

2025 Annual Report to the School Community

School Name: Timor Primary School (1207)



- 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 05 May 2026 at 10:26 AM by Andrew Tatchell (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 22 May 2026 at 02:48 PM by Andrew Tatchell (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

Timor Primary School is an inclusive rural learning community located within the Central Goldfields Shire, approximately 8 km from Maryborough and 76 km from Bendigo. The school is situated in the township of Timor, which was originally established during the Victorian gold rush. Timor Primary School opened in 1873, when the town was a thriving community of approximately 30,000 residents. Today, while the local population is much smaller, the school continues to serve families from both the Timor and Maryborough districts, with approximately 20% of students residing in Timor and 80% travelling from Maryborough and surrounding areas.

Timor Primary School places equal emphasis on student learning and wellbeing. In 2025, the school had an enrolment of 44 students across three learning communities: Prep/Year 1, Years 2/3, and Years 4/5/6.

The school's Student Family Occupation and Education Index (SFOE) was rated as High (0.6031), with 27 students funded through equity initiatives. 8% of students were supported through Disability Inclusion Tier 3 funding.

Targeted intervention programs were implemented to support student learning, with 32% of students accessing the Literacy Tutor Learning Initiative and 42% of students participating in the Mathematics Tutor Learning Initiative.

Parent opinion data reflected a highly positive level of satisfaction with the school, with 100% positive endorsement for General School Satisfaction in the Parent Opinion Survey, significantly exceeding the state average of 82%.

The school staffing profile consisted of 4.2 full-time equivalent teaching staff, including MARC and Mental Health in Primary Schools wellbeing staffing, and 3.2 full-time equivalent education support staff, including an Engagement and Wellbeing Coordinator. Staff opinion data also reflected a strong and positive school culture, with 100% positive endorsement for Collective Focus on Learning, above the state average of 88%.

Parents and carers continued to play an important role in school life through participation in School Council, support for the annual school concert, and assistance with Student Representative Council fundraising lunches. Although the school community is geographically dispersed, Timor Primary School continues to be well supported by a dedicated and engaged parent community.

Vision

Timor Primary School aims to develop confident learners who take ownership of their learning, are proud of their achievements and are well prepared for the ever-changing world that awaits them. Students are also encouraged to develop a social conscience, which enables them to contribute to their family, school and the wider community.

Values

Timor Primary School community upholds a commitment to the following values:

Respect - Treat others the way you want to be treated; respect the point of view of others; be honest, sincere and seek the truth.

Responsible - Be accountable for own actions; resolve differences in constructive and peaceful ways; contribute to society and community; take care of the environment.

Achievement - Try to accomplish something worthy and admirable; try hard; pursue excellence; have a go; be persistent and resilient.

Progress towards strategic goals, student outcomes and student engagement

Learning

Due to the school's enrolment size, Timor Primary School was not assigned an overall Performance Group in the 2025 School Performance Report. Despite this, student achievement data demonstrated a number of positive outcomes across key learning areas.

A highlight of the 2025 school year was the school's performance in NAPLAN, with 20% of students achieving in the *Exceeding* proficiency level, surpassing Similar Schools (16%).

In NAPLAN Writing, Year 3 students achieved 71% in the *Strong* and *Exceeding* proficiency levels, while Year 5 students achieved 67%, with both cohorts performing above Similar Schools.

Student Relative Growth data from Year 3 to Year 5 reflected strong progress, with students outperforming Similar Schools, the Network and the State in both Writing (83%) and Numeracy (83%).

Key factors contributing to these outcomes included a stable and experienced workforce, the strategic allocation of resources, and targeted support through the Tutor Learning Initiative in both Literacy and Mathematics. This included the delivery of intervention and extension programs to meet students at their point of need.

The continued implementation of the *6+1 Writing Traits* model remained a key improvement strategy, alongside a strong focus on building teacher capacity to use formative assessment practices to inform planning and deliver differentiated teaching.

Professional Learning Communities (PLCs) continued to provide the core framework for teacher collaboration, data analysis and sustained school improvement.

Parent Opinion Survey data reflected strong confidence in student learning, with 96% positive endorsement for *Effective Teaching Practice for Cognitive Engagement*.

