2025 Annual Report to the School Community

School Name: Heywood Consolidated School (6225)



- 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 30 March 2026 at 07:28 PM by Ann Hawker (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 04 May 2026 at 10:07 AM by Ann Hawker (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

Heywood Consolidated School is situated in rural, regional south-west Victoria with a total student enrolment of 100 children. Our staff consists of 9 teachers
(some part time) and six educational support staff. We also have one business manager and one principal class staff.

Heywood Consolidated School's vision is to create a nurturing and inclusive environment where everyone is supported to reach their full potential—academically, socially and emotionally.

Supporting this vision are four core values:

- Respect – Treating ourselves, others and our environment with care and consideration.
- Resilience – Embracing challenges with courage and perseverance.
- Kindness – Acting with compassion, empathy and understanding.
- Gratitude – Showing appreciation and valuing people and opportunities around us.

Our school's socio-economic profile, based on families' occupations and education, is considered in the high band which represents low parent education level and low socio-economic advantage.

Our curriculum at Heywood Consolidated School reflects the Victorian Curriculum framework, with specialist programs in the visual arts, music, physical education, science, digital technology and a language other than English program (Aboriginal Language: Gunditjmara Culture and Language in School program).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Heywood Consolidated School made significant progress in improving learning growth for all students. A key achievement was the success of our Learning Specialist who worked individually with classroom teachers around Explicit Teaching from Victorian Teaching and Learning Model 2.0. Teachers also participated in dedicated Professional Learning Communities together to up-skill their knowledge, as well as participate in Sprints. This allowed all classroom teachers to work on the same learning, but adapt it to a specific area for them. They then reported back to all on its success and/or progress, thus sharing collective efficacy and developing collegiality.

Teachers also completed professional development together around Numeracy, which will continue to be a focus. This allowed staff to have learning walks with DE staff, as well as peer observations, to provide feedback and develop further understanding and create opportunities for

further discussion and learning. This has also resulted in a refined Instructional Model in Numeracy to allow for more explicit direct instruction.

It is pleasing to see that our whole school approach to English is making positive gains in our students, with 86.7% of students Reading Year 3 to 5 in High or Medium relative growth on NAPLAN, which is well above Similar Schools and State.

Wellbeing

Heywood Consolidated School prides itself on the high level of wellbeing support we offer our students. In 2025, we continued to focus on supporting student wellbeing by working to effectively use available resources to support students' wellbeing and mental health, especially the most vulnerable.

To support student wellbeing, Heywood Consolidated School continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program across the school. Our Wellbeing PLC focussed on student's mental health and wellbeing, as well as staff wellbeing, to gain a greater understanding of the whole human. We continued to implement a whole school approach to wellbeing and sought further feedback from students about the effectiveness of programs and interventions.

Heywood Consolidated School continued to refer students to SSS for additional support, and employed an OT fortnightly to support junior students with additional needs. Although wellbeing referrals from staff slightly decreased from the previous year, we used the additional time to monitor students within different school environments and had further discussions with parents/carers and staff around specific at-risk students.

Engagement

In 2025, we continued to place high emphasis on increasing student attendance. We reviewed and re-addressed attendance protocols with all staff and regularly promoted the importance of attendance. Heywood Consolidated School involved teachers in the promotion of regular attendance at school, and this resulted in a slight decrease in students with 20 days absence or more reducing from 49% to 45%.

It is pleasing to see that the amount of time and effort that staff are devoting to delivering quality education for all students is being recognised by students and parents/carers. On ATOSS results, we have seen a continual increase in positive endorsement of Stimulating Learning from 70% in 2022, 73% in 2023, 76% in 2024 and 83% in 2025. With a similar result on the POS results, we have also seen a increase in positive endorsement for Student Cognitive Engagement from 76% in 2022 to 91% in 2025, which is being supported by POS results for the last two years in High Expectations for Success at 100%.

At Heywood Consolidated School, we endeavour to seek student feedback on events, excursions, camps and interventions, so that we are aware of their perceptions and thinking so we can adjust accordingly. This has also been supported by our Student Representative Council were our School Captains are the only consistent participants throughout the year, as we nominate different

students for all occasions or events. This allows for more students to be involved and learn new leadership skills.

