

# 2025 Annual Report to the School Community

School Name: Iramoo Primary School (5152)



- 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 06:35 AM by Raquel Tweedley (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 18 March 2026 at 06:37 AM by Raquel Tweedley (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

Iramoo Primary School is located in Wyndham Vale, within Melbourne's rapidly growing outer western suburbs. In 2025 our school had approximately 517 students, including 33 Indigenous students who are supported through Education Improvement Plans and Student Support Group Meetings. In 2025, equity funding continued to be used to address student disadvantage and support learning outcomes.

Our dedicated staff comprised of 54.16 equivalent full-time members. This includes:

- 4 Principal Class members
- 1 Leading Teacher
- 3 Learning Specialists
- 30.9 Teachers
- 15.18 Educational Support Staff

### Our Purpose & Core Values

At Iramoo Primary School, our purpose is to create an environment where all children thrive. We dedicate all available human and physical resources to achieving the best possible outcomes for our students' learning and wellbeing.

#### Respect

- Treating ourselves, each other and our school with kindness and consideration.
- Appreciating individual differences and opinions.

#### Responsibility

- Being accountable for our actions.
- Understanding that our actions impact ourselves and others.

#### Relationships

- Building respectful relationships in the playground, classroom, online, and within our community.
- Supporting one another to improve our learning.

### Curriculum & Programs

Our curriculum was based on the Victorian Curriculum Framework, with specialist programs in:

- The Arts
- Physical Education
- Digital Technologies
- Spanish Language

Iramoo Primary School serves a community with a high socio-economic profile, indicating low levels of parental education and socio-economic advantage. Our commitment remains steadfast in ensuring all students receive high-quality education and support to reach their full potential.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2025 our school continued to maintain a strong focus on improving student learning outcomes in literacy and numeracy.

We continued to provide additional learning support for students at risk through the Tutor Learning Initiative (TLI). One tutor was appointed to provide intensive instruction to students who needed it most. We provided literacy support for students in Year 1 and Year 2. Our data showed that many of these students made positive learning progress.

Our School Improvement Team led teaching and learning with staff and students. A main focus was the familiarisation and professional learning on the new Victorian and Teaching Learning Model (VTLM 2.0), Positive Classroom Management Strategies (PCMS), and implementation of a Structured and Synthetic Phonics (SSP) program (Phonics Plus) in Years Prep and Year 1. Teachers in Year 2 also provided 30 minutes of SSP. Our Learning Specialists also worked alongside teachers to provide coaching and enhance classroom practice.

Other initiatives in literacy and numeracy included:

- a focus on the explicit teaching of grammar from Prep to Year 6
- implementing the Smart Words spelling program in Years 3 to 6 to improve spelling skills
- continuing to implement the Scaffolding Numeracy in the Middle Years (SNMY) program in Years 5 and 6, an evidence-based Learning and Assessment Framework (LAF) for Multiplicative Thinking to provide targeted teaching approaches at students' point of need
- focusing on teaching and learning of the Big Ideas in Number from Prep to Year 4.

Our teachers participated in professional learning focusing on VTLM 2.0 and PCMS to understand how students learn best and about the evidence-based teaching and engagement practices that can be implemented to improve student learning outcomes.

We maintained Professional Learning Communities (PLC) structures which enabled the strengthening of teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning as well as supporting teacher collaboration and capacity. Our PLCs also enabled teachers to engage in reflective practice and evaluate and plan curriculum and assessment.

The structures and processes that we have put in place is reflected in our data.

### NAPLAN

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

- Year 3 Reading – 66.7% which was above similar schools with 56.6%
- Year 3 Reading – 70% which was above similar schools with 60.9%
- Year 3 Numeracy – 61.2% which was above similar schools with 48.8%.
- Year 5 Numeracy – 66.7% which was above similar schools with 53.1%.

Percentage of students in the High and Medium relative growth categories:

- Reading Year 3 to 5 - 76.9% which was above similar schools with 68.7%
- Numeracy Year 3 to 5 – 77.4% which was above similar schools with 71.5%

## SCHOOL STAFF SURVEY

The percent endorsement rate by staff on School Climate, as reported in the annual School Staff Survey was 91% which was above the state average of 77% for all primary school.

## Wellbeing

Our purpose remains *to create environments in which all students thrive* and is at the core of every decision made at Iramoo Primary School.

In 2025 we continued to maintain small class sizes with the average number of students in each class being 21, arranged in 24 single year level classes from Prep to Year 6.

We are a solid *Community of Learners* with a strong commitment to modelling and explicitly teaching our school values of Respect, Responsibility and Relationships and our Top 10 'Not Negotiable' Social Skills. These values are closely aligned with our tiered wellbeing supports and linked closely to our School House Points system.

Our calm and orderly learning environments continued to allow all students to feel safe with the maximum opportunity to learn with a particular focus on *entry and exit routines, active supervision* and consistent *calls to attention across our school*.

Staff continued to build their knowledge around Positive Classroom Management Strategies for the benefit of all students.

Students who had substantial or extensive needs were supported through the Disability and Inclusion Profiles and Inclusive Classroom Practices.

Students participated in a range of structured social emotional curriculum programs in addition to many wellbeing activities comprising of camp, excursions, bike education, Bravehearts personal Safety, e-Safety, Transitions Programs, Hoop Time, Colour Fun Run, Active Kids and leadership programs such as Unlocking Personal Potential (UPP).

These wellbeing initiatives supported the improvement of student wellbeing outcomes with our Attitudes to School Survey results showing impressive gains across every single measure. Notably, student sense of confidence increased by 10%, student perseverance increased by 13% and student voice and agency increased by 11%.

