

2025 Annual Report to the School Community

School Name: Rosedale Primary School (0770)



- 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 10:44 AM by Sarah Bickley (Principal)

- 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

To be attested by the 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

Vision

Rosedale Primary School's vision is to foster happy, socially well-adjusted children, who confidently develop to the best of their ability, in a caring and engaging positive learning environment.

Values

At Rosedale Primary, we believe in nurturing the whole child and fostering a positive school culture grounded in our core values of **Respect**, **Responsibility**, and **Resilience**. These values underpin all aspects of school life and are embraced by students, staff and the wider school community as essential attributes for lifelong learning and citizenship.

Steeped in history, the original Rosedale Primary School was built in 1865 and has a proud history of providing effective educational programs for all students. Located between the major towns of Traralgon and Sale and approximately 2.5 hours from Melbourne. Rosedale has 107 students, across 5 composite classes with the schools overall socio-economic profile in the high range level of social disadvantage. The staffing model consists of School Principal, a Disability and Inclusion Leader, a Learning Specialist (Physical Education, Art and Indonesian), Classroom teachers (7), Education support staff (5) and a School Chaplain (1).

Progress towards strategic goals, student outcomes and student engagement

Learning

KIS 1.a Further develop, document and embed whole school collaborative approaches to curriculum planning to deliver the Victorian Curriculum.

KIS 1.b Develop, document and embed an agreed instructional model for literacy and numeracy

KIS 1.c Develop teachers' capability to use data to inform planning for differentiation and monitoring student growth.

In 2025 Rosedale Primary School utilised the teaching and learning programs Phonics Plus, Spelling Mastery, and MacqLit. In 2025, classroom teachers were supported by the Learning Specialist to develop a comprehensive understanding of the Victorian Curriculum 2.0 and to establish school-wide assessment practices in reading, providing clearer insight into student achievement. The assessments implemented included SPARKLE, Decodables Australia, and

CUBED (Language Dynamics), which offered more detailed information about student reading development. Previously, the school had used DIBELS to monitor student learning across the year; however, this provided limited opportunity for teachers to respond to individual learning needs.

The results from these reading assessments formed the basis of Professional Learning Community (PLC) discussions, with staff collaboratively developing detailed learning sequences for reading comprehension skills from Foundation to Grade 6.

Students who participated in the Phonics Plus program experienced strong success in meeting benchmarks aligned with the Victorian Curriculum. In Foundation, of the 17 students who completed the program, 13 (76%) were at or above Foundation level in end-of-year reporting.

MacqLit (an explicit, systematic, small-group reading intervention program designed for struggling readers in Year 3 and above) was delivered to 14 students across Years 3–6. By the end of 2025, 10 of the 14 students had successfully completed the program, with three of the remaining four students being PSD funded.

In Term 2, staff collaboratively developed and refined a set of Writing Rubrics from Foundation to Grade 6. These were used to moderate student writing samples in preparation for mid-year reports. As an additional standardised assessment method to track whole-school student progression in writing, teachers implemented the “No More Marking” writing assessment in Term 3. Staff participated in professional learning across semester 2 building capacity to use data gathered from both assessments to inform teaching, and how to triangulate evidence of student learning to determine progress in writing.

Rosedale Primary School's Naplan results indicated that 90% of students in Year 3 achieved exceeding or strong in writing, 70% of students achieved exceeding or strong in Numeracy and Grammar and Punctuation. Within the Year 5 cohort 75% of students achieved exceeding or strong in Reading and Writing. Teacher judgements has shown a significant increase in the number of students being marked below expected growth across all year levels.

Wellbeing

KIS 2.a Embed multi-tiered systems of support that enhance student wellbeing and inclusion

Across 2025, staff built their capacity to independently cater for students requiring additional support. Teaching staff completed professional learning delivered by Judi Milano (Inclusion Outreach Coach) and began writing, monitoring and reporting on Individual Education Plans (IEPs) for students in their classrooms. This enabled a more systematic implementation of IEP goals and fostered stronger working relationships between families, allied health professionals and school staff, ensuring targeted supports and adjustments for students.

Staff instead prioritised their professional learning and focus on the Disability and Inclusion Profile (DIP) processes. They began systematically collecting student evidence to support these processes and, by the end of 2025, had prepared for and completed two successful Disability and Inclusion Profile meetings.

Engagement

KIS 2.b Embed formal reciprocal feedback practices to measure and monitor student engagement and wellbeing

KIS 2.c Embed a whole school approach to student agency in learning and wellbeing

In Semester 2 an Attendance Officer and attendance protocols were implemented consistently for the second half of the year. Student absences continued to improve down from 23 days in 2022, to 19 days (average) in 2025.

