

2025 Annual Report to the School Community

School Name: Napoleons Primary School (1072)



- 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 23 March 2026 at 05:01 PM by Sue Izard (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 21 April 2026 at 12:15 PM by Sue Izard (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

Napoleons Primary School is situated south of Ballarat in the Golden Plains Shire. We value our 155 year history of providing ongoing education in Napoleons and seek to provide students with opportunities for learning and personal development in ways that will support them into their future. In 2025 we ended the year with an enrolment of 86 students (7 more students than the previous year) and these were supported by four full-time staff, five part-time staff and seven part-time Education Support staff. School facilities consist of two buildings - a main building with four classrooms, an Art room and a teaching resource room together with an administration area. The newer end of the school hosts two classrooms, a library and an open learning area/Assembly space. The school is adjacent to a community hall and tennis and cricket facilities. The school includes an oval and playground space that support a range of multi purpose, outdoor activities. In 2025 we saw the completion of an Inclusive Schools Funded Accessible Playground. Napoleons Primary maintained training of all teaching staff and the implementation of the Sounds Write program across the school. We saw many students progress with their learning, particularly in Reading and Maths and we appreciate the role that the Tutor Learning Initiative played as part of this progress. It is disappointing to see this funding downsized in 2026. We held our fourth *Writers' Festival* and celebrated our theme of *Birds* with a community day that was well attended by our school community and showed a diversity of high quality work across the curriculum, and especially in writing.

We have continued with our learning in Australian Sign Language (Auslan), supported by a local Deaf Educator. We held a successful 'Deaf Cafe' event at school to support fundraising to enable students in the 5/6 classes to visit a real Deaf Cafe in Melbourne and use their signing skills in an authentic environment.

At Napoleons Primary School we strive to improve the learning outcomes of every student. We value creativity and initiative and encourage positive effort and a pursuit of excellence. 2025 was the first year of our new Strategic Plan.

2025 was also the second year of operation for Napoleons Kindergarten, situated on the school grounds and operated by the Early Childhood Kindergarten Association (ECKA). We continued to work with the Kindergarten's staff and students through a buddies and music program. This relationship has resulted in an increase in our enrolments for 2026. We wished fourteen Year 6 students well as they transitioned to secondary school settings and had twenty-two children enrol for their Foundation year in 2026. In addition we have had new families join with students in other year levels, meaning our overall enrolments have grown. We will begin the new year with an enrolment of 93.4EFT.

Our values - Respect, Creativity, Perseverance and Belonging - are recognised through classwork, throughout the school and as part of our School Wide Positive Behaviours expectations and Respectful Relationships program. Students demonstrating these values are recognised through our weekly assemblies. Our renewed focus on learning will be to continue our work on all core areas in 2026. In 2025 we completed the implementation of the Visible Wellbeing Program and the Zones of Regulation in addition to our other Wellbeing initiatives. In 2026 we will begin with a Mental Health and Wellbeing Leader to support wellbeing across our school. In Term 2 2025 we introduced a new initiative called Ready Settle Learn to support

students with dysregulation to better regulate themselves to maximise their opportunities at school. This proved to be successful, and we will continue this program in 2026.

We strive for improvement in all areas. We implemented DIBELS reading assessments in 2024 and continued this work in 2025. Within the context of the Department of Education's Victorian Teaching and Learning Model 2.0, we will continue to strengthen our PLCs, explore Teaching Sprints and build Student Agency throughout the school. We also transitioned our Teacher Practice Inquiry from a PLC model to a Teaching Sprint model and used this as the vehicle for implementing VTLM 2.0 and PCMS across our school. This work will continue in 2026.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school has a focus on the priorities of excellence in teaching, with an emphasis on building practice excellence and creating a positive climate for learning. There is a continued focus on setting high expectations and promoting inclusion. The school has been committed to improving the learning growth of every student in literacy and numeracy with strategic decisions for the allocation of equity funding. This ensured professional development and resourcing of intervention programs. In 2025, we continued to offer a Tutor Learning Initiative and worked on embedding this into classroom procedures with some withdrawn sessions. We continued to offer an extension Maths group to support students working significantly above the expected level for their year level.

Our achievement data reflects consistency in strong and exceeding in Year 3 and Year 5 Reading and Numeracy however we continue to identify improvement needed in students Writing skills and abilities.

The teachers at Napoleons Primary School are committed to ensuring our students maximize every possible learning opportunity as they develop, grow, collaborate, share and support each other towards success.

