

2025 Annual Report to the School Community

School Name: Athol Road Primary School (5536)



- 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 24 March 2026 at 02:23 PM by Carmela Nigro (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 26 March 2026 at 05:12 PM by Carmela Nigro (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

Athol Road Primary School is located in Springvale South, a culturally diverse low socio-economic, residential suburb in South East Melbourne, approximately 28 kms from the CBD. The school features a variety of buildings, among them are 3 BER buildings comprising 2 multi-use learning spaces for Year 1 – 6 students and a school hall serving as a fully equipped Performing Arts centre which also caters for the Physical Education program. Additionally, there's a double relocatable accommodating the STEM and Environmental Education programs and another double relocatable for the Visual arts and Mandarin programs. Furthermore, three well maintained buildings dating back to 1971 house a refurbished Foundation Learning Space, an Administration Block, and an Early Learning Centre. The Early Learning Centre offers a government-funded kindergarten program, providing a 15 hour program for both 3 and 4-year-old children, alongside an accredited playgroup allowing parents to connect in a nurturing environment while their children engage in play. These facilities and programs ensure a seamless transition to primary school.

2025 staff comprise of 3 Principal Class, 4 Learning Specialists, 34 Teachers and 27 Education Support Staff incorporating Administration Staff, Allied Health Professionals, Multicultural Aides, Integration and Teacher Aides.

The student population of 402 students in Foundation – Year 6, 66 children in the 4 year old kinder program and 48 children in the 3 year old kinder program, represents a wide range of culturally and linguistically diverse backgrounds with the highest percentage originating from Vietnamese and Cambodian backgrounds. 81% of the student population learn English as an Additional Language (EAL).

Each student is celebrated as a unique individual, contributing to the diverse experiences and learning opportunities. Teachers prioritise the cultivation of rapport and trust, fostering connections not only between themselves and students but also among students and their families. The school lives its vision of *'creating a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible'*. The school's RICH values of building Respect, encouraging Innovation, valuing Community and setting High Expectations foster a learning environment that encourages every individual to develop emotionally, think critically and build positive social connections.

At the core of the school's vision is a strong commitment to supporting students' emotional and physical wellbeing, recognising that these are essential foundations for both academic success and future aspirations. Building positive, supportive relationships and a strong sense of belonging is central to helping students succeed in literacy, numeracy, and all areas of learning. Leadership strives to uphold high academic expectations while also fostering students' confidence, independence, and awareness of the wider world.

Students are encouraged to work collaboratively, think innovatively, make independent choices, and take responsibility for their learning and actions. The curriculum is designed to spark curiosity and develop advanced thinking skills, enabling students to engage with challenges, extend their understanding, and explore new ideas and perspectives. Student voice, agency, and leadership are embedded throughout all aspects of learning and school life. Each student's perspective is acknowledged and valued, with meaningful opportunities to share their ideas and play an active role in shaping their educational experience.

The school maintains a strong commitment to child safe creating a safe environment where students feel empowered to voice their concerns and influence decisions affecting their lives. This dedication to child safety extends across all school settings, including excursions, camps, online platforms, and Outside School Hours Care.

The 2025 percentage endorsement by parents on School Satisfaction is above State level data in the annual Parent Opinion Survey with 100% percent of parents/carers indicating positive responses of agree or strongly agree. This reflects the trust and rapport that has been established over the years with the parent community, the strong focus on the school values of Respect, Innovation, Community and High Expectations, and the positive learning and wellbeing outcomes achieved.

The 2025 percentage endorsement by staff on School Climate is above State level data in the School Staff Survey with 85.5% of staff indicating positive responses of agree or strongly agree. This reflects the collaborative culture in the school and a high endorsement by staff in collective efficacy, collective responsibility and collective focus on student learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, a new ARPS Instructional Model was developed, aligned with the Department of Education's Victorian Teaching and Learning Model 2.0 (VTLM 2.0).

Teachers worked collaboratively across year levels to co-design this updated model. It has shifted from a linear structure to a circular framework, reflecting the flexible and responsive nature of effective teaching. The model places a strong emphasis on ongoing formative assessment, enabling teachers to adjust their teaching in real time to better meet the needs of all students.

