

2025 Annual Report to the School Community

School Name: Swan Reach Primary School (1631)



- 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 April 2026 at 11:04 AM by SophieM Mills (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 27 April 2026 at 11:07 AM by SophieM Mills (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

Swan Reach Primary School is a small rural school which aims to be a school with a strong sense of community, where positive relationships, high expectations and inclusive practices support students to thrive academically, socially and emotionally.

The school is located on the Princes Highway between Bairnsdale and Lakes Entrance in East Gippsland.

In 2025 the school community celebrated 150 years of education, marking the school's establishment in 1875 and recognising its long history of supporting the academic, social and wellbeing needs of local students while building strong partnerships with families and the wider Swan Reach community. The school is also supported by a proactive and committed School Council whose contributions play an important role in supporting school improvement and strengthening connections between the school and community.

At the end of 2025 the school had an enrolment of 100 students across five classrooms: Prep/1, Year 1/2, Year 3, Year 4/5 and Year 5/6. The teaching team consisted of 8.6 equivalent full-time teachers, including one teaching Principal and two Leading Teachers, supported by Education Support staff totalling 3.4 EFT and a full-time Business Manager.

Students participate in weekly specialist classes in Physical Education, Visual Arts and The Resilience Project, as well as fortnightly sessions in the highly valued Stephanie Alexander Kitchen Garden Program, which involves all students from Prep to Year 6. All students participated in Auslan lessons, developing their understanding of Australian Sign Language and inclusive communication. As part of this learning, students signed and sang the National Anthem together each week. The school is an active member of the Bairnsdale Tambo Network and the TUBBS cluster (Tambo Upper, Buchan, Bruthen and Swan Reach).

Swan Reach Primary School adopts a holistic approach to teaching and learning, with programs and practices reflecting the school values of Respect and Empathy for All.

Student Attitudes to School Survey data indicates that students generally feel safe, included and connected to their school, with strong teacher–student relationships and a positive sense of belonging.

Parent opinion data similarly reflects high levels of trust in the school and its staff, while also identifying opportunities to strengthen communication with families about student learning and progress.

Staff survey results demonstrate a positive professional culture, with strong scores across leadership, professional learning, school climate and instructional practice. Staff report high levels of collaboration and collective responsibility for student learning, while also identifying workload and wellbeing as an important area for ongoing attention.

During 2025 the school also undertook a School Review, resulting in the development of a new School Strategic Plan. Key priorities for the next cycle include improving literacy and numeracy outcomes, embedding a consistent whole-school instructional model, strengthening curriculum planning and collaboration, and continuing to improve student wellbeing and engagement. These priorities will guide the school's work through the 2026–2029 Annual Implementation Plans.

Swan Reach Primary School remains committed to providing a supportive and inclusive learning environment where strong relationships, engaging learning opportunities and a focus on student wellbeing enable every student to learn, grow and succeed.

Progress towards strategic goals, student outcomes and student engagement

Learning

Staff and parents at Swan Reach Primary School recognise that student learning, wellbeing and engagement are closely connected. Students achieve their best when they feel safe, supported and motivated. In 2025, the school continued to strengthen teaching and learning while providing opportunities to support student wellbeing, social development and engagement.

Strong classroom instruction, targeted wellbeing supports and opportunities for connection with peers and the wider school community contributed to a positive and inclusive learning environment where all students are supported to succeed.

In 2025, the school maintained a strong focus on improving student outcomes in literacy and numeracy. Teacher judgement against the Victorian Curriculum shows strong achievement in the early years, with 93.2% of Prep students achieving at or above the expected standard in English and 87.5% in Mathematics. These results are above similar schools and the state average, reflecting the school's focus on explicit teaching and targeted support.

NAPLAN results showed positive outcomes alongside areas for continued improvement. In Year 5, 65% of students achieved Strong or Exceeding in Reading, consistent with the school's three-year average, while 52.6% achieved Strong or Exceeding in Numeracy, representing improvement. Year 3 results highlight areas for further focus, with 35.3% of students achieving Strong or Exceeding in Reading and 27.8% in Numeracy.

NAPLAN relative growth data shows that 38.5% of students achieved high or medium growth in Reading and 56.2% in Numeracy between Years 3 and 5. The school will continue to strengthen growth through targeted teaching, intervention and the use of data to inform practice.

Future Directions

In 2026, the school will focus on improving student outcomes through the following priorities:

Embedding a consistent whole-school instructional model to strengthen teaching practice and ensure structured learning across all classrooms

Refining English and Mathematics curriculum scope and sequence documents to ensure a clear progression of learning

Conducting an audit of teaching practices to guide targeted professional learning in literacy and numeracy

Strengthening curriculum leadership through the appointment of English and Mathematics learning leaders

Improving reporting processes to provide families with clear and timely information about student progress

Through these priorities, Swan Reach Primary School will continue to strengthen student outcomes while maintaining a positive, inclusive and engaging learning environment.

