# 2025 Annual Report to the School Community

## School Name: Cranbourne South Primary School (4755)

- 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 31 March 2026 at 12:59 PM by Cate McKenzie (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 31 March 2026 at 12:59 PM by Cate McKenzie (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

Cranbourne South Primary School's (CSPS) mission is to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing. We strive to assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals. The five values of Purpose, Positivity, Persistence, Pride and Passion are the cornerstone of CSPS.

CSPS opened in 1956; located in a semi-rural environment approximately 5 kilometres south of Cranbourne. CSPS confirmed enrolment for 2025 was 376. CSPS has undergone a significant Capital Works project ($5.9 million) which included a purpose built, new facility (on Browns Road) including specialist environmental studies and arts spaces, student kitchen, wellbeing and breakout rooms, administration, first aid, new toilet amenities, staff car park upgrades, new multipurpose hard court and notable landscaping across the school. The dedicated staff of CSPS comprises of 3 Principal Class (Principal, Assistant Principal- Wellbeing, Assistant Principal- Teaching and Learning), 2 Learning Specialists (Curriculum and Disability Inclusion), 3 Curriculum Leaders (Literacy, Numeracy and Wellbeing), 5 PLC leaders, 24 teaching staff, 12 Education Support Staff, 1 Inclusion leader, 1 Business Manager, 2 Office staff and 1 First Aid Officer.

At CSPS, we pride ourselves on distributive leadership; represented by a strong commitment by the School Improvement Team (SIT). Teams are based on a Professional Learning Community (PLC) model, where data and point of need teaching, learning and wellbeing are the key focus. The school structure consists of 16 classes, divided into Lower School (Foundation – Year 2) and Upper School (Year 3 - 6). Support approaches and programs focus on literacy and numeracy development from the perspectives of early intervention, extension and growth. Specialist programs offered at CSPS result in high levels of student connection, motivation and engagement. We offered five key specialist programs in 2025 of Language (Spanish), The Arts- visual and performing arts, STEM, Physical Education and Social and Emotional Wellbeing.

The Student Wellbeing program is committed to daily implementation of strategies and programs that support student mental wellness and welfare, including Breakfast Club, Canine Assistance and Lego Therapies.

Student voice, agency and leadership continues to develop strongly, evidenced with the strong Year 6 leadership program, School Community Captains (SSC), SET (Sustainability & Environment Team) and iSea iCare ambassadors.

The Parents and Friends Association are crucial in fundraising and bonding the community together and were very active throughout 2025. Regular, open meetings occur and fundraising provided new shade sails, line marking and new marquees in 2025.

On site, TheirCare provides a high quality before/after school care program five days a week as well as a Holiday program.

# Progress towards strategic goals, student outcomes and student engagement

## Learning

With the introduction of a Structured Literacy Block in 2025, inline with the Science of Reading, implemented across the entire school, all "Big 6" of reading were addressed throughout the block, and are reflected in team planning documentation. The introduction of the block was informed by our student learning data. In F-2 all students are explicitly taught 20 minutes of phonics each day following the Sounds Write phonics program- this has been supported by Learning Specialist (through learning walks and feedback and observation) and Department supports. Key staff have received the professional learning offered by Sounds Write to support the fidelity of its implementation across the school.

The Literacy team have had a central focus on reviewing and updating curriculum documentation to reflect the Victorian Curriculum 2.0, including updating of 'I can' statements, all scope and sequence documents,  and genre specific continuum based assessment rubrics, for writing assessments to further strengthen our assessment and moderation practices. The updating of our documentation and refinement of our assessment and moderation practices has enabled us to begin developing a reliable CSPS Writing Wall (as a reference point) to support an increase in consistency and accuracy in teacher judgements

In Reading, results show that the proportion of students achieving in the Strong or Exceeding bands in NAPLAN remains consistent with similar schools, particularly in Year 3. However, Year 5 results suggest a need for continued focus on extending students' comprehension and analytical reading skills as they progress through the middle years.  Relative growth from Year 3 to 5 is within the similar to range, suggesting that students are maintaining steady progress but are not yet demonstrating the higher levels of growth evident in higher-performing schools.