Six teachers participated in a masterclass with educational expert Bronwyn Ryrie Jones and shared their learning with staff during a Curriculum Day. This professional learning strengthened the use of effective questioning and engagement strategies, including techniques such as 'Cold Call'. Teachers also developed a clearer understanding of the difference between checking for understanding and providing opportunities for students to respond. All staff participated in a Teaching Sprint, using peer observations to see these strategies in action and refine their practice.

A working party also developed the ARPS Instructional Playbook, which outlines seven agreed whole-school instructional practices, including key evidence-based strategies to increase student participation and engagement.

Whole-school Teaching Sprints focused on formative assessment and responsive teaching further strengthened teacher judgement and increased consistency in assessment practices, particularly in response to Mathematics Curriculum 2.0 and updated reporting requirements.

Teachers continued to build their understanding of VTLM 2.0 through professional learning, with a focus on clear learning intentions, success criteria, and responsive teaching practices.

The implementation of the Sounds-Write synthetic phonics program has significantly strengthened the teaching of reading and spelling. A new phonics scope and sequence has been developed, combining Sounds-Write with elements of the Department's Phonics Plus program.

Teachers also participated in professional learning focused on supporting high-ability students. Student focus groups helped inform strategies for challenge and extension, while the School Improvement Team monitored student growth data to ensure high-performing students were appropriately supported.

Student agency was another key focus in 2025. Consultant Kerri Simpson led a Curriculum Day exploring how students can take greater ownership of their learning through meaningful goal setting. Teachers explored ways to involve students and families more actively, leading to actions such as personalised learning goals, increased student-teacher conferencing, and the use of digital portfolios in Years 3–6.

Students continued to achieve strong learning outcomes in 2025.

- 83% of students (Foundation to Year 6) achieved at or above the expected level in English.
- 81% of students (Foundation to Year 6) achieved at or above the expected level in Mathematics.
- 78% of students assessed on the English as an Additional Language (EAL) curriculum are progressing in developing their skills across speaking, listening, reading and writing.

The Tutor Learning Initiative (TLI) continued to provide targeted support for students who required additional assistance. This included students who had not made expected growth in 2024 and those identified through NAPLAN. Support was delivered through small group and individual sessions focused on reading and mathematics.

Our 2025 NAPLAN results were very encouraging. The proportion of Year 3 and Year 5 students achieving in the 'Strong' or 'Exceeding' categories was above similar and network schools across all areas.

We were particularly proud of our Year 5 results, which exceeded state averages in every domain:

- 76% of students achieved Strong or Exceeding in Reading (State: 74%)
- 88% of students achieved Strong or Exceeding in Writing (State: 72%)
- 78% of students achieved Strong or Exceeding in Numeracy (State: 69%)

These positive outcomes reflect the strong collaboration between our teachers and their shared commitment to improving student learning. Consistent teaching practices, high expectations, and a focus on continuous improvement have created a supportive and effective learning environment where all students can succeed.

Wellbeing

At Athol Road Primary School, student wellbeing remains central to everything we do. Throughout 2025, a safe, inclusive and supportive environment was prioritised where every student feels a strong sense of belonging and connection. This was reflected in our Attitudes to School Survey, with 89% of students reporting a strong sense of connectedness, 11% above the state average and

a 9% increase from 2024. We remain committed to the understanding that when wellbeing is supported, students are better able to engage, learn and thrive.

The introduction of the ARPS Academy provided a valuable opportunity to strengthen consistent and predictable practices across all learning spaces, ensuring wellbeing was prioritised from the beginning of the year. This work aligns with Positive Classroom Management Strategies (PCMS), particularly classroom expectations and procedures, and complements our Berry Street Education Model practices.

Key initiatives, including the Mental Health in Primary Schools (MHIPS) program and the Berry Street Education Model, continued to be embedded into daily practice through morning circles, mindfulness and purposeful brain breaks. A strong focus on emotional literacy supported students to better understand and manage their emotions, with emotional awareness and regulation improving to 76%, a 9% increase from 2024, as reflected in Attitudes to School Survey data.

