

2025 Annual Report to the School Community

School Name: Puckapunyal Primary School (1855)



- 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 06 February 2026 at 12:36 PM by Damien Humphrey (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 17 February 2026 at 07:35 AM by Damien Humphrey (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

Puckapunyal Primary School is located within the Puckapunyal Military Area, 10 km west of Seymour in Central Victoria. Our 2025 enrolment was 194 students. The school is easily accessible and within walking distance of all homes on the Base. A balance of innovative and traditional curriculum programs is provided in a caring, well-disciplined environment, using the many excellent established school facilities and community resources. Puckapunyal Primary School is a unique school in Australia. Children of Defence Force Personnel, stationed within the Puckapunyal Military Area, comprise approximately 65% of our enrolment, and annually up to 50% of the children transfer interstate and overseas. The new arrivals come from a diverse range of educational backgrounds (each State and Territory of Australia, UK, Canada, U.S.A., New Zealand, Malaysia and Germany). The high level of mobility has a significant effect on the continuity of school programs, and it is a challenge of the school to minimise the impact of this on student achievement and wellbeing. Having lost 80% of our school during a fire in early December 2020, we have recently rebuilt a 'state of the art' main school building. It now connects to our BER building that survived the fires. In mid-February (of 2023), we moved into these facilities. We now have 9 large classrooms, art room library, multipurpose room, staffroom, breakout rooms, several offices, 3 sets of amenities that have been architecturally designed to foster a calm teaching and learning environment. The new building compliments the BER building (Pitman-Coffey Centre) that also comprises of 4 classrooms, school kitchen/canteen and a large hallway. Previous to the new building, we were temporarily functioning in Department portables supplied by the Victorian Schools Building Authority in a small site we called 'the Village'. Despite our challenges, we have continued to embed a strong learning culture within our school where high expectations are the norm and academic success is valued and celebrated. Staff deliver a stimulating and differentiated learning program backed by evidenced based learning programs such as the Heggerty, 6 Traits of Writing program, 'Goodger' Mathematics, and the cognitive science of learning. Students are active participants in their learning, are explicitly taught metacognitive strategies and supported to set and strive for personalised learning goals. In addition to building academic skills, we emphasise the importance of nurturing the whole individual and deliver a comprehensive wellbeing support program underpinned by our three school values. We focus on developing student voice and agency as well as fostering the social and emotional intelligence of all our students. We provide authentic leadership opportunities to our students and are significantly involved in our local community such as through Commemorative services: eg Dawn Service, Shrine of Remembrance observances, Remembrance Day. Physical education is a major focus and we are proud of the diverse sporting opportunities we provide to our students. Triathlons, Swimming, Cross Country, Basketball, Bike Rides, etc. Specialist subjects such as Visual Arts, Library, Science/History and Indonesian are delivered weekly by specialist teachers. Collaboration is at the heart of everything we do. Teachers work in close partnership with colleagues, with team planning common practice across the school. Weekly Professional Learning Communities are facilitated, which allow staff to share and build professional skills and knowledge, through a collaborative inquiry approach.

At the end of a school review, there were clear recommendations for the 2023-2027 Strategic Plan:

The School's Vision - As a school community, we aspire to equip our students with the knowledge skills, attitudes and dispositions required to become successful, happy individuals who can actively contribute to their communities.

The School's Mission - Puckapunyal Primary School's mission is to create an effective, dynamic and caring learning environment that reflects the values of our school community. Our curriculum and extracurricular programs provide students with the opportunities to build their academic, social and emotional capacity. We strive to support all our students to recognise their full potential and reach their personal goals. The school believes in high expectations for all students and a commitment to effort and the embracing of our motto 'Striving for Excellence'.

Student Learning Goal - Maximise the learning growth of every student

Student Wellbeing Goal - Improve student wellbeing outcomes

Through the review, we are committed to the following strategies: Encouraging friendship; Improving self-concept and resilience; Developing pride in the school; Promoting sharing, tolerance and compassion; Developing respect; Acknowledging diversity; Applying consistent, logical discipline; and, Encouraging responsible play.

The following school values are seen as being central to the life of our school and how all members of the school community should conduct themselves: Being a Learner, Being Respectful and Being Safe. .

As a school community, we apply these central values in our everyday dealings with each other and the development of our programs and policies.

In our community these values are also demonstrated when:

- Students have the opportunity to learn in a positive, caring environment and are encouraged to become self-motivated lifelong learners
- Diversity is seen as enriching our school and is valued and respected
- Partnerships between students, staff, families and the wider community are fostered and valued
- Students are encouraged to work cooperatively and collaboratively with their peers and other members of the school community, and to be active responsible citizens
- Students are expected to take responsibility for their learning and their behaviour

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Puckapunyal Primary School continued to deliver high-quality teaching and learning programs that met the needs of our diverse student population. Guided by the actions outlined in our Annual Implementation Plan, school leadership designed and implemented a comprehensive professional learning program aligned with the launch of the Victorian Teaching and Learning

Model 2.0 (VTLM) and informed by the Science of Learning, including research into cognitive load theory.