Wellbeing

Results from the 2025 Attitudes to School Survey indicate that students at Swan Reach Primary School feel positively connected to their school. 80.6% of students in Years 4–6 reported a positive sense of connectedness, above similar schools (76.5%) and the state average (77.1%). Additionally, 79.0% of students reported positive endorsement of the school's management of bullying. These results reflect strong relationships between students and staff and a continued focus on a positive, respectful and inclusive school culture.

Students also reported positive attitudes toward learning and engagement. 91% indicated they try their best at school, 85% reported motivation and interest in learning, and 87% demonstrated positive self-regulation and goal setting. These behaviours highlight students' growing capacity to take responsibility for their learning. Attitudes toward attendance were also strong, with 85% of students reporting positive attitudes toward attending school and 94% indicating that their families value regular attendance.

Survey responses further highlight strong peer relationships, with 91% of students reporting that they spend time with friends outside of school and many participating in organised sports and community activities, supporting a strong sense of belonging.

While overall wellbeing remains positive, areas for continued focus were identified. 22% of students reported experiencing bullying at school this term and 32% over the past 12 months, with verbal and physical behaviours most common. A small number of students also reported negative online experiences. These findings inform the school's ongoing work to strengthen respectful relationships and support students to navigate social challenges.

Overall, the results indicate that Swan Reach Primary School maintains a positive and supportive environment while continuing to strengthen student voice, agency and engagement.

Future Directions

- A dedicated Wellbeing Teacher to support student needs, self-regulation and positive behaviour
- Continued implementation of programs such as Caring-Go-Round, Peer Connect and Friends for Life
- Access to specialist support services to meet individual and group needs
- Implementation of the Resilience, Rights and Respectful Relationships (RRRR) program
- Professional learning for staff to strengthen student engagement, wellbeing and agency
- Increased opportunities for student voice and leadership
- Review and development of a whole-school behaviour plan

Engagement

Results from the 2025 Attitudes to School Survey indicate that students at Swan Reach Primary School demonstrate positive attitudes toward learning and school participation. 85% of students reported positive motivation and interest in learning, 91% indicated they try their best at school, and 87% demonstrated positive self-regulation and goal-setting behaviours. Students also showed positive attitudes toward attendance, with 85% reporting positive attitudes toward attending school and 94% indicating that their families value regular attendance.

Attendance data for 2025 shows that students attended school consistently across all year levels, with rates ranging from 83.6% to 90.9%. Year 1 recorded the highest attendance (90.9%), while other year levels maintained rates between 86% and 88%. The average number of absence days for Prep to Year 6 students was 26.7 days, slightly above similar schools and the state average. The school continues to work closely with families to support regular attendance and maximise student participation.

Students reported strong peer relationships and social engagement, with 91% indicating they spend time with friends outside of school. Many students also participate in organised sports and community activities, supporting a strong sense of belonging. Students identified trusted adults, including staff, friends and family members, highlighting the supportive relationships within the school community.

A wide range of opportunities supports student engagement, wellbeing and connection to school. These include camps and sleepovers, buddy programs and targeted wellbeing initiatives such as Caring-Go-Round and Friends for Life. Engagement is further enhanced through specialist programs including Physical Education, Art and The Resilience Project, along with the Stephanie Alexander Kitchen Garden Program and Koori support services.

Students celebrate their achievements through assemblies and school events, including the School Fair, and participate in cluster and interschool sports and athletics. Additional activities such as performances and visiting presenters further enrich student learning.

Overall, Swan Reach Primary School continues to promote a positive and inclusive environment where students feel connected, valued and supported to actively engage in their learning.

Future Directions

- Expanding opportunities for student voice, leadership and authentic learning
- Maintaining a strong focus on wellbeing programs that support connection and belonging
- Implementing the Resilience, Rights and Respectful Relationships (RRRR) program
- Continuing to work with families to support regular school attendance

Other highlights from the school year

2025 was a significant year for Swan Reach Primary School as the school proudly celebrated its 150th anniversary. This milestone brought together past and present members of the community for a special celebration featuring a high tea, school tours and historical displays. Students played

an important role by re-enacting life in an 1850s classroom, providing visitors with a unique insight into the school's early years.

The celebrations were followed by the biennial School Fair, which once again highlighted the strength of the school community. Despite challenging weather, the event was well attended and featured a wide range of attractions, including a haunted house, cupcake stalls, lucky jars, an under-the-sea glow room, market stalls, pony patting and food stalls, creating a vibrant and welcoming atmosphere.

Students participated in a range of engaging learning experiences throughout the year. The Grade 5 and 6 camp at Coolamatong River Camp provided opportunities to develop resilience and teamwork through activities such as hiking, orienteering, indoor climbing, canoeing and sailing. Grades 3 and 4 attended camp at Gelantipy, participating in team-building, horse riding, environmental activities and a night walk. Sleepovers across year levels supported relationship building and positive classroom culture.