We also created new community partnerships for the benefit of our families with FoodBank and The Smith Family. We planned for the launch of our School Breakfast Club and Learning for Life Programs in early 2026.

## Engagement

Iramoo Primary School placed great emphasis on continuity of learning and attendance throughout the 2025 school year. Attendance was a shared priority with clearly documented processes.

We introduced an 'Attendance Data Wall' where student attendance data was visible and tracked closely. Attendance efforts were encouraged and rewarded and chronic attenders, or those considered 'at risk' were supported with appropriate interventions. Our student attendance data was well above the average of similar and network schools.

Iramoo Primary School prioritised the running of lunchtime activities, including robotics, choir, Lego and mindfulness. Our basketball re-surfacing and sensory playground projects also saw an increase in engagement. Many of our gardens and grounds were also further beautified. Junior School Council and student leadership were actively involved in and consulted about these upgrades.

## Financial performance

Iramoo Primary School remains in a strong financial position, ensuring we can continue to provide high-quality learning experiences and maintain excellent facilities for our students.

### *Equity Funding & Supporting Student Learning*

In 2025 our equity funding decreased slightly due to a small decline in overall enrolments. However, more than 50% of our families continue to experience socio-economic disadvantage. With need-based Equity Funding, we ensured that every child had access to the resources, support, and high-quality instruction they need to succeed.

This additional funding allowed us to:

- Employ Literacy and Numeracy Learning Specialists to work alongside teachers
- Provide targeted support for students with Educational Improvement Plans and Student Support Groups
- Employ an Occupational Therapist to work with our students and teachers

Equity funding will continue to play a vital role in reducing student disadvantage at Iramoo Primary School in 2026.

### *Investing in School Grounds & Facilities*

We resurfaced and upgraded our outdoor basketball courts, re-landscaped our garden area along McGrath Road, upgraded our Year 2 playground and replaced bark with rubber soft fall and

installed our Prep and Year 1 Sensory Playground and garden to ensure that these areas in our school were welcoming and safe.

### *A Strong Financial Future*

At the end of 2025 our financial position remained secure, allowing us to fund future school improvement projects and maintain a high standard of education and facilities for our students.

**For more detailed information regarding our school please visit our website at  
<https://www.iramoops.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 517 students were enrolled at this school in 2025, 255 female and 262 male. 30% had English as an additional language and 8% 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 **High**.




### 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	84.8%	
	Similar schools	80.2%	
	State	82.0%	

### School Staff Survey


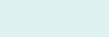




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	90.7%	
	Similar schools	69.4%	
	State	77.4%	

## LEARNING


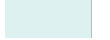










### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>76.7%</b>	
	Similar schools	74.6%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>72.0%</b>	
	Similar schools	71.6%	
	State	84.2%	

### NAPLAN

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


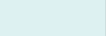


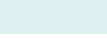

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>66.7%</b>		<b>62.7%</b>
	Similar schools	56.6%		55.7%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>70.0%</b>		<b>64.4%</b>
	Similar schools	60.9%		62.5%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>61.2%</b>		<b>58.2%</b>
	Similar schools	48.8%		49.8%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>66.7%</b>		<b>60.2%</b>
	Similar schools	53.1%		52.6%
	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'.


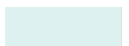

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>76.9%</b>	
	Similar schools	68.7%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>77.4%</b>	
	Similar schools	71.5%	
	State	74.0%	

## WELLBEING


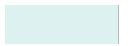

### Student Attitudes to School – Sense of Connectedness

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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>82.2%</b>		<b>77.8%</b>
	Similar schools	75.9%		75.9%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>80.4%</b>		<b>76.4%</b>
	Similar schools	74.3%		74.1%
	State	76.4%		75.8%

## ENGAGEMENT






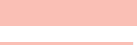

### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
<b>Prep - 6</b>	<b>School</b>	<b>23.2</b>	<b>23.4</b>
	Similar schools	26.0	26.1
	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	
<b>Prep</b>	<b>School</b>	<b>88.9%</b>	
<b>Year 1</b>	<b>School</b>	<b>90.1%</b>	
<b>Year 2</b>	<b>School</b>	<b>88.7%</b>	
<b>Year 3</b>	<b>School</b>	<b>88.1%</b>	
<b>Year 4</b>	<b>School</b>	<b>86.5%</b>	
<b>Year 5</b>	<b>School</b>	<b>90.4%</b>	
<b>Year 6</b>	<b>School</b>	<b>86.0%</b>	

## 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	\$7,006,308
Government Provided DET Grants	\$1,048,265
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$96,105
Locally Raised Funds	\$419,373
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,570,051</b>

Equity	Actual
Equity (Social Disadvantage)	\$968,855
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$968,855</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$6,020,744
Adjustments	\$0
Books & Publications	\$5,291
Camps/Excursions/Activities	\$179,079
Communication Costs	\$5,193
Consumables	\$198,192
Miscellaneous Expenses <sup>2</sup>	\$22,855
Agency Staff	\$0
Professional Development	\$9,479
Equipment/Maintenance/Hire	\$251,469
Property Services	\$325,404
Salaries & Allowances <sup>3</sup>	\$308,596
Support Services	\$117,801

Expenditure	Actual
Trading & Fundraising	\$230,528
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$59,687
<b>Total Operating Expenditure</b>	<b>\$7,734,317</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$835,733</b>
<b>Asset Acquisitions</b>	<b>\$629,035</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,794,469
Official Account	\$28,125
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,822,594</b>

Financial Commitments	Actual
Operating Reserve	\$285,596
Other Recurrent Expenditure	\$783
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,346,010
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$906,908
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,539,297</b>

*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.*