

2025 Annual Report to the School Community

School Name: Meredith Primary School (1420)



- 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 17 March 2026 at 03:37 PM by Lachlan Carlyle (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 31 March 2026 at 12:50 PM by Lachlan Carlyle (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

Meredith Primary School is a small country school located on the Midland Highway halfway between Geelong and Ballarat. At Meredith Primary School, we strive to live up to our motto of "Achieving Together" by creating an environment that is supportive and safe for our students and families. Our 4 school values of Respect, Resilience, Pride and Excellence drive the expectations within the school and our school community. All children are valued and are given a range of experiences that will empower them to become lifelong learners. We are a rural school located on the Midland Hwy, midway between Geelong and Ballarat. At the time of the census, the school enrolment in 2025 was 76 students divided into 4 home groups, Foundation/1 class, Year 1/2 class, Year 3/4 class and a Year 5/6 class. There were 4 full-time teaching staff, 4 part-time teaching staff, a Wellbeing/Inclusion Leader, a Student Wellbeing Officer, 5 integration staff and a business manager. Meredith Primary School maintains its commitment to a two-hour daily Literacy block and a one-hour daily Maths block consistently across Foundation to Year 6. These three hours are to ensure that we, as a whole school, maintain our focus on improving Literacy and Numeracy outcomes for all students. The students have access to a wide range of Information and Communication Technologies (ICT), including iPads (F-2) and Netbook computers (3-6) and use these devices for a clear learning purpose. The school runs a variety of extracurricular activities, including an intensive swimming program in Term 4 and a variety of other excursions throughout the year. Meredith Primary School is a School Wide Positive Behaviour School. We understand that our students are a collective responsibility within our school. We aim to embed positive approaches to build relationships. We teach the behaviours and social skills that lead to success at school and in life. Our values and expectations have been chosen as guiding principles for academic expectations as well as learning spaces, online, playground and within our community. Meredith Primary School has the Mobile Area Resource Centre (MARC) attend the school to provide the students with access to a broader range of texts and educational resources. We are a part of the Moorabool Valley Association of Schools. Our students attend camping programs from Grade 3 to Grade 6 with Shelford, Lethbridge and Anakie Primary Schools. Our school captains attend a leadership camp at Beloka Kelpie Stud Farm with school captains from Lal Lal and Cape Clear Primary Schools. Our camping program is preceded by a Grade 2 sleepover at school and a 'Big Day' for our Grade 1's. As part of our association with the Flinders District Athletics, our Grade 3-6 students participate in an athletics carnival with students from Anakie, Geelong Baptist, Lethbridge, Little River, Shelford, Teesdale and Inverleigh Primary Schools. Our students also participate in Cross Country and a Winter Sports program with these same schools. The school also offers an Out of School Hours Care Program for families, both before and After School Care, and also selected days during school holidays. Current physical facilities include a blend of new classrooms, mod-five classrooms, and administration, complementing the original Bluestone Building. The materials and colours are in sympathy with the rural setting, and the overall creation is unique. Our school grounds include a Yarning Circle, which is significantly important to Aboriginal and Torres Strait Islander people as they use this for learning, sharing, building respectful and caring relationships, passing on cultural knowledge through narrative and coming together as a community. Community involvement in the school is strongly encouraged and valued as an important component of the school and its improvement. Parents are welcome and encouraged to participate in school

activities where appropriate and to become partners with teachers in developing positive educational outcomes for the children.

Progress towards strategic goals, student outcomes and student engagement

Learning

2025 at Meredith Primary School saw a continued emphasis on analysing student achievement data. Staff have embedded the use of DIBELS to assess student fluency and comprehension, and in setting individual learning goals. Staff have utilised the data sets to target specific teaching and learning activities for small groups and individual students across the school. We have continued to increase documentation and resourcing to support our students on Disability Inclusion Profiles. Our Disability Inclusion Leader is supporting staff with the creation of IEP's and Behaviour Support Plans for students. In 2025, we continued our Peer Observation Program, and our learning focused on personalised and reflective professional learning opportunities. Peer observations have continued to build our strong school culture, with positive impacts on student learning. The 2025 Staff Opinion Survey results for Academic Emphasis was 77%, maintaining a strong focus with staff in the past two years. Collective Efficacy at 96% and School Climate at 90% again maintained a strong two-year outcome. Our teacher judgments against the Victorian Curriculum for students achieving at or above expected standards dipped slightly to 78% in English from Years Prep - 6 and in Mathematics from 79% to 84%. NAPLAN results for the percentage of students achieving Strong or Exceeding proficiency levels for Reading in Year 3 was 50% compared with the Similar Schools of 63%, and in Year 5 was 86% compared to Similar Schools at 65%. The percentage of students in the Strong or Exceeding proficiency levels in NAPLAN for Year 3 Numeracy was 75% compared to Similar Schools, 65%, and our Year 5 students at 71% compared to like schools at 63%. The percentage endorsement by parents on their General School Satisfaction, as reported in the Parent Opinion Survey, was 100%, up from 88.9%.

