

2025 Annual Report to the School Community

School Name: Baxter Primary School (3023)



- 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 20 April 2026 at 12:45 PM by Nick Schneider (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 20 April 2026 at 12:45 PM by Nick Schneider (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

Baxter Primary is a dynamic, community-focused school established in 1890, located just 3km from the Baxter township. The school serves 225 students across a combination of single-grade and multi-age classrooms. It employs 11 full-time teachers, 8 part-time teachers, 10 education support staff, and 3 administration staff members. The school takes great pride in its long-standing history and its service to the local community.

Set in a picturesque environment, Baxter Primary boasts spacious outdoor areas, including two grassed sports fields, separate senior and junior playgrounds, a basketball court, a sensory maze, and a multi-purpose outdoor space. These areas foster active learning through play, encouraging physical movement and promoting both physical and mental well-being.

Baxter Primary is a nurturing community where students are supported to reach their full potential and become successful citizens. We encourage parents to play an active role in their children's education, partnering closely with our committed and supportive staff. Together, we aim to nurture a community of resilient and responsible learners who pursue excellence in their academic, creative and social development.

With an open-door policy, Baxter Primary encourages strong, respectful relationships among parents, students, and staff. Our comprehensive curriculum serves students from Foundation to Year 6, covering Literacy, Numeracy, Technology, Science, Humanities, The Arts, Health, and Physical Education.

At Baxter Primary School we implement a research and evidence based approach to teaching and learning. We apply Victorian Curriculum expectations to develop and provide education programs that are meaningful for students. A holistic approach to learning is adopted where the academic, physical, social, emotional and psychological needs of all children are considered, underpinned by our school values: ASPIRE (Accountability, Showing Kindness, Perseverance, Inclusivity, Respect and Effort). Our school sets high expectations for students to achieve their best in all endeavours. Students engage in learning experiences that are consistent and low variance.

We operate as a Professional Learning Community (PLC) and also provide a part-time Chaplaincy service to support students and families. Our Respectful Relationships Program and Buddy Program contribute to the students' sense of well-being and belonging. Additional enrichment opportunities include instrumental music, environmental programs, Breakfast Club, lunchtime clubs and a variety of sporting activities.

The 'Bounce into Baxter' program ensures a smooth transition for new Foundation students. We also offer a Before and After School Care service, as well as a school holiday program, available Monday to Friday.

Personal tours of the school, conducted by the Principal, are available throughout the year for prospective parents.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Baxter Primary School remained committed to enhancing student learning, with a particular focus on our Instructional Model (Based on the Gradual Release of Responsibility).

Across Foundation to Year 6, our teachers' assessments were consistently above 'similar schools' in English and above both 'similar schools' and the state average in Mathematics, with English at 86% and Mathematics at 88%.

We have maintained long-term success in our NAPLAN results. Our school outperformed the state and 'similar schools' in both Year 3 and Year 5 Reading and Numeracy (Strong or Exceeding Proficiency levels).

Highlights included Year 3 Reading at 97% and Year 3 Numeracy at 94%.

Baxter Primary School's 3 year average was also consistently higher than both state and 'similar schools'.

Our proportion of 'High and Medium' relative growth matched the state and exceeded that of similar schools in Numeracy, while in Reading it was around 5% below both the state and comparable schools.

Wellbeing

Student wellbeing remained a key priority for Baxter Primary School in 2025. We focused on effectively utilising available resources to support students' wellbeing and mental health, with particular attention given to our most vulnerable students. Baxter Primary is recognised as a leader in the Respectful Relationships program, and we lead a cluster of local primary schools in its implementation. We have outlined next steps for developing a dedicated Wellbeing and Respectful Relationships Team to systematically drive improvements across the school.

The Wellbeing Team meets regularly to monitor all aspects of student wellbeing. This team has a structured plan, with clear SMART goals aimed at enhancing all areas of school health and wellbeing. Additionally, we offer a non-denominational chaplaincy service for students and families in need of extra support.

Our students showed a positive response in the Attitudes to School Survey, with strong results in areas such as Sense of Connectedness (80%) and Effective Management of Bullying (91%). Both of these figures are well above the state and 'like school's' averages, and they have remained consistent over the past four years.

In 2025, we consolidated the implementation of our new school values, ASPIRE (Accountability, Showing Kindness, Perseverance, Inclusivity, Respect, and Effort) which now serve as the foundation for everything we do at Baxter Primary School.

