

2025 Annual Report to the School Community

School Name: Quarry Hill Primary School (1165)



- 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 16 March 2026 at 08:48 AM by Anne Rochford (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 March 2026 at 08:17 AM by Anne Rochford (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

Set on Dja Dja Wurrung land close to the Bendigo CBD, Quarry Hill Primary School has a long and proud history of meeting the needs of our local community since 1873. The school serves a well-established residential area, and our historic red brick building features a unique quadrangle design that provides easy access and encourages whole-school interaction. The Department of Education and Training has determined that Quarry Hill Primary School should service a defined area due to accommodation constraints. The enrolment in 2025 was 327 students, 6% of our students have English as an additional language and 5% were Aboriginal or Torres Strait Islander. The school's SFOE band value is low-medium.

At Quarry Hill Primary School, wellbeing and learning are valued in equal measure. The school's vision is, "Quarry Hill Primary School students are empowered to be engaged learners. Our community fosters a culture of respect and belonging." Our three core values of Kind, Curious and Brave serve as the foundation to our approach to student learning and wellbeing. These values underpin much of the work of our School Strategic Plan and our Annual Implementation Plan. Ongoing modelling of our visions and values has been vital in promoting respectful interactions within our school community.

The 2025 staffing profile consisted of 1.0 Principal class, 1.0 Assistant Principal, 14 Classroom Teaching Staff (EFT) which includes a Leading Teacher (Teaching and Learning) and a Learning Specialist (Mathematics), and 4 Specialist Teachers (2.8 EFT) delivering Art, PE, Chinese, Library and Performing Arts. During 2025 our students with additional needs received individual and small group targeted support from our Intervention Teacher (0.7 EFT) and 5 Education Support Staff. 1 Mental Health Leader (0.6 EFT) and 1 Wellbeing Worker (0.4 EFT) provided extra wellbeing support for students and families.

The school offers a Before and After School Program operated by OSCH Club which also offers vacation care.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 Quarry Hill primary School maintained its strong focus on student learning outcomes. Throughout 2025, the school implemented several key initiatives to drive improvement. These included:

- Improved moderation processes, enhancing the consistency of teacher judgement in writing
- Strategic preparation for the introduction of Mathematics 2.0 and English 2.0

These initiatives, alongside a dedicated teaching team and a clear focus on evidence-based practice, have ensured that Quarry Hill Primary School continues to deliver strong academic outcomes while preparing students for future learning success. Our key improvement focus was to develop and embed a whole school approach to the teaching of Literacy and Numeracy. Our key actions for 2025 were:

- Refine and embed Instructional Models that include evidenced based high impact strategies.
- Build staff capacity and knowledge to implement the Mathematics Victorian Curriculum 2.0
- Revise tiered frameworks that support inclusive practices across the school.

The Tutor Learning Initiative (TLI) continued in 2025 at a reduced level. We were able to continue the important work in providing identified students with the targeted learning support they needed.

We attribute our improved Maths data to staff professional learning relating to the big ideas in number, a mental maths scope and sequence and our instructional model which includes explicit direct instruction.

In the Junior School the InitialLit program is fully embedded. This is an evidence-based Literacy initiative that has demonstrated exceptional effectiveness, as reflected in our data sets including Grade 3 NAPLAN results.

The Victorian High-Ability Program (VHAP) for students in Years 5-8 was offered to identified students during 2025. They completed ten-week online courses in English and Mathematics via the Webex platform. The VHAP classroom gave students the opportunity to explore and express their ideas freely, make their own decisions about their work, be inspired and challenged by each other, gain confidence in their choices and abilities, and feel excited by their learning. Following on from the Victorian High-Ability Program, we decided to extend a similar opportunity to more of our student population by conducting a Gifted and Talented Master Class across different curriculum areas for students with the ability or potential to perform at levels significantly higher than their age peers. This included the Arts and Writing workshops with a visiting author.

Wellbeing

We know that students are more likely to reach their full potential if they feel a sense of belonging and connectedness and are able to learn in a safe and orderly learning environment. In 2025 Quarry Hill Primary School continued to prioritise student wellbeing, with a strong focus on supporting vulnerable students, refining support systems, and embedding inclusive practices. The school's goals centred around improving transitions, deepening inclusive education practices, and creating safe and supportive environments for all students.

The school also continued to build inclusive social environments through structured lunchtime clubs, such as Lego Club, Art Club and Coding Club. These spaces provided students who found the yard challenging with a safe and engaging alternative, contributing to a greater sense of belonging and emotional regulation.

The Introduction of the Mental Health in Primary Schools program played a central role in supporting students who experienced difficulties transitioning into the classroom. The Wellbeing staff member worked closely with families, offering a calm and supportive environment until

students felt confident to enter class. This individualised approach strengthened student readiness for learning and helped reduce school-based anxiety.

The school maintained strong partnerships with external agencies and community organisations to provide wraparound support for students and families facing hardship, further enhancing the school's commitment to inclusion and wellbeing. Student wellbeing data from 2025 shows that Quarry Hill Primary School continues to perform above similar schools.

- Sense of Connectedness: 80.8% (Similar Schools: 75%, State: 77.1%)
- Management of Bullying: 84.8% (Similar Schools: 75.2%, State: 76.4%)

Pleasingly, this reflects the school's ongoing whole-school approach to social and emotional learning. The data also helps to inform ongoing refinement of wellbeing practices and targeted support in future planning.

Engagement

During 2025, Quarry Hill Primary School maintained its strong focus on student engagement as a key driver of both wellbeing and academic success. The average absence days per student sits at the same level as state: 21.5 days. This is a slight improvement on previous years. Student attendance has been a central focus, with ongoing efforts to reduce school refusal and support regular school participation through increased collaboration between school, families and services.

