

2025 Annual Report to the School Community

School Name: Dunkeld Consolidated School (6215)



- 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 31 March 2026 at 05:35 PM by Brad Smallman (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 20 April 2026 at 12:29 PM by Brad Smallman (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

Dunkeld Consolidated School is a small, rural school located in the picturesque town of Dunkeld in Victoria, Australia. The school serves a close-knit community, providing education to students from the surrounding area. It is well-regarded for its strong sense of community and dedication to offering a high-quality, personalised learning experience to its students.

The school's context reflects its rural setting, which often influences its approach to education and community involvement. Dunkeld Consolidated School places a strong emphasis on fostering a supportive, safe, and inclusive environment where students are encouraged to excel both academically and socially. Due to the small school size, there is often a focus on individualised attention, which allows for tailored learning experiences that meet the diverse needs of students.

In 2024, following the appointment of a new substantive principal, Dunkeld Consolidated School undertook a process of revisiting and revising its vision and values. This initiative saw significant input from the school community, which contributed to shaping a new vision that emphasises respect, resilience, and achievement. The school aims to provide an environment that supports students in becoming respectful, resilient, and active members of the community, ensuring that they can always be their best. Furthermore, Dunkeld Consolidated has retained its original motto, *Optima Semper* ("Always the Best"), which continues to guide the school's culture and aspirations for excellence.

The school's strong focus on community engagement, individual student growth, and a holistic approach to education makes it a cornerstone of the Dunkeld community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Dunkeld Consolidated School made strong progress towards the goals outlined in our School Strategic Plan and Annual Implementation Plan, with a clear focus on improving student learning growth and achievement in English and Mathematics. Teacher judgements against the Victorian Curriculum indicate that 99.1% of students in Prep–6 achieved at or above age expected standards in English and 98.7% in Mathematics. These results place the school well above similar schools and the state average and reflect the consistent implementation of our agreed instructional model, targeted differentiation, and collaborative planning practices. Our investment in structured literacy approaches in the junior years and the continued refinement of our numeracy scope and sequence were key highlights. In NAPLAN, Year 5 students performed particularly strongly, with 81.8% achieving Strong or Exceeding in Reading (above similar schools and the state) and 63.6% in Numeracy. While Year 3 results and relative growth data indicate areas for further development—particularly in Reading growth from Years 3 to 5—these results have

sharpened our focus on monitoring individual student progress and strengthening data-informed teaching. Professional learning in formative assessment, moderation through our Professional Learning Communities, and targeted intervention through small-group support were prioritised in response. As a small rural school, our capacity to know every learner deeply remains a significant strength. In 2025, we continued to embed personalised learning goals for all students, ensuring clarity around next steps and fostering student ownership of learning. Overall, our learning data reflects high achievement levels, alongside a clear and strategic commitment to lifting growth for every student.

Wellbeing

Student wellbeing remained a central priority in 2025, aligned with our strategic goal of fostering a safe, inclusive and connected school environment. Data from the Student Attitudes to School Survey highlights the strength of our culture, with 87.8% positive endorsement for Sense of Connectedness—well above similar schools and the state average—and 91.5% positive endorsement for Management of Bullying. These results reflect the deliberate work undertaken to strengthen respectful relationships, student voice and inclusive practices across the school. Our School-Wide Positive Behaviour Support approach continued to provide clear expectations and consistent responses, supporting students to feel safe and understood. A key highlight was the continued emphasis on inclusive practice, ensuring that all students—regardless of ability or background—could access learning and participate fully in school life. Adjustments to programs, collaborative support planning, and strong partnerships with families were critical in this work. Our wellbeing curriculum incorporated explicit teaching of emotional literacy, resilience and conflict resolution, complemented by regular circle time and student check-ins. The strong School Climate endorsement from staff (85.0%, above similar schools and state averages) reinforces the collective commitment of our team to fostering a positive environment. In 2025, wellbeing was not treated as an ‘add-on’ but as foundational to learning. The data affirms that students feel safe, supported and connected—conditions that are essential for both academic success and personal growth.

Engagement

Student engagement at Dunkeld Consolidated School in 2025 remained strong, supported by high levels of connectedness and a broad range of curricular and extracurricular opportunities. Average absence days per student (17.8 days) were lower than similar schools and the state average, and attendance rates across year levels remained steady, generally above 90%. While Prep and Year 1 attendance sat slightly below 90%, this largely reflected common early years illness patterns. Attendance data is reviewed regularly, with proactive follow-up processes and supportive conversations with families to promote consistent school attendance. We recognise that engagement is a key enabler of both learning and wellbeing under FISO 2.0, and our work in this area focused on strengthening student voice and agency. Students were provided with authentic leadership opportunities, input into learning topics, and involvement in whole-school decision-making, fostering a strong sense of ownership. Camps, sporting events, interschool activities and whole-school celebrations further enhanced connection to school life. Our inclusive approach to

events such as House Athletics ensured that all students could participate meaningfully, reinforcing belonging and engagement. The high levels of Sense of Connectedness reported in student survey data align with our attendance trends and reflect a culture where students want to be at school. In 2025, we continued to strengthen partnerships with families, recognising that engagement is most powerful when school and home work together. Overall, attendance patterns, student voice initiatives and participation in school life demonstrate positive and sustained engagement across the school.

