

2025 Annual Report to the School Community

School Name: Darrang Primary School (5426)



- 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 11 March 2026 at 01:26 PM by Brett Speed (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 March 2026 at 07:24 PM by Brett Speed (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

Carrington Primary School is a small school in the Knoxfield area in the Outer eastern suburbs of Melbourne. Carrington Primary School's vision is to focus on creating and fostering a safe and inclusive learning environment and develop the social, emotional, behavioural and lifelong learners.

Carrington Primary school's values are Personal Best, Respect, Inclusion, Determination and Empathy. (P.R.I.D.E.) These values are consistent across the school from Foundation through to Year 6 and all students have a common understanding of what each value means and how to display these values in our everyday life.

Carrington Primary school has 65 full time students and 1 part-time, with 1 Principal, 1 Business manager, 4 full time classroom teachers, 2 Specialist teachers- (1 day per week), a part-time Speech Pathologist and 6 Educational support staff members, 4 full time and 2 part time. Our classes are structured as followed - F/1, 2/3, 4/5 and 6.

At the conclusion of 2025 the school changed its operating name to Darrang Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

Carrington Primary School teachers work collaboratively to plan and implement learning programs. Small class sizes provide lower teacher to student ratios, with educational support staff working across every classroom. Classroom learning environments are vibrant, engaging and hands on across a wide range of subject areas.

Significant professional development was completed by school-based staff around teaching and learning programs, with assessment used to review and reflect on academic performance during Professional Learning Community meetings (PLCs). Staff actively engaged in the Victorian Academy Teacher Excellence Program and refined scope and sequence learning documents across the school.

Learning boards were created and refreshed every 5-weeks highlighting learning growth in writing and numeracy. This further celebrated and increased the profile of both learning areas. Frequent moderation of student work occurred in PLCs to ensure students were working at point of need.

Across the school (Year 1 to Year 6), the percentage of students with at or above expected growth in Teacher judgements showed improvement across both Reading (84%) which was well above similar school results and in Numeracy (73%) which was equivalent to similar schools.

Our Attitudes to School Survey data was exceptional, reflecting the work we have done to support our students. Stimulated learning (97%), effective teaching time (99%), effective classroom

behaviour (97%) and differentiated learning (100%) were all significantly above state-wide benchmarks.

The school progressed our goals through:

- * Embedding whole school Carrington Curriculum document
- * Embedding Restorative Practices within the school.
- * Embedding Essential Assessment across the school and using the data to teach to point of need within numeracy sessions.

This is the 3rd consecutive year that our results were well above the state, network and similar schools.

Wellbeing

Darrang established a dedicated Wellbeing Hub to strengthen early intervention and coordinated support for students. The Hub provides staff with a clear referral pathway and a central point of contact when concerns arise about students who may be showing signs of a diagnosis or emerging mental health, behavioural or learning needs. The Wellbeing Hub and Professional Learning around the hub has strengthened staff confidence, reduced delays in accessing support and improved outcomes for students requiring additional wellbeing and learning assistance.

Darrang appointed a Mental Health and Wellbeing Leader to strengthen whole-school wellbeing and coordinated support. In this role, the leader focused on building strong rapport with students, staff and the parent community, establishing trusted relationships that supported early identification and intervention. They modelled best practice and provided professional learning and coaching for staff in restorative practices, high-impact teaching strategies and effective use of the Wellbeing Hub and referral pathways. By being highly visible and accessible to all stakeholders, the Mental Health and Wellbeing Leader became a direct point of contact for parents and carers when classroom teachers or school leadership were unavailable. Their presence and support were particularly impactful during morning transitions, in assisting students to regulate emotions, providing in-class support and supervising and supporting students during lunchtime. This role has significantly strengthened consistency, responsiveness and confidence in supporting student wellbeing across the school.

The positive impact of the Mental Health and Wellbeing Leader and the establishment of the Wellbeing Hub is reflected Darrang's 2025 Parent/Caregiver/Guardian Opinion Survey results. Families reported extremely high levels of confidence in the school's wellbeing supports, with 100% agreeing that the school cares about their child's safety, 100% agreeing that the school cares about their child's wellbeing, and 100% indicating they understand who to speak to about concerns related to safety and wellbeing. In addition, 90% of families agreed that the school can arrange wellbeing supports for their child when needed. These results demonstrate strong community trust in the school's wellbeing structures, clear referral pathways and coordinated support systems.

Engagement

Student engagement remains a key priority at Darrang Primary school we recognise the strong link to both learning and wellbeing outcomes.

Analysis of attendance data indicates a positive upward trend. The school's student attendance rate has improved from 87% to 89% representing a 1.3% increase. This result is above the similar school's average of 88%, demonstrating the effectiveness of targeted attendance and engagement strategies.

A key highlight has been the strengthening of whole-school wellbeing and engagement structures through the implementation of restorative practices and the establishment of a Wellbeing Hub. These approaches have supported positive relationships, improved student sense of belonging and reduced barriers to regular school attendance. Early identification of students experiencing difficulty, combined with clear referral pathways and coordinated support, has enabled timely intervention and consistent follow-up.

Student voice and agency have also been a strong focus. Students have been actively involved in designing wellbeing resources, contributing to decision-making around school initiatives, and participating in leadership opportunities. This has increased ownership of school expectations and strengthened connection to the school community.

The appointment of a Mental Health and Wellbeing Leader has further enhanced engagement by providing visible, relational support for students throughout the day, particularly during morning transitions, in-class support and lunchtime. This has assisted students to regulate, re-engage with learning and build positive relationships with peers and staff.