The Numeracy team have similarly had a focus on reviewing and updating curriculum documentation, including the development of  'I can' statement' learning continuum in line with the Victorian Curriculum 2.0. As part of this process, the team have been reviewing the ARC lesson plans and other high quality resources, such as Maths 3000 and OCHRE resources to support in ensuring unit and lesson plans align with the 2.0 curriculum and meet students needs. Conversations have begun around both student and teacher expectations in numeracy lesson's which will be further explored in 2026 when reviewing and refining the instructional model. The PLC has also had a greater focus on unpacking and comparing NAPLAN, PAT and other data sources to identify areas of need and using this data to inform changes in teacher practice an in turn, drive improvement in student outcomes.

In Numeracy, student achievement in the Strong or Exceeding bands for both Year 3 and Year 5 is also comparable to that of similar schools. Growth data between Year 3 and Year 5 aligns with the medium range, highlighting consistent performance whilst also pointing to a need for targeted teaching to lift the proportion of students achieving high relative growth. This reinforces the importance of embedding differentiated learning practices across mathematics classrooms to strengthen problem-solving and reasoning outcomes.

Teacher Judgement data for Grade 3 English and Mathematics shows that the majority of students are achieving at or above the expected level, consistent with similar schools, however,

some inconsistency in judgements indicates a need to review our current writing assessment practices (including moderation) to ensure greater consistency in teacher judgements.

To further strengthen the development of new and aspiring middle-tier leaders, the Assistant Principal (Teaching and Learning), designed an opt-in Aspirant Middle Leader Program. This initiative focused on building the capacity of emerging leaders to establish and lead effective teams, and to drive strategic change that enhances student outcomes. Where appropriate, the program draws on the expertise of existing middle leaders who co-present and facilitate selected components. The program continues to yield highly positive feedback and has resulted in a number of middle leaders engaging in additional coaching with the Principal Team to further support the implementation of their individual leadership action plans.

All members of the Principal team were accredited in Growth Coaching in 2025, building the capacity to lead and strengthen professional conversation and the change management process.

## Wellbeing

Throughout 2025, the Wellbeing Team, led by the Mental Health and Wellbeing Leader (MHWL), developed a Scope and Sequence for the Respectful Relationships program, aligning it with the school's Social Wellbeing framework to ensure greater consistency across year levels. To support whole-school data collection, 'I Can' statements for Personal and Social Capabilities were created and embedded into year-level assessments, accompanied by a data tracker to monitor progress. Assessment tasks were developed in line with the curriculum and trialled across the school and shared with the school community. Feedback was sought through a survey and discussion across the school community. These documents have provided staff, students and parents with a deeper understanding of this curriculum area. In the 2025 Semester 1 Teacher Judgements for Personal and Social Capability there was a notable improvement from the previous year in student growth.

Staff participated in Wellbeing Team-led professional learning on Positive Classroom Management Strategies, further strengthening consistent behaviour practices across the school. These strategies were implemented through 'Setting the Climate' sessions and revision activities across the year, reinforcing proactive and preventative behaviour support. This work built on the school's School-Wide Positive Behaviour Support (SWPBS) framework and contributed to achieving Gold Status. Staff demonstrated increased confidence in applying consistent expectations and restorative approaches, leading to improved predictability, engagement, and wellbeing across all learning environments as reflected in our Tiered Fidelity Inventory (TFI) score of 97% positive. Despite this achievement, the school has undertaken a comprehensive review and redevelopment of all associated processes, led by the SWPBS Leader, including the Behaviour Matrix, behavioural response flowcharts, and Compass documentation procedures as well as an update of our school values. This comprehensive process involved consultation with students, staff, parents and the wider school community. These updated documents were launched to the school community at the end of the 2025 school year with a focus on implementation and embedding in 2026.

The Wellbeing team established clear internal and external referral pathways for students who may need more specialised support and community, health and wellbeing services were investigated. The provision of the specialist program, Social Wellbeing, continues to play a vital role in supporting students' emotional regulation and overall wellbeing. Through structured lessons and targeted activities, students learn essential social and emotional skills such as

empathy, self-awareness, conflict resolution, and mindfulness. These skills help children understand and manage their feelings, build positive relationships, and respond calmly to challenges.