Other highlights from the school year

Dunkeld Consolidated School enjoyed a vibrant and successful 2025, with numerous events that strengthened our connection to the wider community. Whole-school celebrations, including House Athletics and cross-country, showcased our strong inclusive culture and high levels of participation. Camps and excursions provided valuable experiential learning opportunities, building independence and resilience while complementing classroom programs. A number of students represented the school at interschool sporting events, demonstrating skill, sportsmanship and pride in their school. Our community partnerships remained a cornerstone of school life, with local organisations supporting projects including the installation of a new synthetic sports court. We were also proud of the continued support from families and the broader Dunkeld community, reflected in strong attendance at school events and high levels of parent satisfaction (88.2% positive endorsement). Collectively, these highlights reflect a school that is deeply connected, community-minded and committed to providing rich opportunities for every student.

Financial performance

In 2025, Dunkeld Consolidated School's budget was supported through a range of revenue sources including the Student Resource Package Cash Grant, Camps, Sports and Excursions Fund (CSEF), bank interest, SGSSA sports school payments, School Council fundraising, voluntary contributions, the Myers Scholarship, Community Newsletter proceeds and donations. This reflects both Department funding and strong community support. There was no significant expenditure outside the indicative budget, demonstrating careful financial planning and oversight.

The school recorded an operating surplus, which has been strategically committed to priority areas aligned with our School Strategic Plan. These include enhancing Information Communication Technology (ICT) resources for students, delivering a Music and Performing Arts program, providing AUSLAN, and supporting approximately 30 annual visits from the Mobile Area Resource Centre. Funds have also been allocated to the delivery of Health and Physical Education and STEAM programs, along with minor capital works to maintain and improve school facilities for students.

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

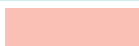


A total of 78 students were enrolled at this school in 2025, 42 female and 36 male. NDA had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

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	88.2%	
	Similar schools	85.9%	
	State	82.0%	

School Staff Survey

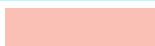
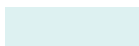


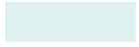

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.0%	
	Similar schools	81.0%	
	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	99.1%	
	Similar schools	87.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	98.7%	
	Similar schools	85.3%	
	State	84.2%	

NAPLAN

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


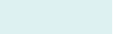


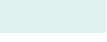

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	53.3%	61.1%
	Similar schools	68.7%	68.7%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	81.8%	82.4%
	Similar schools	77.7%	76.8%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%	69.4%
	Similar schools	68.7%	68.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	63.6%	61.8%
	Similar schools	69.2%	68.2%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


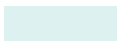

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	27.3%	
	Similar schools	72.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	54.5%	
	Similar schools	69.9%	
	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	87.8%		83.8%
	Similar schools	75.2%		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	91.5%		86.2%
	Similar schools	78.1%		79.1%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

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

		2025	4-year average
Prep - 6	School	17.8	18.3
	Similar schools	20.3	20.8
	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	89.2%	
Year 1	School	88.9%	
Year 2	School	92.2%	
Year 3	School	92.2%	
Year 4	School	93.5%	
Year 5	School	90.7%	
Year 6	School	91.0%	

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	\$987,201
Government Provided DET Grants	\$254,443
Government Grants Commonwealth	\$1,739
Government Grants State	\$0
Revenue Other	\$9,975
Locally Raised Funds	\$128,704
Capital Grants	\$0
Total Operating Revenue	\$1,382,062

Equity	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$5,000

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

Expenditure	Actual
Student Resource Package ¹	\$1,001,958
Adjustments	\$0
Books & Publications	\$4,871
Camps/Excursions/Activities	\$45,435
Communication Costs	\$1,305
Consumables	\$27,275
Miscellaneous Expenses ²	\$9,825
Agency Staff	\$0
Professional Development	\$4,794
Equipment/Maintenance/Hire	\$54,253
Property Services	\$80,879
Salaries & Allowances ³	\$38,974
Support Services	\$7,290

Expenditure	Actual
Trading & Fundraising	\$6,872
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,773
Total Operating Expenditure	\$1,299,505
Net Operating Surplus/-Deficit	\$82,557
Asset Acquisitions	\$114,446

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	\$136,195
Official Account	\$22,956
Other Accounts	\$0
Total Funds Available	\$159,151

Financial Commitments	Actual
Operating Reserve	\$49,591
Other Recurrent Expenditure	(\$2,421)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$18,096
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	\$18,641
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$83,907

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.