Engagement

In 2025, we continued to prioritise fostering strong connections with our students and the wider school community. We consolidated our comprehensive Lunchtime Clubs program across the school and created a Community Connect schedule to encourage family involvement in school activities. Our 2025 Foundation Transition Program was successfully rolled out, with incoming Foundation students attending 7 sessions to help them prepare for their first year of school. This initiative proved highly beneficial for the students and was warmly received by their families.

While our average student absences (19.2 days) showed a slight increase from the previous year, however they remained lower than both state and 'similar school' averages.

In our ongoing efforts to improve student attendance, we maintained strategies to actively engage families. These included daily phone calls to parents and enhanced communication through the Compass platform. We also continued to enhance the 'Pulse' feature on Compass, providing a more detailed analysis of student attendance. Additionally, we continued to implement attendance awards and individual attendance plans across the school.

Financial performance

At the end of 2025, Baxter Primary School finished the year in a strong financial position, with a net operating surplus of \$117,422. The school benefitted from a slight increase in enrolments, which led to some additional funding in our Student Resource Package (SRP), contributing to this positive outcome.

Baxter PS received \$83,513 in equity funding to support disadvantaged students, as well as funding through the Tutor Learning Initiative to assist students who require additional support as determined by NAPLAN benchmarks. The school also received Tier 2 Disability Funding to support students with additional needs, enabling the continuation of a comprehensive learning enhancement program.

Additionally, Tier 3 funding for students continued to flow throughout 2025, enabling the school to employ addition integration support to support these students.

**For more detailed information regarding our school please visit our website at
<https://baxterps.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 224 students were enrolled at this school in 2025, 100 female and 124 male. NDA had English as an additional language and 4% 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	85.7%	
	Similar schools	81.7%	
	State	82.0%	

School Staff Survey

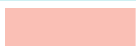
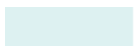
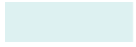
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	86.8%	
	Similar schools	79.2%	
	State	77.4%	

LEARNING

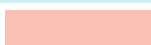
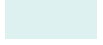
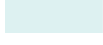
Teacher Judgement of student achievement against the Victorian Curriculum

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	85.7%	
	Similar schools	83.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	87.9%	
	Similar schools	82.6%	
	State	84.2%	

NAPLAN

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

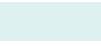
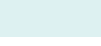
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	96.9%		83.3%
	Similar schools	65.4%		66.0%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	82.8%		86.2%
	Similar schools	69.8%		71.1%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	93.8%		81.0%
	Similar schools	61.1%		62.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	78.6%		73.4%
	Similar schools	64.6%		61.7%
	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	66.7%	
	Similar schools	71.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	73.1%	
	Similar schools	69.0%	
	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	79.7%		83.4%
	Similar schools	76.8%		75.5%
	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	91.2%		87.0%
	Similar schools	77.7%		75.3%
	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	19.2	19.0
	Similar schools	22.1	22.4
	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	91.7%	
Year 1	School	90.1%	
Year 2	School	92.5%	
Year 3	School	88.7%	
Year 4	School	90.0%	
Year 5	School	90.1%	
Year 6	School	88.1%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,612,105
Government Provided DET Grants	\$373,341
Government Grants Commonwealth	\$1,405
Government Grants State	\$0
Revenue Other	\$16,302
Locally Raised Funds	\$139,947
Capital Grants	\$0
Total Operating Revenue	\$3,143,101

Equity	Actual
Equity (Social Disadvantage)	\$83,513
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$83,513

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

Expenditure	Actual
Student Resource Package ¹	\$2,503,693
Adjustments	\$1,765
Books & Publications	\$7,019
Camps/Excursions/Activities	\$52,953
Communication Costs	\$3,022
Consumables	\$31,739
Miscellaneous Expenses ²	\$11,394
Agency Staff	\$46,439
Professional Development	\$18,250
Equipment/Maintenance/Hire	\$46,135
Property Services	\$56,879
Salaries & Allowances ³	\$136,090
Support Services	\$67,987

Expenditure	Actual
Trading & Fundraising	\$16,763
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,553
Total Operating Expenditure	\$3,025,679
Net Operating Surplus/-Deficit	\$117,422
Asset Acquisitions	(\$1,765)

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	\$91,720
Official Account	\$15,063
Other Accounts	\$0
Total Funds Available	\$106,783

Financial Commitments	Actual
Operating Reserve	\$86,704
Other Recurrent Expenditure	\$4,220
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
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	\$90,924

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.