Staff capability in inclusive and neuroaffirming practice was strengthened through targeted professional learning, including sessions with Sandhya Menon and Associate Professor Sarah Verdon, alongside our celebration of Neurodiversity Week. This supported inclusive practices and student led discussions across the school, contributing to strong outcomes in respect for diversity, with 87% of students reporting positive results, 9% above the state average and a 15% increase from 2024, as reflected in Attitudes to School Survey data.

As part of our Multi-Tiered System of Support (MTSS), universal (Tier 1) practices such as sensory toolboxes and flexible seating are embedded across all learning spaces to support student regulation and engagement. Inclusion Professional Learning Teams (PLTs) have further strengthened a consistent and responsive approach across the school.

Alongside these universal supports, targeted Tier 2 and Tier 3 programs are delivered by our Allied Health Team in collaboration with teaching and education support staff. These include programs such as Language and Literacy, fine motor groups, Lego Legends, Regulation groups, and Rhythm & Movement, all guided by clear, cross disciplinary goals and responsive to student needs, ensuring students receive timely, targeted support to maximise engagement and progress.

Our work in developing inclusive, neuroaffirming environments was recognised at the Autism Conference, where we were invited to share our practices with other schools.

The Calm Cove is now an established outdoor space supporting students' social, sensory and communication needs during play, providing a quieter, structured alternative for those requiring additional support.

Participation in the Mental Health in Primary Schools (MHIPS) Enhanced Learning Community has further strengthened our whole school approach, refining wellbeing pathways and building staff capacity to identify and respond to student needs through collaborative, data informed practices.

The transition to the Disability Inclusion (DI) model has strengthened our ability to provide personalised support. Individual Education Plans (IEPs) and adjustments are now consistently aligned and documented, and the Student Support Group (SSG) process has been refined to strengthen collaboration with families and elevate student voice.

Social and emotional learning remained a key focus in 2025, guided by the UR Strong program. A consistent whole school approach, including monthly themes, Friendology Leaders and recognition of positive relationships, supported a strong culture of respect and inclusion. This is reflected in Attitudes to School Survey data, with 81% of students reporting that they did not experience bullying, 11% above the state average and a 5% increase from 2024.

In preparation for the updated Respectful Relationships Curriculum in 2026, the wellbeing team completed professional learning. This ensures that the school is well prepared to implement the new curriculum and continue to build staff capability.

Beyond the learning spaces, the Wellbeing Team continued to support students and families through regular meetings and partnerships with State Schools Relief and local food services, providing access to uniforms, glasses vouchers and food support where needed.

Collectively, these approaches demonstrate our commitment to a consistent, inclusive and evidence informed approach to student wellbeing and engagement.

Engagement

The school has successfully maintained a high average attendance rate of 93%, driven by a strong emphasis on clear and consistent communication with both students and families. Expectations around attendance, along with the importance of regular school participation, are reinforced through newsletters, assemblies, meetings, and community events. Careful monitoring and analysis of attendance data enables the early identification of emerging trends or concerns, allowing for timely and targeted responses. These proactive strategies have helped cultivate a culture of accountability, where students recognise the importance of regular attendance and parents actively support their child's engagement with school. Together, clear communication, ongoing reinforcement, and thorough monitoring have been key factors in sustaining these strong attendance outcomes.

The school provides a broad and engaging range of programs that support diverse learning experiences, from academic enrichment to extracurricular opportunities. These programs not only promote a love of learning but also contribute to consistently high attendance by fostering student engagement, creativity, physical wellbeing, and social development. Key specialist and extracurricular programs include:

Environmental Education: Students participate in hands-on sustainability initiatives, including maintaining vegetable gardens and crops, caring for a beehive, and looking after animals in the environmental education space and school farm, such as chickens, ducks and alpacas. Learning also extends to wetlands exploration and aquaponics, building strong environmental awareness and responsibility.

