

2025 Annual Report to the School Community

School Name: Timboon P-12 School (6260)



- 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 17 March 2026 at 10:34 AM by Matthew Dodson (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 March 2026 at 10:34 AM by Matthew Dodson (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)
 - Senior Secondary Completions and mean study score
- 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
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - 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.

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

Timboon P–12 School is a rural government school located in the township of Timboon in South West Victoria. The school provides a continuous education pathway from Prep to Year 12 and serves students from Timboon and surrounding communities including Simpson, Nullawarre and nearby rural areas. The local community has strong links to agriculture, dairy farming and small business, which contributes to the school's strong connection to place and community.

The school has an enrolment of approximately 500 students and a staffing profile of around 65 staff, including teachers, education support staff and school leadership. Operating on a single campus, Timboon P–12 includes both primary and secondary sub-schools. The Prep to Year 12 structure allows students to experience continuity in learning, relationships and support throughout their schooling.

The school's vision is to provide a personalised learning environment where every student is known, supported and challenged to achieve their best. This is underpinned by the school values of Respect, Commitment and Empathy, which guide expectations for learning, behaviour and relationships across the school community.

Timboon P–12 offers a broad curriculum across the years, including a range of Victorian Certificate of Education (VCE) subjects and vocational pathways in the senior years. The school places strong emphasis on individual pathway planning and mentoring to support students as they transition through school and beyond.

Students are supported through a range of wellbeing and inclusion programs, including Disability Inclusion supports and targeted wellbeing services. The school is also implementing School-Wide Positive Behaviour Support (SWPBS) to strengthen positive interactions and a consistent approach to behaviour across the school.

Strong partnerships with families, local organisations and community groups support learning opportunities and contribute to a positive and connected school environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2025, Timboon P-12 School continued to progress the goals of the School Strategic Plan and Annual Implementation Plan through a strong focus on strengthening teaching and learning practices across the Prep to Year 12 setting. A key focus was establishing clearer and more consistent instructional practices, including the development of collaborative planning structures across teams. Staff worked together to strengthen curriculum planning, moderation of student work, and the use of assessment data to inform teaching. This work has helped build greater

consistency in teaching practice and improved alignment with the Victorian Teaching and Learning Model.

The school also undertook a significant review and redesign of its student reporting processes. New streamlined reports were introduced to provide clearer communication to families about student progress in both learning and personal development. The revised reporting structure reduces duplication, provides clearer descriptions of progress against the Victorian Curriculum, and includes values-aligned feedback linked to the school's Respect, Commitment and Empathy framework.

Student learning outcomes remained strong across many areas. Teacher judgement data shows 91.7% of Prep to Year 6 students achieving at or above age expected standards in English and 88.8% in Mathematics. In Years 7 to 10, 79.1% of students achieved at or above expected standards in English and 65.0% in Mathematics.

NAPLAN results also highlight areas of strength. In 2025, 79.1% of Year 7 students achieved Strong or Exceeding in Reading, significantly above both similar schools and the state. Numeracy results in Year 7 were also strong, with 76.7% of students achieving Strong or Exceeding proficiency.

Analysis of student achievement data has highlighted mathematics as an ongoing focus for improvement. In response, the school has begun establishing the foundations for a more consistent Explicit Mathematics approach, initially across Prep to Year 3, with plans to expand this approach across the broader primary years. This work includes strengthening teacher professional learning, developing shared instructional practices and building greater consistency in the teaching of key mathematical concepts.

Senior secondary outcomes remained positive, with the school achieving a 100% VCE/VCE VM completion rate, demonstrating the strength of pathway support for senior students.

Alongside these learning initiatives, the school also began establishing key School-Wide Positive Behaviour Support (SWPBS) structures and documentation. This work is strengthening the conditions for learning by building consistent expectations for behaviour and positive classroom environments across the school.

Wellbeing

Supporting student wellbeing remained a key priority for Timboon P–12 School in 2025. Throughout the year the school worked to strengthen whole-school systems and structures to ensure students receive timely and appropriate support for their wellbeing needs.

A major focus was establishing clearer processes for identifying and responding to student wellbeing concerns. The school strengthened referral pathways to the wellbeing team, enabling teachers and staff to more effectively connect students with targeted support. Clearer documentation processes were introduced to ensure concerns are recorded, followed up and monitored consistently. This has improved the school's capacity to coordinate responses to student needs and provide early intervention where required.

The school also strengthened processes related to responding to and documenting incidents of bullying and other wellbeing concerns. This included clearer expectations for recording incidents, improved communication between staff and leadership, and more consistent follow-up with

students and families. During the year the school also undertook a review of its bullying response processes to ensure that concerns are addressed promptly and that appropriate follow-up supports are in place for students.

