

2025 Annual Report to the School Community

School Name: Gilgai Plains Primary School (5584)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 11 March 2026 at 12:57 PM by Anthea Jamieson (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 11 March 2026 at 12:59 PM by Anthea Jamieson (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

Gilgai Plains Primary School is located in the North West suburb of Kalkallo. The school opened in 2022 with 410 students and grew to 953 students by 2025. 62 percent of students had English as an additional language. In 2025, Gilgai Plains Primary School operated with 42 classrooms, spanning from Foundation to Year 6. Students engage in a diverse range of 5 specialist subjects, including Visual and Performing Arts, Innovation and Design, Physical Education, and Science. AUSLAN is the language of instruction for all students at Gilgai Plains Primary.

Our leadership structure consists of a dedicated Principal and three Assistant Principals, supported by a team of five Learning Specialists and two Leading Teachers. The school's facilities include four modern Learning Hubs, an Administration Building with a library, science room, visual art room, and kitchen classroom. The community hub features a competition grade gymnasium for physical education and sports, a performing arts room, and a canteen, fostering a well rounded educational experience for all.

At Gilgai Plains Primary School, every individual, whether student, staff member, or community member, is valued and integral to our vibrant school community. We believe that everyone has the right to feel included, respected, and treated with kindness. Central to our ethos is the belief that respectful relationships form the cornerstone of a fulfilling life. We are committed to fostering and nurturing positive, meaningful connections between staff, students, and families. Our school culture thrives on living, working, learning, and playing in alignment with our core values—Respect, Kindness, Zest, and Learning Together—which are consistently promoted and modelled by all members of our school community. Our vision for our students at Gilgai Plains is “to develop confident, resilient and resourceful thinkers who strive to achieve their best and contribute to make the world a better place.” Confidence, resilience and resourcefulness is achieved through strong academic teaching and learning when a child feels safe and supported. To bring our vision to life, our teachers have undergone a rigorous selection process, which has identified them as lifelong learners and highly skilled, compassionate professionals. They are dedicated to embodying our school motto, "Sparkling Joy in Learning and Compassion in Hearts," and making it a reality every day.

At Gilgai Plains Primary School, our top priority is to cultivate strong foundational literacy and numeracy skills. Primary school is where children develop the essential skills that not only prepare them for life but also open doors to future opportunities and foster the foundation for engaged, compassionate citizenship. We believe that quality education empowers students, supporting their growth and ensuring their health and well-being for the future.

Our mission at Gilgai Plains Primary School is to ensure that every child:

- is kind to self, others and our environment
- feels safe, happy and well
- is greeted with a smile and a hello and loves coming to school
- is seen
- is literate and numerate and experiences continual growth and success

- has diverse learning opportunities
- works hard and allows others to be their best
- has at least one good friend and knows how to make friends and keep friends
- has someone to go to when needed.

At Gilgai Plains Primary School we live, play and learn by our 4 values.

We act with KINDNESS.

We behave with RESPECT.

We display ZEST.

We love LEARNING TOGETHER.

In our school logo, the outer blue ring represents a circle of friendship and strength of community that surrounds the diamond that is our school. The four connecting bonds represent the Gilgai Plains Primary School values that will drive everything we do, Respect, Kindness, Zest and Learning Together. The yellow sun portrays the positivity, energy and warmth of the Kalkallo community shining over Gilgai Plains Primary School. The colours in our logo depict the warm and calm colours that are featured within our school walls and design.

Our School Council and its sub committees represent our strong parent and community culture and the opportunity to partner together to provide the best school for the children of Kalkallo. Our Parent's and Friend's Association was established as one of the school council sub committees. This group is led by a member of staff and a School Council parent representative and provides both a social and fundraising function.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, our Annual Implementation Plan continued to focus on maximising learning outcomes for every student in English and Mathematics, with an ongoing emphasis on strengthening Numeracy outcomes.

NAPLAN data demonstrates positive learning outcomes across the school. In Year 3 Reading, the percentage of students achieving in the Strong or Exceeding proficiency levels is above the Similar Schools average and close to the State average. In Year 3 Numeracy, the proportion of students achieving Strong or Exceeding is well above Similar Schools and closely aligned with the State average, reflecting strong early numeracy outcomes.