Our PLC Inquiry cycles continue to focus on students' achievement data in order to determine the most effective intervention. Last year our Learning Specialist trained in DIBELS to better support our focus on the Science of Reading. Using a 'train the trainer' model, our Learning Specialist trained all teaching staff in the screening assessments in DIBELS and began to implement the instruction component of the Amplify program (DIBELS). NAPLAN assessments, delivered in Term 1, identified results that were as follows:

Students performing at *Strong or Exceeding* in Year 3 Reading (89%), Writing (70%) and Numeracy (78%)

Similar Schools at *Strong or Exceeding* in Year 3 Reading (66%), Writing (78%) and Numeracy (63%)

Students performing at *Strong or Exceeding* in Year 5 Reading (93%), Writing (60%) and Numeracy (80%)

Similar Schools at *Strong or Exceeding* in Year 5 Reading (70%), Writing (64%) and Numeracy (62.6%)

Writing continues to be a focus for improvement into 2026.

Our NAPLAN comparison to Teacher Judgement results indicate consistency with only minor differences across these two measures, particularly in Mathematics given 2025 was the first year of the 2.0 Vic Curriculum. Our data continues to identify that teachers mark with high expectations across all areas of Reading, Writing and Mathematics.

Wellbeing

In 2025 we continued to focus on our School Wide Positive Behaviours, finalising our consultation with students in the updating of our Expectation Matrix, and Respectful Relationships. We continue to allocate our Mental Health funding to release an experienced teacher to lead the work in this area. Our learning with the Visible Wellbeing Program continued until the end of June which saw the completion of this 18 month program that focussed on wellbeing practices for both staff and students. We supported the training of 4 staff members in Trauma Informed Practice through the Australian Childrens Foundation online learning modules and all staff shared a professional reading (textbook) in this area. It is our ongoing belief that building staff capacity in this area will better support the high level of emotional dysregulation noticed in some students in all year levels. This focus is also in keeping with the Framework for Improving Student Outcomes (FISO) 2.0 which values both wellbeing and learning as equal partners in a well rounded and intentional education.

Our PLC work transitioned to Teaching Sprints in 2025 where we focussed our improvement on intentional and consistent teacher practice across classes.

Our focus on School Wide Positive Behaviours, Respectful Relationships, Visible Wellbeing and Zones of Regulation continues to support our efforts to balance our Wellbeing and Learning areas in accordance with FISO 2.0. In 2025 we delivered Units 7 & 8 of Respectful Relationships (Gender Norms and Stereotypes and Positive Gender Relationships) for the first time. This included information for parents, especially in years 5 and 6, and parent information sessions.

Engagement

Our attendance rates in 2025, (for 95% or above) rose marginally in comparison to previous years (2022 85.9%, 2023 87.6%, 2024 83%, 2025 83.2%) and attendance will continue to be a focus for our students and our school.

We understand that attendance has a direct correlation with academic achievement and consistency for wellbeing. We made a concerted effort to follow up on unapproved absences supported by our attendance software (Compass). Our recorded absences seem to be predominantly Parent Choice, school unapproved and Unexplained. We did improve our absences of 30+ days away throughout the year from 31% to 24% in 2025.

We will continue to improve our engagement efforts for improving student attendance.

We continue to experience families taking holidays during school time and illness, particularly during Winter months remains a factor. We find most students enjoy coming to school and mostly present as being happy while at school. This was also reflected in the discussions held with students during our School Review.

We have always been fortunate to have active parents in our school community. We have a very active PFA and 2025 was no exception. We had very successful fundraisers throughout the year including a special fundraiser in support of FoodBank Victoria, who support our Breakfast Club with food donations.

Our parent participation rate in the Opinion Survey increase significantly. Our positive endorsement for Positive Transitions and Student Connectedness scored at 89% and 90% respectively. Our percentage endorsement is (90%) is ahead of the State average (85%) in the Parent Opinion Survey. High parent positive endorsement is something we have always worked hard on. Participation in the Parent Opinion Survey is important and each year survey invitations are sent to all families rather than a random sample. In 2026 we will continue our efforts at re-engaging our parent community, in order to get more representative data. We have a very active PFA who support us to increase and improve the support for our students. We do notice a great level of engagement when we have open events at the school, including our end of year concert, our Writers' Festival open afternoon, Grandparents Day and our Mothers' and Fathers' Day breakfasts. We will keep these events and identify more opportunities for parent involvement throughout 2026.

Other highlights from the school year

Our Camps and Excursions events continued to be very successful in 2025. Years 4/5/6 went to Melbourne for a city experience. Years 2/3 went to Camp Sunnystones, near Bacchus Marsh and Foundation/1 students had their annual sleepover at school.