Through this professional learning, teachers worked collaboratively to audit existing planning and instructional practices and made considered adjustments to better reflect current research and evidence-based approaches. As a result, staff developed a shared understanding of effective lesson design and a range of participation and engagement strategies to support all students to be active, successful learners. Teachers began applying these approaches in their classrooms, strengthening alignment and consistency across the school.

Professional Learning Communities (PLCs) continued to play a central role in driving school improvement throughout 2025. Collaborative inquiry within PLCs supported improved student outcomes in both English and Mathematics. The school prioritised PLCs through the allocation of dedicated, timetabled sessions, enabling a more strategic and impactful use of collaborative inquiry to inform teaching practice and support sustained improvement.

The Tutor Learning Initiative (TLI) continued in 2025, marking the final year of the program. The initiative provided targeted and intensive support for students through one-on-one and small group instruction in literacy and numeracy. Delivered in 5–6 week cycles, the program ensured that a broad range of students could access support and extension opportunities, contributing positively to student learning outcomes across the year.

According to School Performance Report for 2025, key improvement in learning data includes:

Naplan

- Years 3 Numeracy – 71% of PPS students Exceeding or Strong compared to 70% similar schools.
- Years 3 Reading – 83% of PPS students Exceeding or Strong compared to 69% similar schools.
- Years 5 Numeracy – 78% of PPS students Exceeding or Strong compared to 71% similar schools.
- Years 5 Reading – 86% of PPS students Exceeding or Strong compared to 75% similar schools.

Wellbeing

In 2025, Puckapunyal Primary School strengthened its multi-tiered wellbeing systems, with a strong focus on Disability Inclusion and whole-school consistency. Six Disability Inclusion Profile meetings were completed, resulting in four successful funding outcomes. This reflects improved evidence collection, collaboration and alignment with the Disability Inclusion framework.

A key achievement was the development of the Start-Up Handbook, which provides clear, consistent expectations for routines, behaviour and wellbeing practices at the start of each term. This Tier 1 strategy supports predictability across classrooms and helps prevent avoidable wellbeing concerns. Ongoing use of SSGs, IEPs and consistent documentation has strengthened Tier 2 and Tier 3 supports.

Attendance remained a priority across Semester 2, with regular monitoring through Wellbeing SIT meetings. Progress was made toward all attendance targets, although none were fully met. Average absence days reduced to 17.7, the proportion of students with 20+ absences decreased to 28%, and Koorie student attendance remains an area requiring targeted support.

A significant achievement was the refinement of the Attendance Staged Response Plan, supported by a one-page visual guide. These resources have improved clarity, consistency and staff confidence in early intervention and family communication.

The school strengthened its use of data to monitor engagement and wellbeing through deeper analysis of 2025 AToSS data. In response, short weekly student voice surveys for Years 3–6 were developed for implementation in 2026.

Learning and Wellbeing Walks and Talks provided valuable observational data on routines, engagement strategies, regulation practices and accessibility of supports. These observations identified consistent strengths and shared areas for improvement to inform ongoing practice.

According to School Performance Report for 2025, key improvement in wellbeing Attitudes to School Survey data includes:

-Managing bullying – 81% of PPS students positively endorsed compared to 77% similar schools.

Engagement

In 2025, our school continued to build upon its established values and positive behaviour programs. Students earned points for positive behaviours aligned with our Behaviour Matrix, reinforcing clear and consistent expectations. Our Defence Support Mentor worked closely with teachers and staff to engage students in the Pucka Point Shop, supporting students to earn and redeem their points. Classes also utilised Student Voice through the Start Up Program to collaboratively establish class expectations and rules.

The school curriculum remained aligned with VTLM 2.0, with a strong emphasis on explicit teaching and strengthening knowledge retrieval through Daily Reviews. In addition, the curriculum explicitly addressed positive conflict resolution, bullying prevention, and the development of pro-social behaviours.

A continued focus on behaviour management, student wellbeing, and engagement was supported through the use of evidence-based strategies. In 2025, a whole-school approach to self-regulation was introduced through the implementation of the Zones of Regulation. This initiative had a positive impact across the school, particularly in the school yard. We aim to build on this work in 2026 with the introduction of a dedicated wellbeing room.

Students and families across all year levels were actively engaged in learning. This was evident through student portfolios and the strong family participation in Student-Led Conferences during Terms 3 and 4.

The school consistently communicated high expectations across attendance, behaviour, and academic achievement. Teachers collaborated to design lessons and assessments that catered to a diverse range of abilities and interests. As a staff, we worked diligently to ensure that all students, both new and returning, set ambitious goals and were supported in achieving them.

In 2026, our school will continue to reinforce its vision and values, maintain high expectations, and create a supportive environment that maximises student learning and wellbeing.

Other highlights from the school year

Just like any other year, 2025 was a year of significant achievement for all students. Our school community is a huge contributing factor to this success and overall positive impact we have on our students.