Year 5 results also show positive performance. In Numeracy, the percentage of students achieving Strong or Exceeding proficiency levels is above Similar Schools and approaching the State average. In Reading, the school's three year average indicates consistent and improving performance.

NAPLAN relative growth data highlights the strong progress students are making between Year 3 and Year 5. The percentage of students achieving High or Medium growth is above both Similar Schools and the State in Reading and Numeracy, with particularly strong growth evident in Numeracy.

Teacher judgement data indicates that the majority of students are achieving at or above age expected standards in both English and Mathematics, with Mathematics results slightly above Similar Schools.

Throughout 2025, the school continued to strengthen its knowledge rich curriculum through explicit and responsive teaching practices, ensuring instruction is informed by student data and focused on improving outcomes for all learners.

During 2025, the school continued to strengthen its focus on high quality teaching and learning through the implementation of a knowledge rich curriculum supported by explicit and responsive teaching practices. Staff continued to refine consistent instructional approaches across the school, including the use of the Gradual Release of Responsibility model to support students in developing strong understanding and independence in their learning.

A key priority throughout the year was strengthening Numeracy outcomes. Teachers engaged in ongoing professional learning and collaborative planning to ensure mathematics instruction was clear, sequenced and responsive to student learning needs. The continued use of student data and formative assessment supported teachers to identify learning needs and provide targeted instruction to maximise student progress.

The school also maintained a strong focus on literacy development, particularly in reading, through structured teaching approaches and regular opportunities for students to revisit and consolidate previously learned knowledge and skills. These approaches have supported the strong relative growth demonstrated in NAPLAN results, particularly in Numeracy.

Through these improvement strategies, the school has continued to build strong foundations in literacy and numeracy while ensuring teaching practices remain consistent, evidence informed and responsive to student learning needs.

Wellbeing

In 2025, Gilgai Plains Primary School continued to focus on maximising the wellbeing outcomes of every student through the implementation of evidence based whole school practices and processes.

Results from the Student Attitudes to School Survey indicate that students continue to feel positively connected to the school community. In the Sense of Connectedness factor, Years 4–6 students recorded 83.4% positive endorsement, which is significantly higher than both similar schools (76.5%) and the state average (77.1%). These results reflect the school's strong focus on building positive relationships and creating an inclusive and supportive learning environment for all students.

In the Managing Bullying factor, the school recorded 78.6% positive endorsement, which is above similar schools (73.1%) and the state average (76.4%). While this result remains positive in comparison to other schools, it is slightly below the school's four year average (82.7%). The

school will continue to strengthen proactive strategies that support respectful relationships and promote a safe learning environment.

The continued implementation of School Wide Positive Behaviour Support (SWPBS) has ensured that clear and consistent behavioural expectations are established across all areas of the school. Expected positive behaviours are explicitly taught and reinforced, supporting students to develop a shared understanding of positive behaviours in classrooms and shared spaces. Targeted supports continue to be provided for students requiring additional assistance.

Student wellbeing is further supported through the integration of the Resilience, Rights and Respectful Relationships program and The Resilience Project resources within a structured scope and sequence. These programs support the development of students' social and emotional skills, resilience, and understanding of respectful relationships.

Additional wellbeing supports include the Connections Program for identified students, the continued use of the sensory space in Learning Hub 2 to support student self-regulation, and a range of lunchtime clubs that promote positive social interaction and student engagement.

Throughout 2025, the school's values of Kindness, Respect, Zest and Learning Together continued to guide the actions and behaviours of staff and students, supporting a positive and inclusive school culture.

Engagement

In 2025, Gilgai Plains Primary School continued to support student engagement through leadership opportunities, student voice initiatives, attendance promotion and a structured camping program that provides students with opportunities to develop independence and build connections with their peers.