A range of new wellbeing initiatives were introduced in the school yard. These include the Outdoor Oasis, providing a safe and supervised outdoor space for students, and Restorative Play sessions designed to support positive play and social interactions. The variety of lunchtime clubs was also expanded, contributing to a reduction in major behaviours. This has been reflected in the Atitudes to School Survey data; Goal Setting and Self-Regulation rose from 80% (2023) to 84% and Emotional Awareness and Self-Regulation improved from 68% (2023) to 72%.

The employment of an ES Inclusion Coach has further enhanced staff capabilities, providing Education Support (ES) staff with targeted strategies and programs to better meet the diverse needs of students within the classroom and outside. The coach also worked with students across the school who were experiencing school refusal or those who had been referred to the Wellbeing team. Strategies have included targeted school attendance plans, Lego Therapy, small group,  and one on one sessions. A targeted Education Support (ES) staff meeting is held fortnightly, providing a structured forum for collaboration, professional learning, and planning to support student learning and wellbeing facilitated by the Inclusion Coach and ES Leader. These meetings have strengthened communication, clarified roles, and enhanced the implementation of inclusive practices across classrooms.

Overall, these initiatives reflect the school’s continued commitment to building a positive, inclusive, and safe learning environment where students are supported to thrive socially, emotionally, and academically. The dedicated focus on wellbeing and inclusion fosters a supportive school culture where students feel safe, valued, and understood.

## Engagement

The combination of the many and varied Wellbeing activities has contributed to positive outcomes across the school. This includes the AtoSS survey results, such as Managing Bullying increased from 63% (2024) toward a target of 86% in 2025 and Experience of Bullying showed overall improvement across the school. The Attitude to School Survey results showed consistent improvement across all areas, with Cranbourne South Primary School matching or exceeding similar and Network schools in 2025. These results were reflected in the 2025 School Performance Report's Wellbeing score of 'High', including Attendance, which was also high. The Attendance Team continues to focus on parent education and the consistent implementation of processes and procedures, including Student Absence Learning Plans, ensuring students remain engaged in learning and that attendance supports academic progress and wellbeing.

The CSPS Engagement approach was structured and focused. Staff, students, student leaders Cranbourne South Primary School and community are responsible for promoting a welcoming and inclusive school environment. Through regular and targeted Professional Learning sessions, CSPS has continued to build staff capacity in the area of Student Engagement, focusing on Student voice and Agency within their learning. The six key specialist programs of Language (Spanish), The Arts (Visual and Performing Arts),STEM, Physical Education and Social Wellbeing opens the door for students to explore their interests and to discover what they truly love to do. CSPS outsources guest speakers to further student engagement and motivation. Students were offered a multitude of opportunities to participate in events and activities within the community. This includes sporting events such as Cross Country,

Athletics and team sports. In 2025, students were well represented at the annual Red Hill Show and many were awarded for their amazing works of art. CSPS provides many opportunities for students of all year levels to participate in student leadership roles within the school. These include Sustainability and Environment Team leaders, School Community captains and Year 5 iSeaiCare Dolphin Ambassadors. These teams plan and implement opportunities throughout the year to raise awareness and funds for specific charities through dress up days and events. Year 6 Student leadership roles include Captain and Vice, House and Community Captains. They are actively engaged in leading lunch clubs, event days and focus groups to provide feedback on school matters such as:
-school policies relating to home learning and engagement
-school Council attendance and presentation including actions relating to school improvement

CSPS provided opportunities for pre -Foundation students and families to engage with the school including online as well as onsite sessions to fully immerse students and families in the school experience, including activities led by student leaders. In Term 1, a Foundation 'Meet and Greet" afternoon session is held with a variety of activities onsite such as a petting zoo and community BBQ. Fun and Friendship playgroup sessions were introduced at the beginning of Term 4, inviting students to interact with the school environment in a less formal manner.

