

# 2025 Annual Report to the School Community

School Name: Whittlesea Primary School (2090)



- 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 02 April 2026 at 03:41 PM by Kaylene Kubeil (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 02 April 2026 at 03:41 PM by Kaylene Kubeil (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

Whittlesea Primary School is located in a picturesque township just south of the Great Dividing Range, 39 km north of Melbourne. Our priority is to meet and challenge our students' individual learning needs and to enhance their learning opportunities, achievement, and wellbeing outcomes.

Whittlesea Primary School's underlying philosophy is to facilitate children's lifelong development and growth so they can achieve their full potential as individuals and members of local and global communities.

**School Vision:** At Whittlesea Primary School, the students are at the centre of everything we do. Our vision is to be an inclusive community where learning is highly valued. We strive to develop and support the emotional, social, and physical wellbeing of the whole child.

**School Context:** Established in 1878, Whittlesea Primary School has a long history in the local community. The township lies on the outskirts of Melbourne, and Whittlesea Primary is the northernmost school in the Whittlesea Schools Network. Positioned centrally in Whittlesea, the school is prominent along Plenty Road, the main thoroughfare through the town towards Kinglake, Flowerdale, and Yea. To the south, urban sprawl is growing ever closer to the area, with Laurimar (Doreen), Mernda, and South Morang all continuing to expand. New developments are also expanding rapidly to the west, including Donnybrook, Beveridge, Mickleham, and Wollert. The school zone has been reducing slightly over the past few years with the opening of several new schools in these areas. Students attending Whittlesea Primary School come from various properties, including a mixture of medium-density residential, semi-rural, and rural residences.

The facilities provide a traditional educational design within classes in home groups with typically one class teacher or teachers (if shared). The school uses a BER building and many relocatable (portable) classrooms. The school's A-Block, an older building, has been fully refurbished. The Heritage Building at the front of the school houses the school's leadership team, administrative staff, and First-Aid room.

In 2025, the school had 395 enrolments, 192 females and 203 males. NDP of Students had English as an additional language, and 5% were Aboriginal or Torres Strait Islanders (First Nations Students)

There is a strong sense of history and connection to Whittlesea's identity as a 'township'. However, this is shifting over time, with more new residents arriving in the area, slowly increasing cultural diversity.

Whittlesea Primary School provided a program for overseas students in 2025, with a small number of students from China attending for 3 weeks in Term 1.

The school's Student Family Occupation and Education (SFOE) band value is 'Medium'.

The teachers work in Professional Learning Communities (PLCs) as teams of cohort teachers, each with a PLC leader who leads team planning, instruction, engagement, and wellbeing outcomes. The school structure consists of 'straight' classes in Foundation, Year 1, Year 2, Year 5 and Year 6, with composite classes at Years 3 & 4. Teachers have the opportunity to plan in teams or individually, depending on the timetable.

The school has an extensive team of Education Support staff who work closely with teachers and students who have additional needs. The school has several students funded under the Program for Students with Disabilities (PSD). In 2025, the transition to Disability Inclusion (DI) was complete. Confidence in preparing and developing evidence and/or documentation, as well as in participating in profile meetings, had increased. It is also pleasing to note that all DI applications in 2025 resulted in funding allocations. This additional funding supports the Education Support Staff in assisting students across many facets of their school life, including engagement in learning, social interactions, behaviour regulation, and general wellbeing.

At the start of 2025, the school community was very settled, as the staffing profile remained relatively unchanged. The leadership team, with the support of the staff and the wider school community, spent significant time preparing for the school review. This included undertaking a very detailed pre-review self-evaluation with key stakeholders. In addition, the team collated the evidence required to demonstrate compliance with the VRQA's minimum standards. The review was conducted at the start of Term 2. The review provided the school with clear direction for developing the new 4-year strategic plan. Following the review, the school updated its 2025 Annual Implementation Plan to align with this new School Strategic Plan.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Whittlesea Primary School is committed to providing students in Whittlesea and its surrounding areas with excellent teaching and learning programs.

The school maintains high expectations for all students to achieve maximal learning growth and outcomes.

In the 2024 NAPLAN (National Assessment Program – Literacy and Numeracy), the school achieved the following Results:

#### Reading:

- Year 3 Reading: The school percentage of Year 3 students in the Strong & Exceeding Proficiencies was 62.5%, below similar schools at 65% and the State at 70.9%.
- Year 5 Reading: The school percentage of Year 5 students in the Strong & Exceeding Proficiencies was 63.8%, below similar schools at 70% and the State at 75.4%.