Students were actively involved in sport, representing the school through the TUBBS cluster in Summer and Winter Sports and participating in interschool athletics. A highlight was the introduction of a LEGO robotics program, where students developed coding and design skills and competed in the Gippsland LEGO competition alongside students from Nungurner.

Creative and hands-on learning opportunities were also a feature of the year. The whole-school Trash Puppets program engaged students in sustainability through puppet-making using recycled materials. All students also participated in an intensive Learn to Swim program.

Environmental learning was strengthened through involvement in the Environment Recovery Initiative (ERI), where students contributed to rehabilitating the school's "Secret Garden" and planting native trees along local waterways. This work was recognised internationally, with the project presented at a conference in Guatemala.

The school community came together through events such as the Welcome BBQ, End-of-Year BBQ and Grade 6 Graduation. Ongoing support from families and community members, particularly through the Stephanie Alexander Kitchen Garden Program, continues to enrich student learning and strengthen community connections.

Together, these experiences reflect the rich opportunities, strong relationships and community spirit that make Swan Reach Primary School a special place.

Financial performance

Swan Reach Primary School maintained a sound financial position throughout 2025, ensuring that available resources were directed towards supporting student learning, wellbeing and the ongoing operation of the school. The school received total revenue of \$1,682,228, with the majority of funding provided through the Student Resource Package (\$1,378,757) and additional DET grants (\$200,598). Locally raised funds contributed \$73,604, which included funds for camps and excursion and other user pay items.

Total operating expenditure for the year was \$1,680,882, with the largest proportion allocated to staffing through salaries and allowances. Funds were also used to support camps, excursions, classroom resources, property services and other programs that enhance student learning

experiences. The school recorded a net operating surplus of \$82,444, enabling the school to maintain a stable financial position.

During 2025 the school community also supported fundraising initiatives. The biennial School Fair raised approximately \$3,000, and a chocolate drive raised \$980, contributing to resources and activities that benefit students across the school.

**For more detailed information regarding our school please visit our website at
<https://www.swanreachps.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 99 students were enrolled at this school in 2025, 44 female and 55 male. NDP had English as an additional language and 9% 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	80.0%	
	Similar schools	89.6%	
	State	82.0%	

School Staff Survey

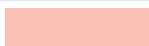
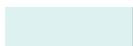
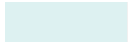
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.5%	
	Similar schools	79.7%	
	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	93.2%	
	Similar schools	83.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	87.5%	
	Similar schools	80.3%	
	State	84.2%	

NAPLAN

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

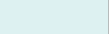
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	35.3%		65.7%
	Similar schools	63.1%		64.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	65.0%		64.1%
	Similar schools	69.7%		69.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	27.8%		44.2%
	Similar schools	60.3%		62.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	52.6%		46.2%
	Similar schools	61.6%		61.9%
	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	38.5%	
	Similar schools	71.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	56.2%	
	Similar schools	66.8%	
	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	80.6%		83.6%
	Similar schools	77.2%		77.6%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	79.0%		81.0%
	Similar schools	78.2%		78.5%
	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	26.7	26.1
	Similar schools	22.7	23.0
	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	86.0%	
Year 1	School	90.9%	
Year 2	School	86.6%	
Year 3	School	86.0%	
Year 4	School	88.0%	
Year 5	School	83.6%	
Year 6	School	87.2%	

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	\$1,378,757
Government Provided DET Grants	\$200,598
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$9,068
Locally Raised Funds	\$73,804
Capital Grants	\$0
Total Operating Revenue	\$1,662,226

Equity	Actual
Equity (Social Disadvantage)	\$34,628
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$34,628

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

Expenditure	Actual
Student Resource Package ¹	\$1,293,400
Adjustments	\$0
Books & Publications	\$1,090
Camps/Excursions/Activities	\$53,918
Communication Costs	\$1,471
Consumables	\$46,406
Miscellaneous Expenses ²	\$4,601
Agency Staff	\$0
Professional Development	\$0
Equipment/Maintenance/Hire	\$38,822
Property Services	\$56,856
Salaries & Allowances ³	\$45,482
Support Services	\$19,245

Expenditure	Actual
Trading & Fundraising	\$24,192
Motor Vehicle Expenses	\$1,108
Travel & Subsistence	\$276
Utilities	\$13,014
Total Operating Expenditure	\$1,599,882
Net Operating Surplus/-Deficit	\$62,344
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	\$1,477
Official Account	\$55,985
Other Accounts	\$0
Total Funds Available	\$57,463

Financial Commitments	Actual
Operating Reserve	\$51,080
Other Recurrent Expenditure	\$134
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	\$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	\$51,214

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.