Ongoing staff absences and shortages meant that the roles of Mental Health and Wellbeing Officer were not filled consistently, resulting in key initiatives such as the attendance team, Junior School Council, and inclusion interventions not being implemented. These areas have been defined as a priority in the 2026 AIP.

Other highlights from the school year

During 2025 Rosedale Primary School participated in the Raising Rarity project through the Royal Botanical Gardens Victoria. Students in Grade 5/6 were involved in the planting, growing and harvesting seeds of *Craspedia canens* (Billy Buttons) a critically endangered plant. In Term 4 seeds from the Billy Buttons were collected and returned to the Royal Botanical Gardens Victoria to support the regeneration of the species. We continued to hold annual events such as Athletics and Cross-Country Days, Mother's Day and Father's Day Breakfasts, end of year community bush dance and awards ceremony, parent-teacher interviews, open classrooms and celebrations of learning and an extended Kinder to Prep Transition program which begins in Term 2.

Rosedale Primary School also had two brand new playground installations in Term 4 thanks to a grant from the VSBA. Existing playgrounds were removed at the beginning of Term 4 and works were completed in the final days of the year.

Financial performance

Rosedale Primary School ended 2025 with a \$34, 976 surplus and \$133 484.24 in our high yield account. The school received a grant from the VSBA to pay for the installation of new playgrounds, a credit to cash transfer to pay for additional CRT coverage which was used to allow time for teachers to implement assessments and IEP processes. The school purchased evidence based reading assessments (SPARKLE - Decodables Australia, CUBED - Language Dynamics) to drive the implementation of more targeted teaching in Reading across the school. The Junior School Council ran a colour fun run fundraising event in Term 4 which raised a total of \$9, 500, which has been planned to use to add playground equipment for senior students. Across the

school year the parent's club also held a number of successful fundraisers for the school, from which new math resource trolleys were purchased for classrooms.

**For more detailed information regarding our school please visit our website at
<https://www.rosedaleps.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 102 students were enrolled at this school in 2025, 49 female and 53 male. 11% had English as an additional language and 11% 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**.


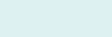

Parent Satisfaction Summary

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	100.0%	
	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	57.1%	
	Similar schools	73.7%	
	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	83.9%	
Mathematics Prep - 6 % of students at or above age expected standards	School	72.0%	

NAPLAN

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


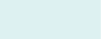


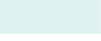

		2025	
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%	
	Similar schools	56.2%	
	State	69.5%	
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	81.8%	
	Similar schools	58.8%	
	State	73.9%	
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	77.8%	
	Similar schools	54.3%	
	State	66.2%	
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	45.5%	
	Similar schools	53.8%	
	State	69.1%	

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	75.0%	
	Similar schools	65.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	71.4%	
	Similar schools	65.4%	
	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	
Years 4 to 6 % positive endorsement	School	65.8%	
	Similar schools	73.3%	
	State	77.1%	

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	
Years 4 to 6 % positive endorsement	School	73.6%	
	Similar schools	74.6%	
	State	76.4%	

ENGAGEMENT






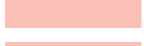

Average absence days per student

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

		2025
Prep - 6	School	19.2
	Similar schools	25.3
	State	21.5

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	93.4%	
Year 1	School	91.3%	
Year 2	School	88.6%	
Year 3	School	92.8%	
Year 4	School	88.0%	
Year 5	School	89.4%	
Year 6	School	88.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 12 March 2026.

Revenue	Actual
Student Resource Package	\$1,507,846
Government Provided DET Grants	\$411,845
Government Grants Commonwealth	\$55,641
Government Grants State	\$0
Revenue Other	\$16,850
Locally Raised Funds	\$80,082
Capital Grants	\$0
Total Operating Revenue	\$2,072,264

Equity	Actual
Equity (Social Disadvantage)	\$155,763
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$155,763

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

Expenditure	Actual
Student Resource Package ¹	\$1,473,208
Adjustments	\$0
Books & Publications	\$2,776
Camps/Excursions/Activities	\$30,653
Communication Costs	\$1,567
Consumables	\$33,319
Miscellaneous Expenses ²	\$5,903
Agency Staff	\$45,571
Professional Development	\$12,447
Equipment/Maintenance/Hire	\$53,484
Property Services	\$99,644
Salaries & Allowances ³	\$183,908
Support Services	\$3,907

Expenditure	Actual
Trading & Fundraising	\$29,084
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$745
Utilities	\$39,141
Total Operating Expenditure	\$2,015,356
Net Operating Surplus/-Deficit	\$56,908
Asset Acquisitions	\$12,909

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	\$133,484
Official Account	\$24,960
Other Accounts	\$0
Total Funds Available	\$158,444

Financial Commitments	Actual
Operating Reserve	\$90,358
Other Recurrent Expenditure	\$1,831
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$217,132
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	\$102,041
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$411,362

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.