#### Numeracy:

- Year 3 Numeracy: The school percentage of Year 3 students in the Strong & Exceeding Proficiencies was 52.7%, below similar schools at 62.1% and the State at 67.6%.
- Year 5 Numeracy: The school percentage of Year 5 students in the Strong & Exceeding Proficiencies was 52.1%, below similar schools at 62.7% and the State at 70.36%.

NAPLAN relative growth is the percentage of students in the High and Medium growth categories

#### Reading:

- Year 3 to Year 5 Reading: The school percentage was 82.2%, above similar schools at 71.7% and the State at 74.7%.

## Numeracy

- Year 3 to Year 5 Numeracy: The school percentage was 64.4%, below similar schools at 67.4% and the State at 74.0%.

Teacher judgements are on-balance, evidence-based, and defensible judgements made against the Victorian Curriculum achievement standards and determine scores that accurately reflect where the student is located on a learning continuum for curriculum areas during the reporting period.

Whittlesea Primary School's teachers use informal and formal assessments to synthesise the available data sets and form this judgement.

In relation to Teacher Judgements, the following scores were noted:

- English: The school was 70.1%, below similar schools at 82.9%, and the State at 86.5%.
- Mathematics: The school was 62.4%, below similar schools at 81.9%, and the State at 84.4%.

A learning highlight in 2025 was the full review and redevelopment of the school's Semester report format, which was completed during the first semester. These changes were reported in response to the release of Victorian Curriculum Version 2.0, including content descriptions and achievement standards. The updated format achieved the following: Alignment with the updated curriculum reflects revised learning sequences, ensuring that curriculum scores and achievement data are accurate and current; improved clarity for families regarding student learning outcomes and growth; and a more personalised approach, with the addition of a 'Learner Comment' and the removal of complicated jargon. Staff participated in professional learning, maintained continual communication with the school community, and, after publication, the format received overwhelmingly positive feedback.

With the mandate to explicitly teach phonics in Foundation to Year 2, the school introduced the Little Learners Love Literacy Program. This research-based program helps build reading, writing, and spelling skills through structured lessons, decodable books, and engaging activities. Staff participated in Professional Learning and undertook observations at other schools. In addition, some of our early years teachers worked with the Australian Education Research Organisation (AERO) on their Phonics Study.

A structured NAPLAN data analysis process was undertaken to inform future planning. Whole-school and cohort data across all domains were reviewed and triangulated with school-based assessments to ensure a comprehensive understanding of student learning trends. The curriculum team worked collaboratively to analyse the data, identify focus areas, and reflect on instructional alignment. This process supported data interpretation and strengthened collective responsibility for improvement. From this, a NAPLAN Action Plan was developed, outlining clear priorities, measurable targets, aligned professional learning, and scheduled monitoring checkpoints. Ongoing evaluation processes will continue to examine NAPLAN outcomes as they become available.

Following the school review, it was decided to hold a community consultation on the school's Language provision. This involved Community consultation, which was critical when a school considered replacing an existing language program with a new language program. All relevant stakeholders in the school community were informed and had the opportunity to provide feedback. After the process was completed, it was decided that Auslan would replace Mandarin as the language at Whittlesea Primary School, commencing in 2026.

Throughout 2025, there was a significant investment in Professional Learning regarding the updated Victorian Teaching and Learning Model (2.0). Both the leadership team and middle-level leaders attended professional learning, both through the Academy and other providers. In

addition, several staff members also participated in Communities of Practice through the Whittlesea Schools Network. There was a focus on Explicit Teaching, as well as Opportunities to respond (OTRs) through small Professional Learning (PLC) cycles, which were driven by action plans and supported by an Education Improvement Leader (EIL).

## Wellbeing

Whittlesea Primary School places a significant and authentic focus on the wellbeing of all students and members of the school community. This commitment was sustained and expanded throughout the 2025 school year.