Darrang has continued to offer a range of extracurricular activities and whole-school events that promote connection, inclusion and participation. Some examples of these are:

- Lunchtimes Clubs
- Breakfast Club
- Brain breaks
- Chaplaincy
- Animal assisted well-being
- MPower Revved up
- Student Leadership

Other highlights from the school year

Our school continues to perform exceptionally well in the well-being space over a 3-year period. This is highlighted by the work the Wellbeing team and the Mental Health and Wellbeing Leader (MHWL) are doing within the school. The school continues to engage with Real Schools around restorative practices and building school culture. Wellbeing and Spirit Days continue to be driven by our student population which include wearing beanies, fundraising for local charities,

- The senior school undertook an Economics Fair with each student creating a stall for the day. Advertising was created for the event, with all children across the school engaging on the day.
- Animal based therapies continue to run during Term 1 for all students around emotional regulation, developing empathy and reading social cues.
- The community partnerships continue to flourish, particularly the work with the One Hope Community Church who engage with the school regularly particularly around student based mentoring programs.
- Regular incursions and excursions were arranged including RSPCA Burwood, Hockey Victoria, Be Fit Be Well speakers, Knox Basketball, Kaboom Music,
- The school finalised their partnership with the Song room highlighted by a senior school performance.

The school had several successes in the sporting landscape regularly competing at Division level for Athletics, Cross Country and inter-school sport. This was a fantastic achievement as students from Year 4, 5 and 6 competed.

Carrington continued to work with ACHPER around the sensory garden and rejuvenation of the active spaces on the oval and promote healthy initiatives school-wide. This continues to be a work in progress.

Financial performance

Carrington PS is currently operating at a surplus. The surplus will be towards allocated expenditure around the rebranding of the school and to mitigate any reduction in student population for the commencement of 2026.

The school prioritised several areas for improvement including the allocation of resources to release staff for kindergarten visitation. This was a significant investment with the Foundation teacher released for 2 hours weekly to conduct sessions in our local kindergartens.

Carrington PS invested into a refurbished library project with additional literacy resources purchased as well. Costing for the project came in at \$40,000 with modernised relocatable shelving and furniture providing another high quality learning space. The school also invested in Oliver, a software device for cataloguing library materials.

The school commenced work on the \$60,000 grants received for both sensory gardens and modernisation of the running track/cricket pitch. Darrang also invested in literacy resources to support the update of the school library.

Carrington PS is currently in the 2nd year of a 3-year partnership with Real Schools. This partnership is funded through Schools Plus and contributes \$30,000 worth of funding each year for the partnership. Professional learning was engaged, resources were implemented and coaching/support was offered to the school.

The school continues to receive small school bonus, a high level of equity funding and is in the process of commencing capital works from the \$13.9 million commitment from the Victorian

Government to modernise the Darrang PS site. The works commenced at the conclusion of the 2025 school year.

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


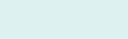

A total of 61 students were enrolled at this school in 2025, 29 female and 32 male. 15% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **High**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	100.0%	
	Similar schools	84.2%	
	State	82.0%	

School Staff Survey


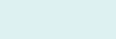


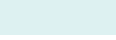

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.4%	
	Similar schools	82.3%	
	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	75.7%	
	Similar schools	83.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	69.7%	
	Similar schools	84.0%	
	State	84.2%	

NAPLAN

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

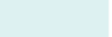

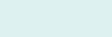

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%	58.3%
	Similar schools	66.7%	64.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	52.2%
	Similar schools	70.7%	71.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	70.0%	62.5%
	Similar schools	68.9%	65.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	39.1%
	Similar schools	68.1%	64.8%
	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'.


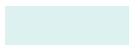

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	70.8%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	73.3%	
	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	95.7%		87.5%
	Similar schools	81.3%		80.9%
	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	98.0%		89.8%
	Similar schools	83.3%		82.8%
	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	24.5	24.6
	Similar schools	23.2	23.2
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	92.2%	
Year 1	School	89.0%	
Year 2	School	81.5%	
Year 3	School	87.9%	
Year 4	School	86.2%	
Year 5	School	NDP	
Year 6	School	89.3%	

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	\$1,345,770
Government Provided DET Grants	\$365,769
Government Grants Commonwealth	\$78,962
Government Grants State	\$0
Revenue Other	\$14,413
Locally Raised Funds	\$73,463
Capital Grants	\$0
Total Operating Revenue	\$1,878,376

Equity	Actual
Equity (Social Disadvantage)	\$80,207
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$80,207

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

Expenditure	Actual
Student Resource Package ¹	\$1,251,284
Adjustments	\$0
Books & Publications	\$198
Camps/Excursions/Activities	\$21,428
Communication Costs	\$2,022
Consumables	\$27,662
Miscellaneous Expenses ²	\$11,485
Agency Staff	\$19,150
Professional Development	\$23,169
Equipment/Maintenance/Hire	\$58,907
Property Services	\$29,942
Salaries & Allowances ³	\$78,822
Support Services	\$30,860

Expenditure	Actual
Trading & Fundraising	\$15,085
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,177
Total Operating Expenditure	\$1,596,193
Net Operating Surplus/-Deficit	\$282,184
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	\$408,119
Official Account	\$11,866
Other Accounts	\$8,831
Total Funds Available	\$428,816

Financial Commitments	Actual
Operating Reserve	\$57,485
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$82,463
School Based Programs	\$150,394
Beneficiary/Memorial Accounts	\$960
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,085
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$51,850
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$8,831
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$426,067

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.