Wellbeing

Timor Primary School was classified as 'Medium' in the 2025 School Performance Report. In response to wellbeing data, the school has implemented a range of targeted initiatives and

programs designed to strengthen students' sense of wellbeing, engagement, and connectedness.

The school's core values of *Respect, Responsibility and Achievement* are explicitly taught and consistently reinforced across all aspects of school life. This includes dedicated Social Emotional Learning (SEL) sessions, fortnightly assemblies, and the recognition of students through awards.

Restorative Practices underpin the school's approach to behaviour management, providing a positive and educative framework for resolving conflict. Students are supported to develop problem-solving skills and are explicitly taught strategies to regulate their emotions and repair relationships.

The Positive Behaviour Reinforcement program, '*Timor Trading*', continues to promote and reward positive behaviours aligned with school values. Students earn 'Timor Dollars', which can be exchanged at the fortnightly *Timor Market*, further reinforcing engagement and motivation.

In response to Attitudes to School Survey data identifying lower levels of resilience, staff implemented *The Resilience Project* as a whole-school SEL initiative. Additionally, the *Kimochis* program was delivered, particularly in the early years, to explicitly teach emotional literacy and the *Keys to Communication*.

Student Attitudes to School data reflected strong outcomes in wellbeing. The school achieved 81% in *Individual Social and Emotional Wellbeing (Life Satisfaction)*, exceeding both the Network (72%) and State (76%) averages. Notably, 100% of students reported experiencing *High Expectations for Success*. The management of bullying is also viewed positively, with 81% of students indicating they have not experienced bullying.

Engagement

In 2025, 63% of students were absent for 20 or more days, compared to the State average of 38%, with an average of 26.5 absence days per student. In response, the school implemented a range of strategic and targeted approaches to support improved student engagement and attendance.

A comprehensive *Timor Primary School Attendance Process* was developed and implemented, incorporating universal, targeted and individualised interventions. Key strategies included daily monitoring of attendance, follow-up phone calls, and the facilitation of Student Support Group (SSG) meetings involving the classroom teacher, Engagement and Wellbeing Coordinator, and Principal. These meetings enabled the development of targeted support plans. Referrals to Student Support Services and General Practitioners were also utilised to address mental health, anxiety and other identified barriers to attendance.

Student voice data identified *Camps and Excursions*, the *Clubs Program*, and *Whole School Sport* as key drivers of engagement. Cluster transition activities at the beginning and end of the year, along with Cluster Sports, Wellbeing and Performing Arts days, were also highly valued by students. Community events, including the *Welcome Back Afternoon Tea*, *Biggest Morning Tea*, *Mother's and Special Friends* and *Father's and Special Friends* breakfasts, and the annual school concert, were well attended and contributed to strengthening school connectedness.

The Engagement and Wellbeing Coordinator provided targeted support to groups of students, focusing on the development of social skills, healthy habits, friendship strategies, self-esteem and broader life skills through programs such as *Shine Girls* and the *Friend's Toolkit*.

Other highlights from the school year

Timor Primary School has continued to strengthen its positive culture with all staff ensuring that 'all students have a great day, every day!' The unique staff/parent interactions at the front gate at the end of the school day continue to be a highlight.

Successful Sporting Schools Grants supported students to be active, with Gymnastics at the Goldfields Gymnastics Centre being a highlight. The Bates Foundation Grant supported the purchasing of laptops and iPads throughout the school.

Special educational activities including Book Week celebrations, Science Week, Education Week, guest speakers from the community, Alpha live show 'King Arthur' and the Timor Concert were enjoyed by students, parents, grandparents and staff.

Student leadership continued to play a significant role in enhancing engagement, with a strong focus on student voice and agency (75% positive endorsement, exceeding Similar Schools at 68%). Student leaders were actively involved in planning and implementing school initiatives, including fundraising activities such as lunch orders, the Easter raffle, and Footy Colours Day, raising funds to support children with cancer. They also facilitated a range of lunchtime activities, promoting inclusion, peer connection and active participation. These opportunities fostered a sense of ownership, responsibility and pride, contributing to increased student engagement, confidence and a strong sense of belonging across the school community.