Wellbeing

Meredith Primary School continues to have exceptional results in the Attitudes to Survey compared to 'Like Schools' and the State. On the Attitudes to School Survey (AtoSS) for Years 4-6 from 2019-2022, the average for Perseverance was 69%, and in 2025, our result was 90%, maintaining a great improvement since 2023. The four-year average on the AtoSS from 2019-2022 for Sense of Confidence was 82%, and in 2025 was 92%, once again showing maintained improvement in this area. The Meredith Primary School four-year average on the AtoSS from 2019-2022 for Student Voice and Agency was 70%, and in 2025 was 94%. Management of Bullying on the AtoSS for 2025 was 100% positive responses compared to the state at 76% and similar schools at 80%. In 2025, it showed that Meredith Primary School have 87% of school-wide systems in place, the School Wide Positive Behaviours self-assessment survey. During

2025, we continued our work in increasing student empowerment through various structured actions aimed at fostering student voice and agency. Key achievements included: Embedding DIBELS Assessment data to set student goals during teacher-student conferences, inclusion of 'Bump up Walls' in writing, fostering a culture of achievement and accountability; Participation in the Dream and Lead Conference and the Youth Education Leadership Program through Nurturing Young Minds.

Engagement

2025 was another year of strategic work in maintaining the average number of days absent from school per child at 23.4, slightly up from the previous year. This continues to sit below our four-year average of 27.4 days. Attendance has been a significant priority throughout 2025 and will continue to be into the future. In 2025, we continued tracking attendance closely in our Wellbeing Team Meetings, rewarding excellent attendance at our school assemblies and reporting consistently to parents about students with high absenteeism. We have continued and increased our community engagement across the school and community of Meredith including our, Youth Executive Leadership Program, school concert, parents and friends' days, family picnics, increased Student Support Group Meetings (SSG's), participation in the local ANZAC Day service, sporting opportunities including our swim and gymnastics program, increased student participation in Flinder's and District sporting events and participation in the Moorabool Valley Schools Camping Program. Our Junior School Council, which is made up of students from Year 1 to Year 6, has two representatives from each of the four classrooms. JSC representatives presented at the School Council and led whole-school projects and activities throughout the year. We continue to have a close relationship with our local kindergarten, and as part of our transition to school, we ran four transition sessions throughout Term 4

Financial performance

Meredith Primary School finished the year in a great financial position once again. We continue to spend wisely and think of the future while ensuring our students have the best possible educational experiences, each and every term. Our OSHC program continues to grow with many families enjoying the convenience and students enjoying the amazing activities. Our school holiday program has continued in 2025 and is extremely popular. The OSHC program is able to pay for itself due to ongoing CCS and inclusion funding. Due to a successful VSBA funding application, new decks have been installed around the school. Other successful grants included Sporting Schools, Goldwind, and the DET Risk Reduction Grant. Parent fundraising has contributed significantly to our school in 2025, with activities including barbeques and a pie drive. School Council has continued to generously contribute to subsidising student camps, excursions, and incursions. Being able to offer subsidised and affordable experiences to students has been an ongoing goal of the School Council. Experiences in 2025 included District sports, Swim & Gym, STEM excursions & incursions, Smile Squad Dental Van, leadership camps and conferences, year level camps, graduation celebrations, and more.

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

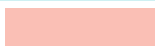
A total of 67 students were enrolled at this school in 2025, 33 female and 34 male. NDP had English as an additional language and 10% were Aboriginal or Torres Strait Islander.

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**.

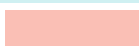


Parent Satisfaction Summary

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	100.0%	
	Similar schools	85.2%	
	State	82.0%	

School Staff Survey


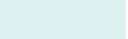


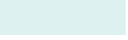

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	89.9%	
	Similar schools	81.2%	
	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	83.6%	
	Similar schools	82.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	83.6%	
	Similar schools	82.4%	
	State	84.2%	

NAPLAN

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


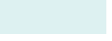


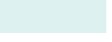

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%	66.7%
	Similar schools	63.4%	60.3%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	85.7%	77.8%
	Similar schools	65.2%	66.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	75.0%	88.9%
	Similar schools	65.4%	62.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	71.4%	77.8%
	Similar schools	62.7%	60.1%
	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'.


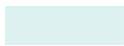

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	71.4%	
	Similar schools	68.8%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	69.8%	
	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	96.8%		93.8%
	Similar schools	77.6%		79.4%
	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	100.0%		93.7%
	Similar schools	80.1%		81.3%
	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	23.4	25.9
	Similar schools	23.5	23.8
	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	87.4%	
Year 1	School	91.0%	
Year 2	School	87.1%	
Year 3	School	90.5%	
Year 4	School	81.3%	
Year 5	School	90.5%	
Year 6	School	88.7%	

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	\$1,113,271
Government Provided DET Grants	\$211,861
Government Grants Commonwealth	\$50,042
Government Grants State	\$12,839
Revenue Other	\$25,936
Locally Raised Funds	\$109,182
Capital Grants	\$0
Total Operating Revenue	\$1,523,132

Equity	Actual
Equity (Social Disadvantage)	\$46,074
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$46,074

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

Expenditure	Actual
Student Resource Package ¹	\$1,265,830
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$48,213
Communication Costs	\$3,523
Consumables	\$25,831
Miscellaneous Expenses ²	\$24,289
Agency Staff	\$0
Professional Development	\$1,803
Equipment/Maintenance/Hire	\$33,066
Property Services	\$49,181
Salaries & Allowances ³	\$97,096
Support Services	\$5,622

Expenditure	Actual
Trading & Fundraising	\$11,784
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,245
Utilities	\$10,267
Total Operating Expenditure	\$1,577,749
Net Operating Surplus/-Deficit	(\$54,617)
Asset Acquisitions	\$5,727

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	\$552,880
Official Account	\$66,665
Other Accounts	\$0
Total Funds Available	\$619,545

Financial Commitments	Actual
Operating Reserve	\$51,987
Other Recurrent Expenditure	\$3,483
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$9,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$36,000
Repayable to the Department	\$215,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$315,470

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.