Physical Education and Sport: A comprehensive physical education program encourages active and healthy lifestyles. Students also take part in interschool sports, athletics events, and swimming programs, promoting teamwork, resilience, and sportsmanship.

Performing Arts: The performing arts program provides rich opportunities for creative expression, including participation in junior and senior choirs, the annual school concert, the school band, and instrumental ensembles. In 2025 the school choir participated in the Celebration of Song, a new initiative to showcase the talented choirs in our network schools.

Visual Arts: Students explore a range of artistic mediums, including digital forms, developing technical skills while expressing creativity and building an appreciation for the arts.

LOTE: Weekly Mandarin lessons provide students with exposure to a new language and culture, broadening their global perspectives and intercultural understanding.

STEM Education: Through hands-on learning in science, technology, engineering, and mathematics, including robotics and coding, students develop problem-solving skills, creativity, and digital competence.

Digital Literacy: The school supports technology-rich learning through a 1:1 Chromebook program for Years 3–6, alongside access to iPads and laptops across all year levels, ensuring students can effectively use digital tools for learning and innovation.

Out of School Hours Care and Breakfast Club: To support families, the school offers onsite before- and after-school care in a safe and supportive environment. A free Breakfast Club, running from 8:00am, ensures students begin the day nourished and ready to learn.

Student Voice: The Student Voice Council, with representatives from all year levels, plays an active role in school decision-making. Students contribute by organising lunchtime clubs, leading fundraising and community events, supporting assemblies, and initiating school-wide projects.

School Camps: Students across Years 3–6 participated in a range of camping experiences designed to support both personal growth and social development. Year 5/6 students attended Golden Valley Adventure Camp in Flinders, where they engaged in a variety of outdoor challenges that promoted teamwork, resilience, and leadership. Year 4 students took part in the Doxa Camp in Malmsbury, participating in structured activities that encouraged independence, cooperation, and confidence in new environments. Year 3 students were introduced to the camping program through a school-based sleepover, providing a supportive and familiar setting to begin building independence and social connections.

The camping program is a valuable component of the school's broader curriculum, offering students opportunities to develop life skills beyond the school environment. Through these experiences, students strengthen their ability to work collaboratively, problem-solve, build positive relationships, and step outside their comfort zones.

The school's commitment to delivering a wide range of meaningful and engaging programs reflects its dedication to creating an environment where students feel connected, empowered, and inspired to pursue their interests, develop their strengths, and achieve their full potential.

Other highlights from the school year

A wide range of events were organised throughout the 2025 school year to celebrate and engage the school's diverse and vibrant community. Activities such as the Family BBQ, Harmony Day, Mother's Day and Father's Day celebrations, R U OK? Day, Biggest Morning Tea, Book Week, Twilight School, Melbourne Cup celebration, STEM Expo, and the School Concert played an important role in strengthening connections, encouraging participation, and building positive partnerships between the school and its families.

A key outcome of these events was the development of a strong sense of belonging and inclusion across the school community. The Family BBQ, held at the beginning of the year, provided a welcoming and informal opportunity for students, families, and staff to connect. It was particularly valuable in supporting new families to feel included and begin building relationships within the school community.

Harmony Day stood out as a celebration of cultural diversity, reinforcing the school's commitment to inclusivity and respect. The event encouraged students and families to share their cultural backgrounds, fostering greater understanding and unity while strengthening community ties.

Mother's Day and Father's Day celebrations offered meaningful opportunities to recognise and appreciate the important role of parents and carers. These occasions not only celebrated families but also promoted positive engagement between home and school.

Events such as R U OK? Day and the Biggest Morning Tea highlighted the school's focus on wellbeing and mental health. They provided opportunities for open conversations, encouraged a culture of care, and reinforced the importance of supporting one another within the school community.

Twilight School created a different school day for the students and provided families with the opportunity to take part and be part of the twilight experience. Book Week and the Melbourne Cup celebration brought energy and excitement to the school, while the School Concert showcased student talent and gave families the opportunity to celebrate student achievements.