The School Council, along with its sub-committees—Finance, Buildings and Grounds, Fundraising, and Curriculum,—worked diligently throughout the year to address key issues and determine the strategic direction for the school. The School Council plays a crucial role in the success of our school, and their efforts this year are worthy of commendation. We extend our sincere gratitude to our School Council President, and all members for their hard work and dedication to both the Council and the various sub-committees.

Through thoughtful planning and hard work, our school library was able to open celebrating all the new catalogued books for students to borrow. We appreciated the contribution of our school community in making our School Canteen continue its success. We extend our thanks to all the volunteers whose support made it possible.

In 2025, we were pleased to offer students a variety of enriching camps and excursions. Year 5/6 students had the opportunity to attend a 3-day, 2-night camp at Alexandra Adventure Resort, followed by a 3-day bike ride from Mansfield to Tallarook. Year 3/4 students participated in a 3-day, 2-night camp at Adekate Camp, with a visit to Sovereign Hill. The success of these excursions would not have been possible without the generous time and effort of our staff and parent volunteers. We are deeply grateful for their commitment to making these experiences memorable for our students.

We also continued our participation in sporting competitions, including Swimming, Cross Country, and Athletics. Our students competed in these events with great enthusiasm, representing our House teams with pride. Many students achieved impressive results at the District, Division, Regional, and State levels, showcasing their dedication and talent. 2025 also marked the start of our Junior Swimming program, which was a huge success and students and families could see the importance of the program.

Our tutoring program remained a vital part of our academic support system. Last year, many students benefited from tailored sessions in Mathematics and English, either for catch-up or extension. The program's structure, which offered one-on-one or small group tuition, continued to prove invaluable. We were thankful for the funding that supported this initiative, as it provided significant benefits to our students.

Finally, communication between the school and our families remained strong, contributing to a positive and supportive environment for all. Whether through formal discussions or informal interactions, we continued to foster strong connections within our community.

Financial performance

In 2025, the Finance Committee, of several School Councillors (staff and parents) who met approximately twice per term.

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

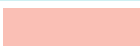


A total of 194 students were enrolled at this school in 2025, 91 female and 103 male. 4% had English as an additional language and 6% were Aboriginal or Torres Strait Islander.

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 - 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	90.9%	
	Similar schools	82.2%	
	State	82.0%	

School Staff Survey


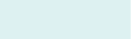


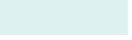

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	81.4%	
	Similar schools	82.7%	
	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	85.8%	
	Similar schools	85.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	84.7%	
	Similar schools	83.1%	
	State	84.2%	

NAPLAN

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


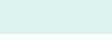


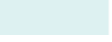

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	82.8%	76.4%
	Similar schools	68.8%	67.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	81.5%	79.5%
	Similar schools	74.0%	74.8%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	75.9%	73.6%
	Similar schools	68.9%	67.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	71.4%	67.1%
	Similar schools	70.1%	67.5%
	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'.


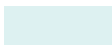

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	77.8%	
	Similar schools	72.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	88.9%	
	Similar schools	71.9%	
	State	74.0%	

WELLBEING


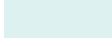

Student Attitudes to School – Sense of Connectedness

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	68.3%		76.9%
	Similar schools	73.7%		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
Years 4 to 6 % positive endorsement	School	80.9%		85.3%
	Similar schools	77.3%		78.3%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

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

		2025	4-year average
Prep - 6	School	18.4	21.0
	Similar schools	20.3	21.1
	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	
Prep	School	92.9%	
Year 1	School	92.8%	
Year 2	School	91.4%	
Year 3	School	90.3%	
Year 4	School	87.8%	
Year 5	School	90.0%	
Year 6	School	91.1%	

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	\$2,373,618
Government Provided DET Grants	\$247,777
Government Grants Commonwealth	\$38,000
Government Grants State	\$0
Revenue Other	\$21,316
Locally Raised Funds	\$140,281
Capital Grants	\$0
Total Operating Revenue	\$2,820,993

Equity	Actual
Equity (Social Disadvantage)	\$42,427
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$42,427

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

Expenditure	Actual
Student Resource Package ¹	\$2,509,607
Adjustments	\$0
Books & Publications	\$3,714
Camps/Excursions/Activities	\$45,507
Communication Costs	\$3,324
Consumables	\$53,014
Miscellaneous Expenses ²	\$9,948
Agency Staff	\$0
Professional Development	\$6,171
Equipment/Maintenance/Hire	\$36,682
Property Services	\$91,503
Salaries & Allowances ³	\$135,132
Support Services	\$2,900

Expenditure	Actual
Trading & Fundraising	\$49,559
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$40,988
Total Operating Expenditure	\$2,988,050
Net Operating Surplus/-Deficit	(\$167,058)
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	\$501,538
Official Account	\$8,395
Other Accounts	\$0
Total Funds Available	\$509,934

Financial Commitments	Actual
Operating Reserve	\$79,741
Other Recurrent Expenditure	\$3,419
Provision Accounts	\$0
Funds Received in Advance	\$91,343
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$100,000
Asset/Equipment Replacement < 12 months	\$5,133
Capital - Buildings/Grounds < 12 months	\$110,000
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	\$389,636

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.