

2025 Annual Report to the School Community

School Name: Badger Creek Primary School (3309)



- 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 February 2026 at 12:05 PM by Scott Crawford (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 18 February 2026 at 09:19 AM by Scott Crawford (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

Badger Creek Primary School is located in beautiful surroundings, 4km south of Healesville, across the road from the Healesville Sanctuary with whom we work in partnership with. Our school has a rich history linked with the indigenous settlement at Corranderk. Badger Creek Primary has strong community links. Badger Creek Kindergarten is located across the road and provides the majority of the prep enrolments for our school. Healesville High School is located a short distance away and is the secondary school many of our graduating students attend. Our school values of Be Kind, Be Safe, Be a Learner to guide us on our journey to be a supportive and inclusive learning environment for all students. We have a current enrolment of 240 students. Students attend BCPS from the Badger Creek district, Healesville. We have an SFO of 0.33. Badger Creek Primary School has been recognised for its exceptional commitment to the Marrung Education Plan, improving Koorie education outcomes and closing the gap in educational achievement. Currently BCPS has 33 teaching and Educational Support staff, including 4 specialist teachers teaching Music, Art, PE and Auslan. Support staff include a Student Welfare, a Librarian, a Business Manager and an Administrative Support Officer. Regional Student Support Staff include a Speech Therapist and a School Psychologist. Badger Creek Primary School offers an inquiry based curriculum underpinned by the Victorian Curriculum. Children are extended and supported within the classroom at their point of need with the aim of reaching their personal learning goals. Our school has a vibrant specialist program which includes music, visual arts, physical education and Auslan. The school offers a range of enrichment and support programs to ensure all students can achieve their personal best.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Badger Creek Primary School continued to progress its strategic focus on improving student learning outcomes in literacy and numeracy through the consistent implementation of evidence-based teaching practices and targeted interventions. Whole-school approaches, including the embedding of InitialLit (F–2), SpellEx (Years 3–6), and targeted intervention programs such as MiniLit and MacqLit, strengthened instructional consistency and supported students to engage in learning at their point of need.

NAPLAN data indicates positive impact, particularly in Reading. Year 5 students exceeded the Strong and Exceeding School Strategic Plan target, increasing from 44 percent in 2024 to 64 percent in 2025. Year 3 results showed continued improvement, with students requiring additional support reducing to 6 percent. These outcomes reflect improved assessment practices, refined needs-based grouping, and a sustained focus on explicit teaching. Improvements in spelling

outcomes across both cohorts further reinforce the early impact of SpellEx and strengthened literacy practices.

In Numeracy, growth was evident across both cohorts, with Year 3 students significantly reducing the proportion identified as Needing Additional Support. While Strong and Exceeding SSP targets were partially achieved, data indicates improved student confidence in problem-solving following a year of whole-school implementation of agreed mathematics strategies. Tier 2 numeracy intervention groups, particularly in the middle years, are beginning to address learning gaps for students who previously missed foundational concepts.

Professional learning remained a key enabler. Staff engaged in ongoing Victorian Teaching and Learning Model 2.0 training, moderation across literacy and numeracy, and peer observations to strengthen consistency of practice. Collaboration with local schools further supported shared expectations and reliable teacher judgement. These foundations position the school well to continue refining curriculum, assessment, and instructional practice into 2026.

Badger Creek P.S developed a scope and sequence for the teaching of First Nations perspectives. This curriculum links to 'place' and significant local events and people. Also to support First Nations students and families and to embed deep understanding with the whole school community, a series of racism lesson were developed and delivered school wide.

Wellbeing

Student wellbeing remained a central priority in 2025, with Badger Creek Primary School continuing to strengthen a whole-school, multi-tiered approach to creating a positive, inclusive, and supportive learning environment. Guided by Attitudes to School Survey (AtoSS) data, the school refined its Wellbeing Scope and Sequence to include explicit teaching of Social and Emotional Learning, School-Wide Positive Behaviour Support (SWPBS), and the Respectful Relationships curriculum.

AtoSS 2025 data demonstrates positive progress across several key wellbeing measures. School Strategic Plan targets were achieved for Motivation and Interest, Sense of Connectedness, Managing Bullying, and Effective Classroom Behaviour. These improvements reflect consistent implementation of Positive Classroom Management Strategies, clearer shared expectations, and increased staff confidence in responding to student behaviour and wellbeing needs.

