

2025 Annual Report to the School Community

School Name: Redesdale Mia Mia Primary School (2571)



- 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 March 2026 at 01:10 PM by Susan Dyos (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 23 March 2026 at 12:53 PM by Susan Dyos (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

The community of Redesdale-Mia Mia Primary School considers itself a family that fosters wellbeing and embraces diversity. We strive to develop independent leaders who are globally capable. We create learning opportunities that build:

Resilience through risk taking and a love of learning, initiative, and freedom with optimism.

Respect, truthfulness and trust of others.

Relationships through teamwork and friendship.

Redesdale Mia Mia Primary School is a small rural school located in Redesdale 28 kilometres north of Kyneton and 40 kilometres south of Bendigo. The school is a product of the 1991 amalgamation of Redesdale and Mia Mia primary schools with a history stretching back 130 years. The school is set on 1 hectare comprising of 4 classrooms, main office, a sports shed and gardening shed. The natural schoolyard environment is complemented by an array of playground equipment, lawn and multipurpose areas, synthetic basketball court and recently installed Gaga Pit.

The school population in 2024 varied throughout the year. Our February census shows we had 9.4 students made up of 6 males and 4 females, one who was enrolled at 0.4. Our August census shows we had 11 students; 9 males and 3 males, where two students attended part time, one at 0.6 and the other at 0.4. The staffing profile consisted of a teaching principal (0.4), two classroom teachers (0.6 and 1.0) and a Business Manager (0.4). This was further complimented by visiting specialist teachers from Kelly Sports who delivered the weekly PE program and a 0.4 teacher who delivered the Art, Science and Tutor Learning Initiative programs. A shared MARC van visited the school once per week. The language taught at the school moved from Indonesian in 2024 to Italian in 2025, utilising current staff to deliver the program.

The school is a member of and supported by the Redesdale and District Association (RaDA). We continue to promote and support Redesdale community events through our fortnightly school newsletter, as well as showcasing student achievement, artwork, school values and special events.

Redesdale Mia Mia Primary School ran additional programs in 2025 including a Breakfast Club Cooking Program for students and their families, playgroup, River Detectives, monitoring the water quality in the local creek, a whole school sleepover, Discovery Centre excursion and submitting student artwork to the Kyneton Show.

The fortnightly school newsletter showcased student achievement, artwork, school values and special events.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, RMMPS was in its final year of the 2021-2024 Strategic Plan and completed the Review process in Term 4 of that year.

Student learning at RMMPS tracked well across the year. The AIP focus to improve Literacy and Numeracy outcomes for all students, saw teachers undertaking professional development in Numeracy and the 6+1 Writing Traits to improve student performance. This was achieved through school professional development sessions in conjunction with Communities of Practice where the VTLM2.0, Maths 2.0 and Writing were the focus.

NAPLAN data was not published for privacy reasons, due to low numbers of participants that may lead to identification of individual students. Therefore, NDP – No data published has been recorded in the NAPLAN section of this report.

The 2025 AIP outlined the following:

Maintain the percentage of students at or above expected growth (Year 1-6) using Teacher Judgement Growth - Time Series (Semester 2) that has been triangulated with reference to agreed norm-referenced and/or standards-based data for:

Reading and Viewing: 78% in 2024 to 78% in 2025, Writing: 78% in 2024 to 78% in 2025 and Mathematics 2.0 – TBD.

2025 teacher judgement shows that 81% of students achieved at or above age expected standards in English, and 85.7% of students achieved at or above age expected standards in Mathematics.

Throughout 2025, the staff continued its participation in the Small Schools Community of Practice network meetings and professional development sessions that focused on the VTLM2.0, Mathematics 2.0 and Writing.

We continued the targeted support program in Literacy and Numeracy (Tutoring Program) through funding provided and tracked the progress of those students identified. The TLI model shifted to in classroom support in 2025. We maintained PLC structures that supported teacher collaboration and reflection on teaching practice with a priority on curriculum 'essentials' in reading and writing and implemented the Maths 2.0 curriculum across the school. Explicit phonics instruction was delivered through the implementation of the Soundwaves program across the whole school. Throughout the course of the year, teachers participated in a variety of learning, both online and face to face to enhance curriculum knowledge and data analysis.

Wellbeing

2025 attendance data indicates that the school's average number of absence days was 29.9 which is slightly higher than similar schools and above the state average. The school is aware of the circumstances behind this higher than usual number. During the School Review, it was noted

that the students understood that coming to school was important and that they enjoyed coming to school.

The 2025 Student Attitudes to School Survey results (years 4-6) demonstrated that 94.7% of students had a strong sense of connectedness to the school. This is significantly higher than similar schools who rated at 79.1% and the State at 77.1%. Similarly, students endorsed the management of bullying with a 91.7% positive endorsement which was significantly higher than both similar and state average schools.

Throughout 2025 student wellbeing was an ongoing priority and developing student voice continued to be a focus. Students continued to participate in circle times and the Respectful Relationships and Smiling Minds programs.

With MHiPS training taking place throughout 2025, the school moved from the Berry St Ready to Learn Scale model to the Children's Wellbeing continuum and developed shared language with the school community.

A range of wellbeing strategies continued to be utilised throughout the year, including brain breaks when necessary, daily check ins and check outs, restorative practices and the MHiPS lead being available to address student wellbeing needs at the point of need.

RMMPS continued to work on the PBS Framework and students engaged positively with this, understanding, modelling and regularly revisiting the school norms. Whole school meetings during assembly times focussed on hearing 'student voice' as to what was working well and what we needed to improve on. Suggestions were welcome. As a result of these meetings, the school held its first whole school sleepover and installed a Gaga Pit.