A wellbeing highlight in 2025 was the redevelopment of the Whole School Approach to Social and Emotional Learning (SEL), which was conducted in the second half of the year. SEL supports students in developing the knowledge, skills, and dispositions required to understand and manage their emotions, establish and maintain positive relationships, make responsible decisions, and engage confidently in social contexts. Through explicit instruction, modelling, and consistent practice, students learn to recognise and regulate emotions, demonstrate empathy, collaborate effectively, and resolve conflicts with respect and understanding. Embedded throughout this update is Respectful Relationships, which explores the Department of Education's 'Resilience, Rights, and Respectful Relationships' resources. Additionally, SWPBS and/or Friendology (UR Strong) lessons are taught adaptively to reinforce key learning and actions associated with positive interactions, school expectations, and self-regulation strategies. To complement this, artefacts created by the school and purchased were utilised to support and reinforce the full implementation in 2026

The school participated in its fourth year of the Mental Health in Primary Schools (MHIPS) initiative. The Mental Health and Wellbeing Leader (MHWL), employed three days per week, continued to coordinate the program. The leader collaborated with staff to support a range of students, including those with significant mental health concerns, low levels of school engagement and attendance, Indigenous students, and families involved with external services or allied health. The MHWL leader also assisted new students with a positive transition to the school. Individual Education Plans (IEPs) were developed for all First Nations students. The MHWL leader liaised with KESOs regarding Indigenous students' learning and engagement needs, including the completion of the Cultural Action Tool. Additionally, they also engaged with paraprofessionals for students with additional needs, SSOs, and regional staff for the most vulnerable students.

The school was the recipient of the Variety Victoria and the Cassandra Gantner Foundation's Sensory Space Equipment Grant. The total amount of \$9,900.00 will be used to refurbish the Sensory Space, and includes a range of sensory equipment. This upgraded space will be a sensory area that provides students with a calm, safe place to explore and regulate their emotions. It will support focus, creativity, motor skills, and social interactions, helping all children, especially those with additional learning or sensory needs, feel included and ready to learn. The space will also continue to be used by a range of allied health workers who see student clients throughout the day.

At Whittlesea Primary School, teachers refer to a range of wellbeing documents. These include -

1. SWPBS Handbook (including a range of classroom visuals)
2. SEL Curriculum
3. SEL & SWPBS artefacts (posters, guides, matrices, flowcharts, Golden Tickets)

Additional personalised documents are also used to support students. These include -

- Learner Profiles
- Individual Education Plans
- Behaviour Support Plans
- 'Plan for Play' Plans
- Student Absence Learning Plans (to support students with extended absences)
- Student Attendance Plan (to support poor attendance and school refusal)

In 2025, the school engaged with the Australian Childhood Foundation and conducted a whole-school Curriculum Day on Trauma-Informed Practice. This day was designed to help all staff become trauma-informed by guiding them to support students' wellbeing and learning through safe, predictable, and supportive environments, using the SPACE framework (Safety, Predictability, Adaptability, Connection, Empowerment).

The school continued to have a weekly Breakfast Club in partnership with Foodbank. A team of dedicated volunteers attends each week, along with student helpers who serve breakfast. Board and card games are also enjoyed during this time. Parents and family members also attend the club.

The school has now fully transitioned from a Program for Students with Disabilities (PSD) to Disability Inclusions (DI). All DI applications submitted were successful.

In 2025, the Attitudes to School Survey (AToSS) was administered to students in Years 4–6.

The following school results were achieved:

- Sense of Connectedness: In 2025, the school's endorsement percentage was 58.2%, below similar schools' 74.4% and the State's 77.1%. The school's 58.2% was lower than its 4-year average of 65%.
- Management of Bullying: In 2025, the school's endorsement percentage was 63.3%, below similar schools' 74.6% and the State's 76.4%. The school's 63.3% was also below its 4-year average of 65.7%.

Whilst the wellbeing data has shown some minor improvements, it still demonstrates an overall decline since completion in 2023, which could be attributed to the previous significant changes in staff and leadership.

## Engagement

Engagement is a priority at Whittlesea Primary School, as we aim to build authentic relationships and social connections between staff, students, families, and the wider school community.

Whittlesea Primary School continued to follow consistent processes in which teachers contact any family whose child is absent for three consecutive days. In 2025, the school introduced additional processes for monitoring and tracking attendance; however, there is room for improvement regarding school attendance.

In 2025, Whittlesea Primary School had an average yearly attendance rate across all year levels (Foundation to Year 6) of 85.6%. The Attendance rates at each year level were, Foundation 86.5%, Year 1 89.7%, Year 2 85.5%, Year 3 87.1%, Year 4 86.2%, Year 5 84.0% and Year 6 80.4%. This is above the average of similar schools (22.2 days) and the State (21.5 days). The

average number of absence days was 28.5, higher than our four-year average of 27.2. Illness and extended family holidays were common reasons for non-attendance.