A range of year level wellbeing days and targeted programs were implemented throughout the year, focusing on themes such as respectful relationships, resilience, online safety and positive peer interactions. These experiences provided opportunities for students to develop social and emotional skills while strengthening relationships within year level cohorts.

Student Attitudes to School Survey data indicated that Sense of Connectedness and the Management of Bullying measures in the secondary years remain areas for continued improvement. In response, the school will establish an extended homegroup structure for Years 7-12 designed to strengthen student relationships, wellbeing and belonging. This program will provide dedicated time for building positive peer connections, developing social skills and creating supportive classroom communities.

The school also began establishing key structures and documentation for the implementation of School-Wide Positive Behaviour Support (SWPBS). This work is strengthening shared expectations for behaviour and supporting a consistent approach to positive interactions between students and staff.

Engagement

Timboon P-12 School continues to focus on creating engaging learning experiences and providing opportunities for students to connect with their school and community. The school's size and P-12 structure support strong relationships between students and staff, enabling a personalised approach to supporting student engagement.

A key highlight in 2025 was the continued development of the Timboon Agricultural Project (TAP). This program provides authentic learning opportunities for students through hands-on experiences connected to agriculture, sustainability and local industry. TAP continues to strengthen partnerships with local organisations and industry while providing students with practical learning opportunities linked to future pathways.

Student leadership opportunities across the school continued to grow, with students actively contributing to school initiatives, events and community activities. School captains, house leaders and other student leadership groups played an important role in representing the student voice and supporting school culture.

Engagement through pathways also remained a strength for the school. Senior students were supported through a range of pathways including VCE and VCE Vocational Major, with a strong focus on preparing students for further study, training or employment. The school achieved a 100% VCE/VCE VM completion rate in 2025, reflecting the effectiveness of pathway planning and support for senior students.

Post-school pathways data also indicates strong engagement with future opportunities, with 91.7% of exiting students moving to further study or full-time employment.

Attendance continues to be monitored closely to support engagement in learning. The school continues to work with students and families to support regular attendance and positive participation in school life.

Other highlights from the school year

Timboon P–12 School continued to provide a wide range of learning and community experiences throughout 2025 that enriched the life of the school and strengthened connections with the local community.

Students across the school participated in a variety of camps, excursions and outdoor learning experiences, providing opportunities to develop independence, teamwork and resilience. A highlight for many senior students was the Year 10–11 Central Australia trip, where students explored Uluṟu and Kata Tjuṛa and deepened their understanding of Aboriginal culture, history and connection to Country.

Students were also involved in a range of hands-on learning experiences connected to the local community and industry. For example, Year 8 science students were able to extend their geology studies through presentations and discussions with a former Timboon student now working as a geotechnical engineer, providing authentic links between classroom learning and real-world careers.

Throughout the year, whole-school events such as sporting carnivals, leadership activities and community celebrations helped build strong connections between students, families and the wider Timboon community. These experiences contribute to the strong sense of belonging that characterises Timboon P–12 School.

Financial performance

Timboon P–12 School maintained a stable financial position throughout 2025, with resources carefully managed to support teaching and learning programs and the ongoing operation of the school. The majority of the school's revenue was provided through the Student Resource Package, supplemented by Department of Education grants and locally raised funds. In 2025 the school received total operating revenue of \$8.63 million, including \$6.73 million through the Student Resource Package and \$1.18 million in Department grants. Equity funding of \$141,769 supported targeted programs for students requiring additional assistance.

Locally raised funds and community contributions supported school programs, camps and student activities.

Total operating expenditure for the year was \$8.98 million, resulting in a net operating deficit of \$348,242. This reflects planned expenditure aligned with school priorities, including improvements to learning environments. During 2025 the school invested in upgrading and enclosing a number of primary classrooms to create improved learning spaces for students and staff.

At the end of the year the school held \$1.96 million in available funds, which are committed to future programs and approved school initiatives.

**For more detailed information regarding our school please visit our website at
<https://www.timboonp12.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 500 students were enrolled at this school in 2025, 271 female and 229 male. 10% had English as an additional language and 2% 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	69.6%	
	Similar schools	65.9%	
	State	70.6%	

School Staff Survey

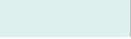
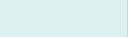
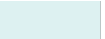
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	61.0%	
	Similar schools	60.0%	
	State	59.8%	

LEARNING

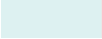
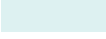
Teacher Judgement of student achievement against the Victorian Curriculum

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	91.7%	
	Similar schools	85.1%	
	State	86.3%	
English Year 7 - 10 % of students at or above age expected standards	School	79.1%	
	Similar schools	70.1%	
	State	74.9%	
Mathematics Prep - 6 % of students at or above age expected standards	School	88.8%	
	Similar schools	83.0%	
	State	84.2%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	65.0%	
	Similar schools	65.8%	
	State	70.5%	