Year 5/6 students also camped out on our school oval to explore the skies, stars, moon and constellations as a STEAM-based, extra-curricular program. This was the fifth year of this experience.

In Term 3 we undertook our fourth Writers' Festival. This was themed around Birds and involved an excursion to the local Bird World in Mount Clear and included a local author, Yvonne Horsfield, who read her book "Meg, Mog and Miss Molly" on our celebration day.

We were fortunate to participate again in the Ballarat Community Health program of Iron Champions - this was very successful and allowed our students to experience success in different areas and build their personal and creative strengths. It is disappointing to see that this program has not been funded for 2026.

We continued our collaboration with the Napoleons Kindergarten in 2025 and our buddies and music program with the Kinder children supported a very successful transition program in Terms 3 and 4.

Our end of school awards night was a great celebration of our students and their expertise. We said farewell to families who had been with us many years and with many children, as their last child completed Year 6. We recognised great achievement and demonstration of all our school

values. We saw great creativeness in the use of Boom Whackers as part of the Eye of the Tiger performances on the night. We are looking forward to improving all we do in 2026.

Financial performance

All funds received from the Department, 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. This is consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised. Our Financial performance for 2025 shows that we ended the year with a minimal credit surplus (\$14, 297). This confirms that we have expended the funding provided for the 2025 year on that year's cohort of students. We have retained a reserve from the carried forward credit surplus from 2023 of \$64,984. We will carry this forward to support educational staffing for 2026. We show financial responsibility in all our operations and allocate our resources to meet our identified school priorities and annual targets.

**For more detailed information regarding our school please visit our website at
<https://www.napoleonsps.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

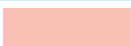


A total of 86 students were enrolled at this school in 2025, 41 female and 45 male. NDA had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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 **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	82.6%	
	Similar schools	85.4%	
	State	82.0%	

School Staff Survey


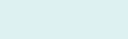


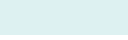

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	93.6%	
	Similar schools	82.2%	
	State	77.4%	

LEARNING


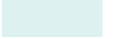


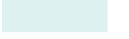


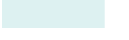




Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	83.3%	
	Similar schools	84.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	78.8%	
	Similar schools	85.3%	
	State	84.2%	

NAPLAN

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


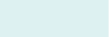


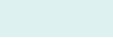

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	88.9%		69.2%
	Similar schools	66.2%		63.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	93.3%		86.0%
	Similar schools	70.1%		72.1%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	77.8%		65.4%
	Similar schools	68.0%		65.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	80.0%		74.4%
	Similar schools	68.4%		65.8%
	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	70.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	86.7%	
	Similar schools	74.5%	
	State	74.0%	

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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	78.6%		72.7%
	Similar schools	80.9%		80.3%
	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	75.0%		72.7%
	Similar schools	81.7%		82.2%
	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	33.4	29.9
	Similar schools	23.2	23.3
	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	77.8%	
Year 1	School	78.0%	
Year 2	School	91.4%	
Year 3	School	85.2%	
Year 4	School	82.7%	
Year 5	School	87.5%	
Year 6	School	80.3%	

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	\$1,399,322
Government Provided DET Grants	\$256,854
Government Grants Commonwealth	\$78,221
Government Grants State	\$0
Revenue Other	\$25,413
Locally Raised Funds	\$68,101
Capital Grants	\$0
Total Operating Revenue	\$1,827,910

Equity	Actual
Equity (Social Disadvantage)	\$27,880
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$27,880

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

Expenditure	Actual
Student Resource Package ¹	\$1,393,015
Adjustments	\$0
Books & Publications	\$694
Camps/Excursions/Activities	\$35,955
Communication Costs	\$3,133
Consumables	\$13,268
Miscellaneous Expenses ²	\$10,262
Agency Staff	\$20,749
Professional Development	\$5,816
Equipment/Maintenance/Hire	\$19,663
Property Services	\$73,933
Salaries & Allowances ³	\$205,707
Support Services	\$18,527

Expenditure	Actual
Trading & Fundraising	\$17,365
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,188
Total Operating Expenditure	\$1,827,275
Net Operating Surplus/-Deficit	\$635
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.

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FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$119,824
Official Account	\$78,142
Other Accounts	\$0
Total Funds Available	\$197,966

Financial Commitments	Actual
Operating Reserve	\$72,377
Other Recurrent Expenditure	\$8,192
Provision Accounts	\$0
Funds Received in Advance	\$17,797
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,904
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$102,270

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.