## Other highlights from the school year

We were excited to offer a range of camps, excursions, incursions and sporting opportunities for our students again in 2025.  A highlight for our Grade 5 and 6 students was their Urban Camp experience, exploring Melbourne city.  The itinerary included a trip to MSAC, the State Library, Melbourne Zoo, a tour of the MCG and the sports museum, a trip to the Queen Victoria night market and much more.  Additionally, our Grade 3 and 4 students had a wonderful time at Toolangi, riding bikes, the high ropes, raft building and a range of outdoor adventure camp activities.  Camps continue to be an popular experience for our students, offering opportunities to build independence, resilience, and social skills outside the classroom.  They are able to foster stronger relationships with peers and teachers through shared experiences, promote emotional well-being, and provide a "screen-free" environment that encourages reconnection with nature and with a variety of experiences that bring classroom learning to life in real-life situations.

CSPS continued to value and celebrate Harmony Day, National Wildlife Awareness Day, RU ok? day, Reconcilliation Day, ANZAC Day, Remembrance Day, Sorry Day, ES week and World Teacher's Day.  These days provided conversations around the environment, social issues, mental health and the connection to our Social and Emotional Wellbeing curriculum and honouring the sacrifices of those who served, fostering national unity, and ensuring lessons from the past are not forgotten.  ES Week was an opportunity for staff and students to acknowlege the tireless work of our Education Support team, as too World Teacher's Day. Murrup Days continued to be a highlight for our students each term, with an opportunity for students to spend time in multi-age groups, mentoring other students and working with a range of different students and staff.  Our iSea iCare ambassadors were able to develop their passion for the environment and did so by creating an opportunity for the school to collect bottles, cans and juice boxes to keep these out of our waterways.  The ambassadors and their families were given the unique opportunity to go an swim with the dolphins as part of the program- this was certainly well attended, with many parents joining in the fun.

House Cross Country, House Athletics, Swimming trials, inter-school sports (winter and summer lightening premiership), netball and other events were offered, and coordinated by our PE teacher, Mrs Curtois. Many of our teams made it to finals, divisionals and regional levels and all students showed positive sportsmanship, teamwork and encouragement throughout. We were very impressed by the efforts of parents to come out and support our students at these events. One of our students even represented the state in Baseball in 2025 in the Victorian team. Offering a range of sporting opportunities continues to ensure that we offer a broad and varied range of activities for our students to participate and thrive in.

A major event for CSPS in 2025 was the Art Show and Mercado. Every student had at least two pieces of work displayed, with the addition of a glow room, brought to life with blue lights and fluorescent paint and crayons. This was our most attended event of the year, with the addition of the Grade 6 market (Mercado), where they sold their homemade items to help pay for Graduation. The engagement of the students in real life economics, budgeting, selling, cash handling and change giving was incredibly valuable.

Additionally, many of our students had pieces of art shown at the Red Hill show at the beginning of 2025. So many of our students came away with awards for their art works, all incredibly impressive!

Our Mother's Day and Father's Day events (stalls, breakfast, BBQ and classroom activities) were well attended by all, and gave an opportunity for our students and school community to celebrate our parents and the work they do.

2025 was another year of continuing to fundraise, with our biggest event being the Colour Slime Run! We can't wait for the PFA to continue this amazing work so that we can add another playground to the school.

## Financial performance

CSPS' overall financial position was positive in 2025, with a clear focus on spending money in the best place to make an impact on student learning. In 2025, we ensured that there was a focus on purchasing equipment to develop our STEM program. This included the purchase of a number of 3D printers, as well as robotics equiment and coding equipment. There was deliberate provision made for this in the budget, ensuring student engagement with the program and the necessary resources were available to teachers.

A grant from the Breakfast Club program has ensured that we have been able to feed a large number of students before school on a Thursday and Friday each week, with generous time given by many parents to run this service for our families. Fruit for our students is regularly delivered, and relied upon by many students throughout the week. The Hot Cross Bun day was a highlight for the kids in 2025 as a celebration of the Breakfast Club program.

