Financial performance

The school cash budget ended the year in 2025 with a net operating surplus of \$38,590 for the calendar year and a deficit of -\$50,943 in our credit budget, used for staffing. The School has total funds available of \$125,323.77 at the end of 2025, with outstanding family invoices totalling \$11,053.74 relating to the 2026 5/6 Ballarat Camp. Government approved DET grants include: SRP Cash Funding, Conveyance Allowance, School Saving Bonus and CSEF (Camps, Sports and Excursions Fund). CSEF is to support students from low-socio economic families to engage in extra-curricular activities. SSB is a government initiative brought in at the end of 2024 to help families pay for uniforms, textbooks and/or school activities. The school received \$27,184.70 for the Bushfire Preparedness Program.

The school continued to receive funding through the Sporting School Program which was used to support the whole school swimming program with all students travelling by bus to Wangaratta. During 2025, the school received \$35,732 for the Tutor Learning Initiative. This funding was used to employ our tutor and 33 students benefited from this program lifting the learning for each individual student. Our equity funding of \$13,800 was used to fund targeted literacy intervention for students who receive equity funding.

Locally raised funds of \$134,592 included funds from Voluntary School Contributions for curriculum related items, donations via our local IGA and Bendigo Bank grant, and fundraising by

the Junior School Council and PAFA (Parents and Friends). PAFA fundraising activities included raffles throughout the year, Design-a-brick pavers and a School fete in October to coincide with our 150th celebrations.

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

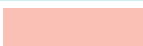

A total of 198 students were enrolled at this school in 2025, 95 female and 103 male. NDP had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

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**.




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	92.6%	
	Similar schools	84.3%	
	State	82.0%	

School Staff Survey


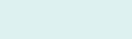


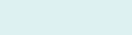

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	86.5%	
	Similar schools	82.2%	
	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	87.9%	
	Similar schools	88.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	83.1%	
	Similar schools	87.0%	
	State	84.2%	

NAPLAN

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


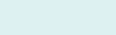

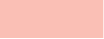
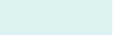

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	92.1%	76.9%
	Similar schools	76.7%	74.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	84.6%	75.7%
	Similar schools	80.9%	81.6%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	81.6%	71.2%
	Similar schools	74.4%	73.2%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	80.8%	69.6%
	Similar schools	74.6%	72.6%
	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'.


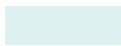

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	87.5%	
	Similar schools	75.8%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	72.7%	
	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	90.9%		71.2%
	Similar schools	75.5%		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	92.6%		77.9%
	Similar schools	78.3%		78.8%
	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	17.5	19.9
	Similar schools	20.9	21.3
	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	92.1%	
Year 1	School	92.0%	
Year 2	School	92.0%	
Year 3	School	90.5%	
Year 4	School	92.6%	
Year 5	School	90.3%	
Year 6	School	89.1%	

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	\$2,501,374
Government Provided DET Grants	\$334,014
Government Grants Commonwealth	\$10,264
Government Grants State	\$77,513
Revenue Other	\$8,677
Locally Raised Funds	\$134,592
Capital Grants	\$0
Total Operating Revenue	\$3,066,433

Equity	Actual
Equity (Social Disadvantage)	\$27,068
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$27,068

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

Expenditure	Actual
Student Resource Package ¹	\$2,552,364
Adjustments	\$0
Books & Publications	\$2,094
Camps/Excursions/Activities	\$62,176
Communication Costs	\$3,917
Consumables	\$45,680
Miscellaneous Expenses ²	\$32,647
Agency Staff	\$0
Professional Development	\$8,670
Equipment/Maintenance/Hire	\$35,171
Property Services	\$162,766
Salaries & Allowances ³	\$91,540
Support Services	\$9,665

Expenditure	Actual
Trading & Fundraising	\$21,128
Motor Vehicle Expenses	\$16
Travel & Subsistence	\$41
Utilities	\$49,739
Total Operating Expenditure	\$3,077,615
Net Operating Surplus/-Deficit	(\$11,182)
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	\$62,641
Official Account	\$62,682
Other Accounts	\$0
Total Funds Available	\$125,324

Financial Commitments	Actual
Operating Reserve	\$87,542
Other Recurrent Expenditure	\$6,387
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	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$90,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$203,929

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.