Connection to school and engagement is supported through the teaching of explicit structures, routines and expectations. To further support those finding it difficult to attend school individual attendance plans have been created with the student's input. These plans include goals and strategies to support transition into the classroom. Our school wellbeing dog is a great assist in many plans.

A variety of extracurricular activities and key events also played a vital role in building engagement across the school. Students participated in excursions and camps, including the Grade 6 Urban Camp, Grade 5 Outdoor Adventure Excursion, Grade 4 Billabong Ranch Camp and Grade 3 local excursion commencing with breakfast at school.

Other highlights from the school year

In addition to our core focus on learning, wellbeing, and engagement, 2025 saw a number of other highlights that brought significant benefit to Quarry Hill Primary School, our students, and the broader community

Harmony day highlighted the importance of embracing our differences and a celebration of how we all contribute to making our school a richer, more inclusive place to learn and grow. We were lucky enough to have members of our school community volunteer their time to teach us

about their culture. From Transylvania to Jordan to Aotearoa, we journeyed across the globe exploring language, culture and even taking part in a few traditional games along the way.

A highlight for our year 3 and 4 students was the multi-week artist in residence program, *Country and Belonging*, where they were immersed in First Nations culture and perspectives. They became more familiar with the ideas, history and stories that underpin the Acknowledgement of Country and held an exhibition for the school community of the works they created.

Student Agency is valued at Quarry Hill Primary School and this was evident in the way students engaged with our community by participating in the Art Show at the Old Church on the Hill, the organisation by our environmental leaders of a tree planting for World Environment Day and a special senior and junior assembly timetable for Term 3, organised by the senior students. The Grade 6 Bike Education program was another key highlight that fostered student agency and engagement. Students participated in a structured program that developed their physical skills, confidence, and road safety awareness, culminating with a local bike ride.

Financial performance

The school maintained a sound financial position in 2025, with student enrolments remaining consistent with 2024. The school's operating statement (excluding Staffing Resource funding) recorded total revenue of \$808,712 and total expenses of \$731,230, resulting in an operating surplus of \$77,482.

The school's primary source of income continued to be the Student Resource Package (SRP), which represents government funding allocated largely on the basis of student enrolments. Additional income was received through the Out of School Hours Care and School Holiday Programs, generating \$53,363, and Curriculum Contributions totalling \$31,743.

During the year the school also received targeted grant funding, including \$3,150 through the Sporting in Schools program to support sporting equipment and student transport to events, and \$15,500 through the Readiness for Bushfire Season grant to support preparedness activities.

Operating expenses were largely maintained within budget allocations. The main variance from budget occurred in Casual Relief Teacher expenditure, reflecting the school's commitment to maintaining continuity of learning and supporting staff and students during periods of staff absence.

**For more detailed information regarding our school please visit our website at
<https://www.quarryhillps.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 327 students were enrolled at this school in 2025, 170 female and 157 male. 6% had English as an additional language and 5% 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	95.0%	
	Similar schools	80.4%	
	State	82.0%	

School Staff Survey

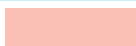
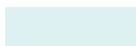
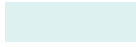
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	88.8%	
	Similar schools	78.6%	
	State	77.4%	

LEARNING

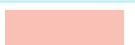
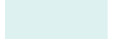
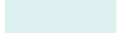
Teacher Judgement of student achievement against the Victorian Curriculum

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	86.4%	
	Similar schools	87.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	83.7%	
	Similar schools	86.5%	
	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	78.1%		77.6%
	Similar schools	71.8%		72.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	73.3%		80.2%
	Similar schools	76.3%		77.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	79.3%		72.6%
	Similar schools	68.4%		69.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	86.7%		78.2%
	Similar schools	72.6%		71.3%
	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	64.0%	
	Similar schools	73.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	92.3%	
	Similar schools	71.7%	
	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	80.8%		81.2%
	Similar schools	75.2%		75.8%
	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	84.8%		82.3%
	Similar schools	75.8%		76.2%
	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	21.5	21.8
	Similar schools	21.1	21.2
	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	90.7%	
Year 1	School	90.4%	
Year 2	School	87.3%	
Year 3	School	88.8%	
Year 4	School	90.4%	
Year 5	School	89.6%	
Year 6	School	86.4%	

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	\$3,536,791
Government Provided DET Grants	\$582,703
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$41,433
Locally Raised Funds	\$184,576
Capital Grants	\$0
Total Operating Revenue	\$4,345,502

Equity	Actual
Equity (Social Disadvantage)	\$72,452
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$72,452

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

Expenditure	Actual
Student Resource Package ¹	\$3,440,713
Adjustments	\$0
Books & Publications	\$3,965
Camps/Excursions/Activities	\$78,236
Communication Costs	\$4,829
Consumables	\$74,725
Miscellaneous Expenses ²	\$12,423
Agency Staff	\$0
Professional Development	\$21,992
Equipment/Maintenance/Hire	\$52,961
Property Services	\$119,773
Salaries & Allowances ³	\$275,286
Support Services	\$24,211

Expenditure	Actual
Trading & Fundraising	\$30,152
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,677
Total Operating Expenditure	\$4,171,943
Net Operating Surplus/-Deficit	\$173,559
Asset Acquisitions	\$6,123

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	\$426,500
Official Account	\$15,725
Other Accounts	\$0
Total Funds Available	\$442,224

Financial Commitments	Actual
Operating Reserve	\$121,872
Other Recurrent Expenditure	\$2,100
Provision Accounts	\$0
Funds Received in Advance	\$50,445
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$5,351
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$31,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$50,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$304,767

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.