Student Leadership

The Student Leadership Program provided students with meaningful opportunities to develop and demonstrate leadership skills while contributing positively to the school community. The leadership structure included:

Two School Captains

Two Vice Captains

Eight House Captains (two per House)

A Student Voice Action Team (SVAT) Executive consisting of a President, Secretary and Treasurer

Student leaders attended the GRIP Student Leadership Conference where they participated in leadership development sessions. Following the conference, students shared key learnings with the broader school community.

Student leaders also played an active role in whole school assemblies, planning and presenting items that communicated important information to students, staff and families. Assembly presentations included student learning highlights, upcoming events and community celebrations.

House Captains were responsible for collating House points and announcing the fortnightly House winners, helping to promote school spirit and encourage student participation.

Student Voice

The Student Voice Action Team (SVAT) continued to provide students with opportunities to contribute to school decision making. The team included representatives from Years 3 to 5, with Year 6 executive members leading regular meetings.

SVAT meetings provided a forum for students to raise ideas and discuss areas for improvement within the school.

Attendance

Promoting regular school attendance remained a key focus in 2025. The school continued the GAR-E (Gilgai Attendance Robot) initiative, which recognises the class with the highest attendance each fortnight. This initiative aims to encourage positive attendance habits and highlight the importance of regular school attendance.

In 2025, the average number of absence days per student (Prep–Year 6) was 25.3 days, which represents a slight improvement from the school's four-year average of 26.3 days. This result is comparable to similar schools (24.4 days) but remains above the state average of 21.5 days.

Attendance rates across the school were relatively consistent across year levels:

Prep: 88.5%

Year 1: 87.2%

Year 2: 87.2%

Year 3: 86.2%

Year 4: 87.3%

Year 5: 87.3%

Year 6: 86.6%

Improving student attendance remains an ongoing priority. The school will continue to work in partnership with families to reinforce the importance of regular attendance and to monitor attendance data to support improved engagement.

Camping Program

The school's Camping Program continued to provide a range of experiences designed to progressively build students' independence, resilience and social skills.

In 2025 the program included:

Foundation: Breakfast at School

Year 1: Dinner and Disco

Year 2: Big Day In

Year 3: Big Day Out

Year 4: One night camp to Sovereign Hill

Year 5: Two night camp to Phillip Island

Year 6: Two night camp to Portsea

These experiences provide valuable opportunities for students to develop confidence, strengthen peer relationships and participate in learning beyond the classroom.

Impact on Student Engagement

Student leadership and voice initiatives continued to support students in developing confidence, communication skills and a sense of responsibility within the school community. Opportunities to lead assemblies, contribute ideas through SVAT, and participate in school initiatives helped foster a strong sense of belonging and connection to the school.

The camping program and whole-school initiatives such as the GAR-E attendance reward system contributed positively to student engagement and school culture. The school will continue to prioritise strategies that strengthen attendance, support student voice and provide leadership opportunities to further enhance student engagement.

Other highlights from the school year

Community events continue to play an important role in strengthening relationships across the Gilgai Plains Primary School community. As our school continues to grow, these events provide valuable opportunities for families, students and staff to connect and celebrate together.

A highlight of the year was the Community Picnic, which was well attended by families and members of the local community. The event featured food trucks, games and live music, helping to promote a strong sense of belonging and school spirit. Students from a local dance company performed a vibrant Bhangra dance, which was warmly received by the community. Students also enjoyed visits from the local CFA and Victoria Police, who brought along a fire truck and police car for students to explore.

Our End of Year Performances were held in the school gymnasium, with year levels performing for their families and the wider community. These performances provided students with the opportunity to showcase their learning and confidence in performing arts. The Year 5/6 Drama

Club also presented a highly engaging performance that highlighted the creativity and acting talents of participating students.

The school continues to prioritise strong partnerships between home and school. Our Learning Together Open Mornings provide opportunities for parents and carers to visit classrooms and observe learning in action. Students enjoy sharing their work and explaining their learning processes to their families. These sessions provide families with a valuable insight into classroom learning and are consistently highlighted as a positive experience in the school's Parent Voice Survey.