Other highlights from the school year

Our 2025 year started with a fundraising charity event, our Annual Food Fight. It was extremely pleasing to see so many of our school community involved in this celebration. Once again, they continued to attend and support our Athletics Carnival, which was won by Wannon, who also won our Cross-Country event.

The number of scholarships and donations that we received by various community groups Theses scholarships and donations allowed students to be acknowledged for consistently showing school values and being an overall positive achiever at our school.

Heywood Consolidated School organised 3 different school camps last year. Our senior camp involved Grades 4-6 attending an adventure camp in Dunkeld, the Middle Years camp involving Grades 2-3 to Port Fairy along an environmental, sustainability camp and a Grade 1 sleepover. All camps were well received, and many stories will be remembered.

Students participated in the first district all schools Art Show, where 20 artforms were presented by each school and celebrated. It was pleasing for the community to engage in and support for this event as well as our annual Music Festival, also with all local schools.

Financial performance

While the school recorded a deficit in 2025, Heywood Consolidated School continues to be financially secure.

Last year, the school continued to significantly invest in infrastructure development, including maintenance of doors and locks, repairs to school facilities such as roof, gutters, spouting and facia boards, maintaining school grounds and upgrading IT technologies, such as laptops and iPads.

The equity funding we received was used to fund teaching and support staff as part of the Student Resource Package.

The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects.

For more detailed information regarding our school please visit our website at https://www.heywoodconsolidatedschool.com.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 106 students were enrolled at this school in 2025, 52 female and 54 male. NDP had English as an additional language and 25% 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**	**83.3%**
	Similar schools	89.0%
	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**	**79.0%**
	Similar schools	78.3%
	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**	**82.3%**
	Similar schools	78.5%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**88.8%**
	Similar schools	76.7%
	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**	**71.4%**	**53.3%**
	Similar schools	59.3%	58.7%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**64.7%**	**50.0%**
	Similar schools	65.8%	65.2%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**28.6%**	**45.5%**
	Similar schools	56.6%	58.1%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**41.2%**	**39.2%**
	Similar schools	56.5%	58.4%
	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**	**86.7%**
	Similar schools	70.9%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**66.7%**
	Similar schools	67.1%
	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**	**75.7%**		**74.5%**
	Similar schools	78.9%		77.3%
	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**	**77.8%**		**74.0%**
	Similar schools	79.4%		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**	**28.6**	**27.1**
	Similar schools	25.4	25.7
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**86.8%**
Year 1	**School**	**85.9%**
Year 2	**School**	**87.3%**
Year 3	**School**	**85.4%**
Year 4	**School**	**86.2%**
Year 5	**School**	**87.7%**
Year 6	**School**	**79.5%**

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$1,553,895
Government Provided DET Grants	$465,000
Government Grants Commonwealth	$3,500
Government Grants State	$0
Revenue Other	$32,220
Locally Raised Funds	$73,326
Capital Grants	$0
Total Operating Revenue	**$2,127,941**

Equity	Actual
Equity (Social Disadvantage)	$178,555
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$178,555**

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

Expenditure	Actual
Student Resource Package[1]	$1,613,774
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$47,165
Communication Costs	$3,251
Consumables	$63,910
Miscellaneous Expenses[2]	$13,319
Agency Staff	$0
Professional Development	$24,124
Equipment/Maintenance/Hire	$25,519
Property Services	$201,125
Salaries & Allowances[3]	$75,679
Support Services	$60,678

Expenditure	Actual
Trading & Fundraising	$15,985
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$20,087
Total Operating Expenditure	**$2,164,617**
Net Operating Surplus/-Deficit	**($36,676)**
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	$279,622
Official Account	$87,922
Other Accounts	$0
Total Funds Available	**$367,544**

Financial Commitments	Actual
Operating Reserve	$91,807
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$36,863
School Based Programs	$9,016
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$6,100
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$10,000
Capital - Buildings/Grounds < 12 months	$1,000
Maintenance - Buildings/Grounds < 12 months	$15,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$169,787**

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.