Financial performance

Timor Primary School maintained a stable financial position throughout 2025. School Council continued to prioritise the delivery of a high-quality education while ensuring that all funds were expended in alignment with the Annual Implementation Plan (AIP), school priorities, and Occupational Health and Safety (OHS) requirements.

The Financial Performance and Position statement indicates that the school received total revenue of \$1,208,659, including \$50,998 in equity funding, with total expenditure of \$1,202,971. Equity funding was strategically allocated to support disadvantaged students, including the employment of an additional Education Support staff member to enhance student learning and wellbeing, as well as providing increased access to extracurricular opportunities such as activities and excursions.

The school received approximately \$19,000 in bushfire preparedness funding, which supported vegetation clearance, ongoing maintenance of school grounds, and the purchase and installation of a large water storage tank to improve emergency readiness.

In addition, approximately \$30,000 was received through the Mental Health Fund initiative. These funds supported the employment of an Engagement and Wellbeing Coordinator and the implementation of *The Resilience Project*, including associated resources to strengthen student wellbeing.

Disability Inclusion Tier 2 and Tier 3 funding enabled the provision of Education Support staff across classrooms to meet the diverse learning needs of students.

Through the Tutor Learning Initiative, the school employed 0.26 full-time equivalent teaching staff to deliver targeted Literacy and Numeracy support.

Timor Primary School has continued to invest in a range of initiatives, including targeted professional learning to build staff capability, the enhancement of learning resources, and the ongoing development of learning spaces. These improvements have been achieved while maintaining a modest budget surplus.

**For more detailed information regarding our school please visit our website at
<https://www.timorprimaryschool.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 44 students were enrolled at this school in 2025, 24 female and 20 male. NDA had English as an additional language and NDP 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%	
	Similar schools	88.6%	
	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	85.1%	
	Similar schools	80.7%	
	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	81.0%	
	Similar schools	80.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	83.3%	
	Similar schools	80.7%	
	State	84.2%	

NAPLAN

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

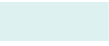
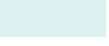
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	62.5%		34.8%
	Similar schools	57.8%		56.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	50.0%		47.1%
	Similar schools	67.1%		67.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%		52.2%
	Similar schools	58.6%		58.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	50.0%		41.2%
	Similar schools	56.9%		54.5%
	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	50.0%	
	Similar schools	70.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	83.3%	
	Similar schools	69.4%	
	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		4-year average
Years 4 to 6 % positive endorsement	School	77.5%		82.8%
	Similar schools	78.2%		78.5%
	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	75.0%		79.5%
	Similar schools	79.6%		79.4%
	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	26.5	25.5
	Similar schools	25.2	25.2
	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	NDP	
Year 1	School	83.7%	
Year 2	School	90.3%	
Year 3	School	85.0%	
Year 4	School	86.3%	
Year 5	School	83.0%	
Year 6	School	87.0%	

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	\$944,612
Government Provided DET Grants	\$295,122
Government Grants Commonwealth	\$5,100
Government Grants State	\$0
Revenue Other	\$19,442
Locally Raised Funds	\$27,275
Capital Grants	\$0
Total Operating Revenue	\$1,291,551

Equity	Actual
Equity (Social Disadvantage)	\$116,350
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$116,350

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

Expenditure	Actual
Student Resource Package ¹	\$1,023,836
Adjustments	\$0
Books & Publications	\$2,713
Camps/Excursions/Activities	\$21,158
Communication Costs	\$919
Consumables	\$21,779
Miscellaneous Expenses ²	\$16,976
Agency Staff	\$0
Professional Development	\$7,000
Equipment/Maintenance/Hire	\$7,369
Property Services	\$61,725
Salaries & Allowances ³	\$39,447
Support Services	\$59,677

Expenditure	Actual
Trading & Fundraising	\$9,258
Motor Vehicle Expenses	\$4,037
Travel & Subsistence	\$0
Utilities	\$4,646
Total Operating Expenditure	\$1,280,539
Net Operating Surplus/-Deficit	\$11,012
Asset Acquisitions	\$14,200

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	\$340,426
Official Account	\$9,107
Other Accounts	\$0
Total Funds Available	\$349,533

Financial Commitments	Actual
Operating Reserve	\$42,784
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$15,598
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$67,173
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$65,000
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	\$190,555

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.