Students created mascots for our school values of Respect, Responsibility and Relationships and we used these to ensure our learning environment is respectful, inclusive and embraces the diversity of our community. During the School Review, the panel found that 'the school was inclusive and accepting of diversity'.

Engagement

The AIP target for 2025 was that attendance data demonstrates 65% of students will have less than 20 days of absence. Despite the performance summary showing that the average absence days per student was 29.9, more than 65% of students had less than 20 days absent from school. Unexplained school absences were followed up with a call to parents.

The implementation of a range of wellbeing programs and strategies, along with student connectedness to school, continues to see overall attendance improving.

All staff ensure that all children feel welcome and comfortable within the school and are greeted each morning with positivity. We also use a daily check in in the mornings and check out at the end of the day to monitor student engagement. This work has been further supported by MHiPS training.

Students are engaged in Physical Activity each week with the Kelly Sports program and also immersed in Italian through our LOTE program. This is further enhanced by providing students with the weekly delivery of the Art, Science and Marc Library programs. Students have reported that they really enjoy these subjects and look forward to these each week.

Other activities to promote engagement have included an excursion to the Discovery Centre and participation in the Somers Camp for interested Year 5 and 6 students.

The students have continued to be involved in the River Detectives program and have been actively monitoring the river and analysing the water. This is posted on the Redesdale Community noticeboard each month. The feedback from the local community has been very encouraging as some locals have taken an interest in what we are doing.

During the School Review in Term 4, 2025, the panel observed a 'calm, orderly and inclusive environment with respectful interactions between staff and students.

The panel also considered the key areas of the AToSS related to engagement. The percentage of positive response results were Sense of inclusion - 100%, Student voice and agency – 91% and Sense of connectedness – 95%.

The year ended with our annual School Concert and Graduation, an event the children love performing at and sharing with family, friends and relatives.

Financial performance

Redesdale Mia Mia Primary School had an operating budget of \$491,623.57 for 2025. This included the newly formed Mental Health in Primary Schools initiative which allowed Redesdale Mia Mia Primary school to appoint a 0.6 senior classroom teacher.

The 2025 equity money received by the school allowed greater access to staff, including the employment of an education support person and specialist Art and Science teacher. Furthermore, this was enhanced by the Mental Health and Wellbeing Funding and the Tutor Learning Initiative.

Department of Education Equity money also supported the purchase of additional materials and resources to support incoming prep students for 2026. The Early Years Koori Literacy and Numeracy funds allowed the school to purchase a variety of indigenous resources including reading materials from an indigenous perspective.

With School Council approval the Bushfire at Risk funding of \$20,000 was committed to the purchase and installation of a SigEnergy Sigenstor Battery System at a cost of \$19,744 – to be installed April 2026. Redesdale Mia Mia Primary School has also been able to access \$5000 from the Small Schools Program Risk Reduction Support Program. This grant assists in the costs involved in keeping the school safe; for example, the annual Test and Tag and Pest Inspections were acquitted using this funding.

RMMPS was in a financial position to purchase a Gaga Pit for the students and has also been able to continue the sports program with Kelly Sports which has benefited the students immensely. The school was also in a position to purchase much needed split systems for the staff room and the science and art room.

The School Council endorsed the employment of a part time maintenance man to assist with the tidiness of RMMPS's outdoor spaces and general maintenance to help with OH&S compliance.

For more detailed information regarding our school please visit our website at
<https://www.redesmiaps.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 9 students were enrolled at this school in 2025, NDP female and 6 male. NDA had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **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	NDP	
	Similar schools	96.9%	
	State	82.0%	

School Staff Survey


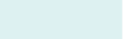


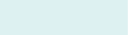

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	NDP	
	Similar schools	82.0%	
	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	81.0%	
	Similar schools	79.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	85.7%	
	Similar schools	83.9%	
	State	84.2%	

NAPLAN

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

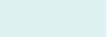

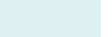

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	33.3%
	Similar schools	69.9%	62.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	50.0%
	Similar schools	59.3%	59.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	66.7%
	Similar schools	64.9%	64.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	50.0%
	Similar schools	55.6%	56.5%
	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	70.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	65.2%	
	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	94.7%	84.2%
	Similar schools	79.1%	81.8%
	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	91.7%	82.6%
	Similar schools	81.9%	82.3%
	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	29.9	29.2
	Similar schools	26.9	26.3
	State	21.5	21.7

Attendance rate

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

		2025
Year 1	School	NDP
Year 2	School	NDP
Year 3	School	NDP
Year 5	School	NDP
Year 6	School	NDP

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	\$447,704
Government Provided DET Grants	\$119,753
Government Grants Commonwealth	\$2,250
Government Grants State	\$0
Revenue Other	\$7,419
Locally Raised Funds	\$5,923
Capital Grants	\$0
Total Operating Revenue	\$583,049

Equity	Actual
Equity (Social Disadvantage)	\$7,420
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$7,420

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

Expenditure	Actual
Student Resource Package ¹	\$436,626
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$2,501
Communication Costs	\$1,370
Consumables	\$13,533
Miscellaneous Expenses ²	\$3,914
Agency Staff	\$0
Professional Development	\$1,170
Equipment/Maintenance/Hire	\$8,390
Property Services	\$38,407
Salaries & Allowances ³	\$50,885
Support Services	\$13,283

Expenditure	Actual
Trading & Fundraising	\$418
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$3,423
Total Operating Expenditure	\$573,921
Net Operating Surplus/-Deficit	\$9,127
Asset Acquisitions	\$5,700

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	\$146,467
Official Account	\$6,024
Other Accounts	\$0
Total Funds Available	\$152,491

Financial Commitments	Actual
Operating Reserve	\$22,883
Other Recurrent Expenditure	\$525
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	\$43,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$66,408

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.