In 2025, the school changed the format of its weekly newsletter, 'Primary Post', to the Naavi online platform, making it more accessible and engaging for families and the broader school community. In addition, e-Learning News was introduced, published twice a term for all classes. This provides a snapshot of what learning looks like in classes, as well as a collection of photos of students in their classrooms for specific year-level/class learning tasks and/or events.

The school hosted themed days, including a Book Week Parade, Footy Parade, Christmas Assembly/Concert, Inquiry 'Expos,' and sports events such as Cross Country, Athletics Carnival, Swimming Programs, and the Victorian State Schools Spectacular. Lunchtime clubs also continue to be well attended by students across all year levels. Positive steps have been taken to increase student voice and agency, including regular meetings of the Student Voice Team (SVT) and student focus groups.

A Mother's Day and Father's Day breakfast were well-supported, with many families attending. Parent volunteers also ran Mother's Day and Father's Day stalls.

The house system remained a key part of Whittlesea Primary School. These House structures aim to foster a connection to school for our students. Students are allocated to one of the four houses, which they remain in throughout their primary school journey. Throughout their time at school, students will compete in our house Athletics Carnival and other whole-school events for their house and earn points for it by demonstrating our community expectations.

Parents continued to have the opportunity to attend Open Classrooms, Parent-Teacher interviews, Sports Days, and volunteer in classrooms through the Parent Volunteer program. This continued to be well supported.

## Other highlights from the school year

**Accessible Buildings Program (ABP):** Whittlesea Primary School successfully secured an ABP grant. This helped to make physical modifications that improve accessibility for students, staff, and, in some cases, parents or carers with disabilities. The grant helps remove barriers and ensures our school facilities are safe, inclusive, and welcoming for everyone. Funded works at the school include ramps, handrails, accessible pathways, a motorised lift, high-visibility markings, blinds, and window tinting.

**Toilet Demolition & Community Wall:** After the installation of a new toilet block in early 2024, it was pleasing that the old toilet block, which was no longer operational, was demolished. The removal of this building opened up the ground and created additional space, not only from a 'physical' perspective but also visually, allowing the whole side facade of the Heritage Building to be seen. Once the artificial turf and large picnic tables are removed, the area will be available for students (and family members) to gather. In addition, the front of the school gymnasium is now visible, which enables the school to conduct a 'wall paver' fundraiser. This was strongly supported by the community, with 109 pavers purchased. This is now a feature of the school, and it is planned that this 'community wall' will be expanded for years to come.

**School Review:** Whilst school review processes are routinely conducted, this was the first official review for the new leadership team and staff structures. The review was found to be a highly

collaborative and evidence-based approach that helped the team reflect on what has been achieved in a very short time and plan for future growth. A very detailed Pre-Review Self-Evaluation (PRSE) was undertaken, engaging all key stakeholders. Evidence, including extensive documentation, was provided to demonstrate that the school was working towards the minimum standards set by the Victorian Registration and Qualifications Authority (VRQA). The review panel and leadership team participated in focus groups, observations, and the analysis of school data and documentation. Overall, the review was a positive experience and supported the development of a targeted and detailed 4-year School Strategic Plan.

**Year 5 & 6 City Camp:** In 2025, 108 students participated in a City Camp, engaging in a range of educational and cultural experiences across Melbourne. Students visited the Melbourne Cricket Ground, Shrine of Remembrance, Melbourne Museum, Melbourne Zoo, National Gallery of Victoria, and the Australian Centre for the Moving Image (ACMI), and participated in recreational activities, including a movie session, bowling, and arcade games. Students stayed at CYC City Camp on Collins Street, with the tram travel across the city being a particular highlight. Overall, the camp provided valuable learning and social experiences for all attendees.

**First Nations Murals:** The school engaged with Aboriginal artist Bayley Mifsud, known by her Aboriginal name Merindah-Gunya, meaning “Beautiful Spirit”, to complete two murals at the school site. Each mural tells a story that relates to the school, including the year levels, the surrounding hills, the school sports houses, our meeting place, and who we are travelling together on our educational journey. The murals are bright and engaging and demonstrate the school's commitment to acknowledging our First Nations families and students. Throughout the painting of these murals, the schools' First Nations students were invited to come and speak with Bayley about her connection to country and to watch the murals come to life. The murals are now a feature of the school's aesthetic and surroundings.

## Financial performance

Whittlesea Primary School maintained full oversight and management of its financial operations, ensuring strict alignment with the Department of Education processes, policies, and guidelines.