These events significantly strengthened relationships between students, families, and staff. Through active involvement in school life, families were able to connect, collaborate, and feel a genuine sense of belonging. Collectively, these experiences contributed to a positive and inclusive school culture, where all members of the community felt valued, supported, and connected throughout 2025.

Financial performance

Athol Road Primary School is in a good financial position due to strategic financial management by the School Leadership Team, Business Manager and School Council. The 2022 – 2026 School Strategic Plan and the 2025 Annual Implementation Plan continue to provide the framework for School Council allocation of funds to support school programs and priorities.

Revenue sources included:

1. Student Resource Package credit funding
2. Government Provided Department of Education Grants
 - Quarterly Student Resource Package cash deposits, including:
 - Core Student Learning Allocation
 - Disability Inclusion
 - English as an Additional Language
 - School Infrastructure Maintenance
 - Equity Funding
 - Targeted Funding Initiatives: Schools Mental Health Fund; Respectful Relationships; Swimming in Schools; National Student Wellbeing Program; Student Excellence Program, Active Schools PE Boost,
 - Early Childhood Education and Care grants to operate onsite Early Learning Centre:

- Early Childhood Language Program (ECLP)
- Early Childhood Teacher Supplementation (ECTS)
- School Readiness Funding (SRF)
- 3 & 4 year old Kindergarten per capita grants
- 3 & 4 year old Free Kindergarten grants
- Early years assessment for learning

3. Government Grants Commonwealth

- ChildCare Subsidy (CCS) reimbursements to support parent payments for Out of School Hours Care facility.

4. Other

- School Saving Bonus (SSB) and Camps, Sports and Excursions Funding (CSEF)
- Early Learning Centre to School wage reimbursement
- Advertising
- Interest earned

Major expenditure included:

- Mod-5 classroom installation (asset acquisition)
- Building and grounds maintenance and improvement
- Digital Technology: equipment and programs
- Curriculum resources: Literacy and Numeracy to drive the Annual Implementation Plan
- Professional Learning for all staff
- Staff and student health and wellbeing
- Support services

Expenditure was managed as per budget presented and approved by School Council.

Equity funding in 2025 contributed to:

- employment of teachers and staff to provide support services and address student learning and wellbeing needs as identified in school data
- building the capacity of leaders to support teachers in their professional growth
- building the capacity of teachers through targeted professional learning in English and Mathematics with a focus on the new Victorian Curriculum 2.0.
- building the capacity of teachers through targeted professional learning in Student Wellbeing with a focus on Disability and Inclusion and Mental Health in Primary Schools
- providing individual support to students from disadvantaged backgrounds ensuring they have equal access to learning opportunities compared to their peers

The Athol Road Primary School Kindergarten is managed by School Council through CASES21 and continues to produce a surplus. The onsite kindergarten provides excellent facilities,

equipment and resources for the children who attend the service which is government funded and free to all parents/carers.

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

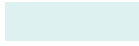

A total of 401 students were enrolled at this school in 2025, 217 female and 184 male. 82% had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

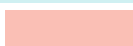


Parent Satisfaction Summary

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

| | | 2025 | |
|---|-----------------|--------|---|
| % positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey) | School | 100.0% |  |
| | Similar schools | 90.3% |  |
| | State | 82.0% |  |

School Staff Survey


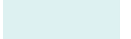


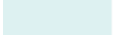

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

| | | 2025 | |
|---|-----------------|-------|---|
| % positive endorsement School Climate (School Staff Survey) | School | 85.5% |  |
| | Similar schools | 75.6% |  |
| | State | 77.4% |  |

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

| | | 2025 | |
|--|-----------------|--------------|---|
| English Prep - 6 % of students at or above age expected standards | School | 82.6% |  |
| | Similar schools | 77.1% |  |
| | State | 86.3% |  |
| Mathematics Prep - 6 % of students at or above age expected standards | School | 80.6% |  |
| | Similar schools | 71.4% |  |
| | State | 84.2% |  |