The House Program at Gilgai Plains Primary School continues to be an important part of school culture. Students participate in a range of house based events including the Years 3–6 Athletics Carnival and the whole school Cross Country event. The House Cup remains a key feature of the program and is awarded to the house that accumulates the most points for demonstrating the school values across classroom and specialist learning areas. Weekly recognition occurs at whole school assemblies, with a term award presented to the house with the highest points. At the end of the year, the overall winning house is presented with the House Cup.

Gilgai Plains Primary School celebrated an outstanding year of sporting achievement in 2025, with students representing the school across a range of sports at district, regional and state levels.

One of the highlights of the year came in tennis, where a Gilgai Plains student achieved remarkable success at the Victorian State Masters tournament in Bendigo, winning both the singles and doubles titles. This performance led to selection to represent Victoria in the 2025 Australian Teams Championships on the Gold Coast in the 11 Boys division. As of October 2025, at just 11 years old, he held an impressive Universal Tennis Ranking (UTR) of 7.6, placing him among the top two players in Australia for his birth year.

Athletics was another area of strength for the school. A Gilgai Plains student achieved first place at the State Championships in the high jump, recording an outstanding personal best of 1.51 metres. Another student also represented the school at the State Championships in the triple jump and previously placed third at the Northern Metropolitan Region level in the 800 metres. Additionally, Gilgai Plains was proudly represented at the Northern Metropolitan Region Championships in the 100 metre sprint.

Team sports also played a significant role in the school's sporting success during the year. The Boys Interschool Sports Cricket Team progressed to the Northern Metropolitan Region level and finished the competition as runner-up finalists after an impressive campaign.

At the district level, several Gilgai Plains teams represented the school with pride at the Woodlands District Championships. The Boys Volleyball Team competed strongly throughout the tournament, while both the Girls T-Ball and Girls AFL teams demonstrated great teamwork and sportsmanship as they represented the school.

Overall, 2025 was a fantastic year for sport at Gilgai Plains Primary School, with students displaying exceptional talent, dedication and school pride across a wide range of sporting opportunities.

Reflecting the diversity of our school community, students also participated in learning experiences and celebrations linked to a range of cultural and community events. These included Easter, Christmas, Ramadan, Eid, Chinese New Year, Diwali, Harmony Week and Reconciliation Week. These celebrations provide opportunities for students to learn about and respect different cultures and traditions.

Throughout the year, the school continued to improve and develop its outdoor learning and play spaces to support the needs of our growing student population. Additional shade sails were installed to provide increased sun protection, and new synthetic grass was added in areas that previously experienced flooding and uneven ground, improving safety and usability for students.

In 2025, the school also introduced a Breakfast Club, providing students with the opportunity to start the day with a healthy breakfast in a welcoming environment. The program supports student wellbeing and readiness for learning while also providing an opportunity for students to connect with peers and staff before the start of the school day.

The school's Clubs Program continued to provide students with a variety of lunchtime and recess activities run by staff. These clubs offer students opportunities to explore interests, develop new skills and build positive social connections. The program also supports student engagement during break times and contributes to a positive and inclusive school environment.

Gilgai Plains Primary School also strengthened relationships with neighbouring schools during the year. The leadership teams from the new local secondary school, Ngayuk College, and the specialist school, Marra School, which will both open in 2026, were based at our school during their establishment phase. Hosting these teams provided opportunities for collaboration and supported their preparation for opening while further strengthening partnerships within the local education community.

Financial performance

Gilgai Plains Primary School concluded 2025 in a strong financial position. This has enabled the school to continue providing high quality teaching and learning programs while ensuring students have access to appropriate resources to support their learning needs. Continued enrolment growth has contributed to a stable financial position and allowed the school to plan for future improvements to learning environments and facilities.

Throughout 2025, school funds were strategically allocated to support curriculum delivery, student wellbeing and improvements to school infrastructure. Key areas of expenditure included the purchase and implementation of a range of curriculum programs and learning resources to support literacy and numeracy development. These included Little Learners Love Literacy, Heggerty, PRIME Mathematics, Maths New Waves, and a range of digital learning platforms such as Time Table Rockstars, NumBots, Essential Assessment, Seesaw and mClass (DIBELS).