Professional learning was a significant enabler of this work. Members of the Wellbeing Team participated in Mental Health in Primary Schools training, supporting the development of a Multi-Tiered System of Support for wellbeing. Learning walks and peer observations for teaching and education support staff strengthened fidelity of practice, with PCMS embedded across classrooms. Weekly team meetings now include a standing focus on student wellbeing, ensuring data-informed discussion and timely intervention.

Targeted Tier 2 and Tier 3 supports, including individual plans, Student Support Group meetings, and small-group interventions, continue to be refined to support students with higher needs. Community engagement was strengthened through initiatives such as the Wellbeing Expo and communication supporting shared understanding of behaviour expectations and bullying.

One area identified for further development is Emotional Awareness and Regulation, which did not meet its 2025 target. Analysis of student responses highlighted challenges with managing

frustration. This insight will inform targeted teaching and intervention strategies in 2026 to further support student wellbeing and self-regulation.

Engagement

Student engagement continued to be a key focus in 2025, recognised as a critical enabler of learning and wellbeing under the FISO 2.0 framework. Attendance, behaviour, and wellbeing data were regularly monitored by leadership and teams to identify trends and inform early intervention. While workforce constraints and increasing student complexity presented challenges, the school maintained a strong focus on sustaining student connection and participation.

Attendance data is reviewed alongside wellbeing and behaviour information to ensure a coordinated response to emerging concerns. Team meetings now include regular discussion of attendance patterns, enabling timely communication with families and targeted support for students requiring additional engagement strategies. Improvements in classroom climate, reflected in increased AtoSS endorsement for Effective Classroom Behaviour, have supported students' readiness to learn and sustained engagement in learning.

A range of whole-school and cohort-based activities enhanced engagement and student voice throughout the year. Highlights included participation in sporting pathways and district events, swimming programs, camps and excursions, Book Week celebrations, learning expos, and ANZAC commemorations. Leadership opportunities, including student leadership programs and the Young Leaders for Equality and Respect initiative, strengthened student agency, confidence, and connection to school. BCPS were fortunate to develop a link with the Don Valley Campus of the School for Student Leadership. This will provide the opportunity for our senior students to further develop their leadership capacity.

Curriculum-linked inquiry projects, moderation tasks shared with families, and three-way interviews further strengthened engagement by making learning visible and meaningful. Strong partnerships with families and community organisations supported authentic learning experiences and reinforced a shared responsibility for engagement.

Collectively, these strategies have supported consistent student participation and connection to school, reinforcing engagement as a foundation for improved learning and wellbeing outcomes and providing a strong platform for continued improvement.

Other highlights from the school year

Throughout 2025, Badger Creek Primary School experienced a rich range of whole-school events and opportunities that strengthened connection, pride and community engagement.

Students participated in a wide variety of excursions and enrichment experiences, including the Year 5/6 Snow Trip, swimming programs from Prep to Year 6, water safety at Monash Wave Pool, excursions to Melbourne Zoo and Werribee Zoo, and performing arts experiences such as the P-2 Hammer Hall excursion. These experiences supported student confidence, independence and real-world learning.

Whole-school celebrations were a highlight of the year, with events such as the 100 Days of Prep celebration, Book Week activities, Hoop Time, Pride Afternoon and the Christmas Concert bringing students, staff and families together. Sporting success was also celebrated, including strong performances at district and regional events and finishing runners-up in the Quad Footy Cup

Community connections was a priority for the year. Students worked closely with Zoos Victoria through the Fighting Extinction project, engaged in First Nations learning through the Campfire Conversations, ratified our Reconciliation Action Plan, and benefited from local collaborations such as the Badger Creek Men's Shed and joint programs with Healesville High School.

The development of our new Harvest Graden, Yarning Circle and Indigenous Use Forest was a major achievement for the school and was supported by Yarra Ranges Council, First Nations Community and driven by school community members. This space has hosted a number of events through the year, including at Yarning for First Nations families.

These highlights reflect a vibrant, connected school community and a shared commitment to providing meaningful experiences beyond the classroom.