NAPLAN

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


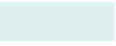


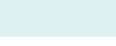

| | | 2025 | 3-year average |
|---|-----------------|--------------|----------------|
| Reading Year 3 % of students Strong or Exceeding proficiency levels | School | 63.8% | 71.2% |
| | Similar schools | 54.9% | 54.3% |
| | State | 69.5% | 69.3% |
| Reading Year 5 % of students Strong or Exceeding proficiency levels | School | 76.3% | 73.1% |
| | Similar schools | 59.3% | 59.4% |
| | State | 73.9% | 74.6% |
| Numeracy Year 3 % of students Strong or Exceeding proficiency levels | School | 60.8% | 65.5% |
| | Similar schools | 47.5% | 48.2% |
| | State | 66.2% | 66.4% |
| Numeracy Year 5 % of students Strong or Exceeding proficiency levels | School | 77.6% | 74.2% |
| | Similar schools | 52.1% | 51.7% |
| | 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'.


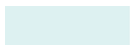

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

| | | 2025 | |
|--|-----------------|--------------|---|
| Reading Year 3 to 5 % of students High or Medium relative growth | School | 76.5% |  |
| | Similar schools | 74.1% |  |
| | State | 74.7% |  |
| Numeracy Year 3 to 5 % of students High or Medium relative growth | School | 90.0% |  |
| | Similar schools | 76.2% |  |
| | State | 74.0% |  |

WELLBEING


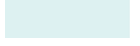

Student Attitudes to School – Sense of Connectedness

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 | 87.9% |  | 81.0% |
| | Similar schools | 82.1% |  | 81.4% |
| | State | 77.1% |  | 77.3% |

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

| | | 2025 | | 4-year average |
|--|-----------------|--------------|---|----------------|
| Years 4 to 6 % positive endorsement | School | 84.1% |  | 75.7% |
| | Similar schools | 81.9% |  | 79.4% |
| | 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 | 12.6 | 14.8 |
| | Similar schools | 22.8 | 23.2 |
| | State | 21.5 | 21.7 |

Attendance rate

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

| | | 2025 | |
|---------------|---------------|--------------|---|
| Prep | School | 93.5% |  |
| Year 1 | School | 91.8% |  |
| Year 2 | School | 94.2% |  |
| Year 3 | School | 93.4% |  |
| Year 4 | School | 93.4% |  |
| Year 5 | School | 93.7% |  |
| Year 6 | School | 95.3% |  |

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 | \$5,978,066 |
| Government Provided DET Grants | \$1,859,969 |
| Government Grants Commonwealth | \$60,522 |
| Government Grants State | \$0 |
| Revenue Other | \$187,060 |
| Locally Raised Funds | \$260,980 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$8,346,597 |

| Equity | Actual |
|---|--------------------|
| Equity (Social Disadvantage) | \$1,127,359 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0 |
| Equity Total | \$1,127,359 |

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

| Expenditure | Actual |
|---------------------------------------|-------------|
| Student Resource Package ¹ | \$5,927,964 |
| Adjustments | \$0 |
| Books & Publications | \$20,826 |
| Camps/Excursions/Activities | \$149,282 |
| Communication Costs | \$8,017 |
| Consumables | \$157,014 |
| Miscellaneous Expenses ² | \$22,247 |
| Agency Staff | \$289,504 |
| Professional Development | \$70,861 |
| Equipment/Maintenance/Hire | \$172,708 |
| Property Services | \$200,964 |
| Salaries & Allowances ³ | \$12,291 |
| Support Services | \$601,034 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Trading & Fundraising | \$85,276 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$41,973 |
| Total Operating Expenditure | \$7,759,960 |
| Net Operating Surplus/-Deficit | \$586,637 |
| Asset Acquisitions | \$396,150 |

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 | \$4,313,077 |
| Official Account | \$53,525 |
| Other Accounts | \$0 |
| Total Funds Available | \$4,366,602 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$305,333 |
| Other Recurrent Expenditure | \$350,088 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$155,000 |
| School Based Programs | \$794,500 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$750,000 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$250,000 |
| Capital - Buildings/Grounds < 12 months | \$75,000 |
| Maintenance - Buildings/Grounds < 12 months | \$505,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$3,184,921 |

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.