Additional investment was made to enhance student learning environments and wellbeing supports. This included the development of a Connections and Sensory Room to support student wellbeing and regulation.

The school also invested in resources to support student engagement and participation in physical activity. This included the purchase of new sporting equipment, the installation of additional synthetic grass areas, and new shade sails to improve outdoor learning and play spaces. Additional Apple iPads and notebooks were purchased to support the integration of digital technologies into teaching and learning programs.

Planning also commenced for the development of a new synthetic sports field, which will further enhance opportunities for students to participate in physical activity and sport.

The school received additional revenue through the Sporting Schools Grant, which supported the purchase of equipment used in the Physical Education and sports programs as well as resources available for students during recess and lunch breaks. Income generated through the hire of the school's Community Hub by local sporting groups also contributed to the purchase of sporting equipment and resources.

The school received voluntary parent contributions and Equity Funding from the Department of Education, which supported a range of programs and resources to ensure all students can access learning opportunities. Outside School Hours Care (OSHC) services are provided onsite by TheirCare, and this partnership also contributes to the school's financial position.

The school will continue to manage its resources carefully to ensure funds are directed towards initiatives that support improved student learning outcomes and wellbeing.

**For more detailed information regarding our school please visit our website at
<https://www.gilgaipainsps.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 929 students were enrolled at this school in 2025, 453 female and 476 male. 65% had English as an additional language and 2% 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	91.5%	
	Similar schools	80.6%	
	State	82.0%	

School Staff Survey

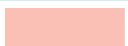
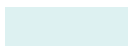
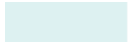
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	88.9%	
	Similar schools	73.2%	
	State	77.4%	

LEARNING

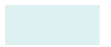
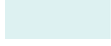
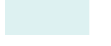
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	78.4%	
	Similar schools	82.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	79.6%	
	Similar schools	79.1%	
	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	69.5%		67.3%
	Similar schools	61.7%		62.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	65.6%		66.9%
	Similar schools	69.0%		70.5%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	67.1%		64.6%
	Similar schools	55.2%		56.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	69.4%		64.9%
	Similar schools	62.4%		62.2%
	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			
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	80.0%	
	Similar schools	74.3%	
	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	83.4%		86.1%
	Similar schools	76.5%		76.6%
	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
Years 4 to 6 % positive endorsement	School	78.6%		82.7%
	Similar schools	73.3%		72.3%
	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	25.3	26.3
	Similar schools	24.4	24.8
	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	88.6%	
Year 1	School	87.2%	
Year 2	School	87.2%	
Year 3	School	86.2%	
Year 4	School	87.3%	
Year 5	School	87.3%	
Year 6	School	86.6%	

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	\$9,455,752
Government Provided DET Grants	\$1,758,953
Government Grants Commonwealth	\$0
Government Grants State	\$163,406
Revenue Other	\$99,838
Locally Raised Funds	\$449,039
Capital Grants	\$0
Total Operating Revenue	\$11,926,988

Equity	Actual
Equity (Social Disadvantage)	\$155,436
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$155,436

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

Expenditure	Actual
Student Resource Package ¹	\$9,151,174
Adjustments	\$0
Books & Publications	\$614
Camps/Excursions/Activities	\$139,815
Communication Costs	\$6,018
Consumables	\$280,956
Miscellaneous Expenses ²	\$26,007
Agency Staff	\$32,954
Professional Development	\$35,447
Equipment/Maintenance/Hire	\$378,504
Property Services	\$193,141
Salaries & Allowances ³	\$266,267
Support Services	\$80,807

Expenditure	Actual
Trading & Fundraising	\$41,416
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,120
Utilities	\$76,011
Total Operating Expenditure	\$10,710,250
Net Operating Surplus/-Deficit	\$1,216,738
Asset Acquisitions	\$721,043

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	\$1,407,635
Official Account	\$112,893
Other Accounts	\$0
Total Funds Available	\$1,520,528

Financial Commitments	Actual
Operating Reserve	\$259,846
Other Recurrent Expenditure	\$6,486
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$220,000
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$736,332

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.