This commitment to compliance has provided a robust framework for accountability, transparency, and effective resource allocation throughout the school.

A clear delineation and segregation of financial duties has been established, providing thorough checks and balances across all areas, including budgeting, receipting, and expenditure. These structures ensure that all financial transactions are appropriately authorised and monitored, minimising risk and supporting sound fiscal governance.

The School Council, while retaining ultimate responsibility for overseeing financial programs and providing timely reports to the wider council, has been actively supported by the Business Manager and Principal. This collaborative approach has provided high-level financial leadership and strategic guidance, ensuring that decisions align with both operational needs and long-term school priorities.

These carefully implemented processes and governance structures have underpinned the school's success in managing its finances efficiently and effectively.

In 2025, the three largest areas of expenditure were identified as Camps, Excursions, and Activities; Consumables; and Equipment, Maintenance, and Hire.

**For more detailed information regarding our school please visit our website at  
[whittlesea.ps@education.vic.gov.au](mailto:whittlesea.ps@education.vic.gov.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 399 students were enrolled at this school in 2025, 194 female and 205 male. NDP 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 **Medium**.


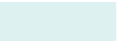

### Parent Satisfaction Summary

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	80.4%	
	Similar schools	80.7%	
	State	82.0%	

### School Staff Survey


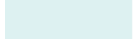


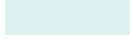

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	65.4%	
	Similar schools	76.2%	
	State	77.4%	

## LEARNING

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>70.1%</b>	
	Similar schools	82.9%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>62.4%</b>	
	Similar schools	81.8%	
	State	84.2%	

## NAPLAN

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





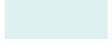

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>62.5%</b>	<b>55.6%</b>
	Similar schools	65.0%	65.4%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>63.8%</b>	<b>70.2%</b>
	Similar schools	70.0%	71.4%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>52.7%</b>	<b>51.9%</b>
	Similar schools	62.1%	62.1%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>52.1%</b>	<b>60.6%</b>
	Similar schools	62.7%	61.2%
	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	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>82.2%</b>	
	Similar schools	71.7%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>64.4%</b>	
	Similar schools	67.4%	
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>58.2%</b>		<b>65.0%</b>
	Similar schools	74.8%		74.6%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>63.3%</b>		<b>65.7%</b>
	Similar schools	75.3%		74.1%
	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
<b>Prep - 6</b>	<b>School</b>	<b>28.5</b>	<b>27.2</b>
	Similar schools	22.2	22.3
	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	
<b>Prep</b>	<b>School</b>	<b>86.5%</b>	
<b>Year 1</b>	<b>School</b>	<b>89.7%</b>	
<b>Year 2</b>	<b>School</b>	<b>85.8%</b>	
<b>Year 3</b>	<b>School</b>	<b>87.1%</b>	
<b>Year 4</b>	<b>School</b>	<b>86.2%</b>	
<b>Year 5</b>	<b>School</b>	<b>84.0%</b>	
<b>Year 6</b>	<b>School</b>	<b>80.4%</b>	

## 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	\$4,984,838
Government Provided DET Grants	\$497,516
Government Grants Commonwealth	\$2,850
Government Grants State	\$0
Revenue Other	\$102,711
Locally Raised Funds	\$246,022
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,833,937</b>

Equity	Actual
Equity (Social Disadvantage)	\$201,385
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$201,385</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$4,789,097
Adjustments	\$0
Books & Publications	\$2,136
Camps/Excursions/Activities	\$130,211
Communication Costs	\$5,937
Consumables	\$108,275
Miscellaneous Expenses <sup>2</sup>	\$21,242
Agency Staff	\$95,844
Professional Development	\$20,477
Equipment/Maintenance/Hire	\$96,920
Property Services	\$93,419
Salaries & Allowances <sup>3</sup>	\$43,122
Support Services	\$68,550

Expenditure	Actual
Trading & Fundraising	\$20,003
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,745
<b>Total Operating Expenditure</b>	<b>\$5,534,978</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$298,959</b>
<b>Asset Acquisitions</b>	<b>\$50,797</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$532,299
Official Account	\$41,704
Other Accounts	\$4,702
<b>Total Funds Available</b>	<b>\$578,705</b>

Financial Commitments	Actual
Operating Reserve	\$124,314
Other Recurrent Expenditure	\$3,674
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$57,698
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$4,717
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$190,403</b>

*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.*