Financial performance

Teaching and Learning Resources

Funding was allocated to literacy and numeracy programs used across the school, including Reading Eggs and Reading Eggs Express, the Oxford Spelling Program, Spellex, MultiLit, and take-home mathematics resources. Curriculum planning and assessment tools, including Mappen and Essential Assessment, were also funded to support curriculum mapping, sequencing and tracking across year levels.

Student Engagement and Wellbeing

Funding supported the continuation of the School-Wide Positive Behaviour (SWPB) and Respectful Relationships programs. Expenditure also included the Life Ed program and Cyber Safety sessions. A Multicultural Incursion and Welcome to Country Smoking Ceremony were funded as part of planned student programs.

Information and Communication Technology (ICT)

The school entered into a structured ICT equipment lease to provide access to ICT devices and supporting infrastructure, with planned replacement cycles built into the arrangement.

Library and Specialist Programs

Funding was allocated to the purchase and renewal of library resources. The Music in Schools initiative provided funding to support music education through teacher professional learning and resources.

Staff Training and Occupational Health & Safety

Time and financial resources were allocated to support Occupational Health and Safety requirements within the updated eduSafe framework, including training for the school's Health and Safety Representative.

Infrastructure and Capital Works

BARR funding supporting bushfire-prone schools was used for infrastructure safety works, including vegetation management. Facilities maintenance funding was also used for essential works, including the installation of an agricultural drain across the oval to address drainage requirements.

**For more detailed information regarding our school please visit our website at
<https://badgerps.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 235 students were enrolled at this school in 2025, 110 female and 125 male. NDP had English as an additional language and 7% 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	85.3%	
	Similar schools	81.1%	
	State	82.0%	

School Staff Survey

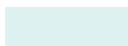
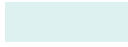
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	86.4%	
	Similar schools	78.1%	
	State	77.4%	

LEARNING

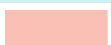
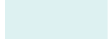
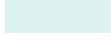
Teacher Judgement of student achievement against the Victorian Curriculum

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	79.6%	
	Similar schools	86.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	70.2%	
	Similar schools	86.0%	
	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	66.7%		55.9%
	Similar schools	70.8%		70.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	55.6%		51.1%
	Similar schools	74.1%		74.3%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%		47.7%
	Similar schools	67.8%		67.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	44.4%		43.0%
	Similar schools	69.2%		68.0%
	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	77.1%	
	Similar schools	71.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	65.7%	
	Similar schools	68.8%	
	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	76.4%		67.4%
	Similar schools	74.6%		76.2%
	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	70.8%		65.1%
	Similar schools	76.6%		77.2%
	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	22.1	24.2
	Similar schools	21.8	22.1
	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	91.9%	
Year 1	School	92.1%	
Year 2	School	87.4%	
Year 3	School	87.7%	
Year 4	School	89.8%	
Year 5	School	90.3%	
Year 6	School	82.3%	

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	\$2,826,734
Government Provided DET Grants	\$385,378
Government Grants Commonwealth	\$0
Government Grants State	\$20,642
Revenue Other	\$24,519
Locally Raised Funds	\$89,750
Capital Grants	\$0
Total Operating Revenue	\$3,347,022

Equity	Actual
Equity (Social Disadvantage)	\$43,372
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$43,372

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

Expenditure	Actual
Student Resource Package ¹	\$2,878,314
Adjustments	\$0
Books & Publications	\$4,424
Camps/Excursions/Activities	\$60,022
Communication Costs	\$4,377
Consumables	\$63,571
Miscellaneous Expenses ²	\$12,962
Agency Staff	\$14,684
Professional Development	\$14,447
Equipment/Maintenance/Hire	\$39,080
Property Services	\$87,359
Salaries & Allowances ³	\$74,999
Support Services	\$18,522

Expenditure	Actual
Trading & Fundraising	\$5,941
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,584
Total Operating Expenditure	\$3,311,287
Net Operating Surplus/-Deficit	\$35,735
Asset Acquisitions	\$5,366

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	\$221,236
Official Account	\$13,781
Other Accounts	\$0
Total Funds Available	\$235,017

Financial Commitments	Actual
Operating Reserve	\$72,162
Other Recurrent Expenditure	\$10,290
Provision Accounts	\$0
Funds Received in Advance	\$38,021
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	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$140,474

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.