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	73.3%		69.6%
	Similar schools	65.5%		64.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	73.8%		73.1%
	Similar schools	71.6%		72.2%
	State	73.9%		74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	79.1%		77.9%
	Similar schools	65.3%		66.0%
	State	65.9%		65.7%

		2025		3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	63.4%		58.1%
	Similar schools	64.2%		61.4%
	State	62.7%		61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%		61.9%
	Similar schools	63.7%		63.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	61.0%		59.4%
	Similar schools	63.7%		63.3%
	State	69.1%		68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	76.7%		72.5%
	Similar schools	62.8%		63.1%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	60.0%		68.1%
	Similar schools	61.5%		59.3%
	State	61.9%		60.2%

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	75.7%	
	Similar schools	70.6%	
	State	74.7%	
Reading Year 5 to 7 % of students High or Medium relative growth	School	78.9%	
	Similar schools	70.8%	
	State	71.9%	

2025			
Reading Year 7 to 9 % of students High or Medium relative growth	School	66.7%	
	Similar schools	75.3%	
	State	74.1%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	58.3%	
	Similar schools	70.0%	
	State	74.0%	
Numeracy Year 5 to 7 % of students High or Medium relative growth	School	86.8%	
	Similar schools	70.7%	
	State	72.2%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	64.9%	
	Similar schools	74.8%	
	State	73.5%	

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

2025			3-year average
VCE/VCE VM completion rate	School	100.0%	98.6%
	Similar schools	97.3%	96.7%
	State	97.2%	96.9%
Mean VCE study score	School	25.8	NDA
Total VCE VM students	School	10	NDA

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	76.2%		78.5%
	Similar schools	76.4%		77.1%
	State	77.1%		77.3%
Years 7 to 12 % positive endorsement	School	38.0%		44.0%
	Similar schools	53.3%		49.0%
	State	49.8%		47.7%

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	73.3%		78.1%
	Similar schools	78.6%		78.8%
	State	76.4%		75.8%
Years 7 to 12 % positive endorsement	School	45.6%		46.8%
	Similar schools	60.3%		55.4%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	91.7%		93.4%
	Similar schools	76.2%		76.3%
	State	81.5%		81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	82.9%		82.3%
	Similar schools	73.4%		72.8%
	State	68.8%		68.7%

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	21.6		19.8
	Similar schools	20.6		21.5
	State	21.5		21.7
Year 7 - 12	School	31.1		28.7
	Similar schools	32.1		32.0
	State	30.2		29.4

Attendance rate

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

		2025	
Prep	School	89.2%	
Year 1	School	88.9%	

			2025	
Year 2	School	86.5%		
Year 3	School	90.7%		
Year 4	School	86.8%		
Year 5	School	89.7%		
Year 6	School	92.2%		
Year 7	School	85.6%		
Year 8	School	87.3%		
Year 9	School	79.7%		
Year 10	School	80.1%		
Year 11	School	86.8%		
Year 12	School	87.9%		

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$6,726,452
Government Provided DET Grants	\$1,183,436
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$170,943
Locally Raised Funds	\$548,300
Capital Grants	\$0
Total Operating Revenue	\$8,629,130

Equity	Actual
Equity (Social Disadvantage)	\$123,277
Equity (Catch Up)	\$18,493
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$141,769

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

Expenditure	Actual
Student Resource Package ¹	\$6,927,197
Adjustments	\$0
Books & Publications	\$9,943
Camps/Excursions/Activities	\$243,082
Communication Costs	\$5,310
Consumables	\$263,622
Miscellaneous Expenses ²	\$177,737
Agency Staff	\$0
Professional Development	\$17,910
Equipment/Maintenance/Hire	\$97,156
Property Services	\$442,846
Salaries & Allowances ³	\$461,217
Support Services	\$116,537

Expenditure	Actual
Trading & Fundraising	\$90,559
Motor Vehicle Expenses	\$1,622
Travel & Subsistence	\$0
Utilities	\$122,635
Total Operating Expenditure	\$8,977,373
Net Operating Surplus/-Deficit	(\$348,242)
Asset Acquisitions	\$29,100

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	\$1,747,356
Official Account	\$4,429
Other Accounts	\$208,196
Total Funds Available	\$1,959,981

Financial Commitments	Actual
Operating Reserve	\$341,696
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$639,359
School Based Programs	\$902,887
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$172,118
Repayable to the Department	\$172,167
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$5,662
Maintenance - Buildings/Grounds < 12 months	\$67,788
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,301,677

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.