Our BARR funding has allowed us to continue to develop our school Bushfire Awareness and Readiness, with replacement of fences to allow for additional access and exit points around the school, as well as works to reduce vegetation. Fire-safe planting was also completed, using native plants. Additionally, we were able to purchase a new mower for the school as well as new tanks and pumps for additional water supply to our boundaries. This work will continue in 2026.

Other notable projects for 2025 included the playground re-spraying, purchase of post protectors for the playground, the development of a Outdoor Sensory Play Space.  Additionally, we allocated funds for a rolling improvement project, with the first part of this including the purchase of new furniture for four classrooms, painting of four classrooms and gallery area.  This will become a yearly focus to ensure that our classrooms are maintained to a high standard, with purpose-purchased tables, chairs and classroom fixtures.

PFA fundraising was a highlight with focus on the Mother's Day and Father's Day stalls and the Colour Run.  Additionally, the Halloween Disco was a hightlight of the year for the students.  PFA fundraising supported the purchase of five heavy-duty new marquees with our house colours and logo, line marking aroudn the school, more shade sails to creat the Outdoor Oasis space, the purchase of a party box speaker and wheelie bins for our cash for cans and bottles drive.  PFA continue to build funds for a junior playground, and have raised over $26,000 towards this so far.  Further targeted fundraising will happen in 2026 to keep building on this amount.

**For more detailed information regarding our school please visit our website at https://cranbournesouth.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 379 students were enrolled at this school in 2025, 170 female and 209 male. 6% 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** | **58.7%** |
| | Similar schools | 79.0% |
| | 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** | **73.5%** |
| | Similar schools | 77.4% |
| | 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** | **86.6%** |
| | Similar schools | 86.6% |
| | State | 86.3% |
| **Mathematics Prep - 6 % of students at or above age expected standards** | **School** | **84.5%** |
| | Similar schools | 85.4% |
| | 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** | **62.0%** | **59.9%** |
| | Similar schools | 70.1% | 69.9% |
| | State | 69.5% | 69.3% |
| **Reading Year 5 % of students Strong or Exceeding proficiency levels** | **School** | **67.4%** | **72.3%** |
| | Similar schools | 71.4% | 73.6% |
| | State | 73.9% | 74.6% |
| **Numeracy Year 3 % of students Strong or Exceeding proficiency levels** | **School** | **60.0%** | **53.2%** |
| | Similar schools | 63.8% | 65.4% |
| | State | 66.2% | 66.4% |

| | | 2025 | | 3-year average |
|---|---|---|---|---|
| **Numeracy Year 5 % of students Strong or Exceeding proficiency levels** | **School** | **58.7%** | | **64.3%** |
| | Similar schools | 64.5% | | 65.3% |
| | 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** | **73.3%** | |
| | Similar schools | 71.4% | |
| | State | 74.7% | |
| **Numeracy Year 3 to 5 % of students High or Medium relative growth** | **School** | **72.7%** | |
| | Similar schools | 65.9% | |
| | 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** | **86.0%** | | **73.9%** |
| | Similar schools | 77.0% | | 75.6% |
| | 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** | **85.7%** | | **69.5%** |
| | Similar schools | 77.3% | | 75.1% |
| | 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 |
|---|---|---|---|
| **Prep - 6** | **School** | **21.5** | **20.1** |
| | Similar schools | 21.1 | 21.5 |
| | State | 21.5 | 21.7 |

## Attendance rate

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

| | | 2025 | |
|---|---|---|---|
| **Prep** | **School** | **91.1%** | |
| **Year 1** | **School** | **89.1%** | |
| **Year 2** | **School** | **89.2%** | |
| **Year 3** | **School** | **87.0%** | |
| **Year 4** | **School** | **88.2%** | |
| **Year 5** | **School** | **89.6%** | |
| **Year 6** | **School** | **89.4%** | |

# 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 | $4,140,379 |
| Government Provided DET Grants | $612,097 |
| Government Grants Commonwealth | $3,227 |
| Government Grants State | $15,612 |
| Revenue Other | $18,839 |
| Locally Raised Funds | $271,932 |
| Capital Grants | $0 |
| **Total Operating Revenue** | **$5,062,088** |

| Equity | Actual |
|---|---|
| Equity (Social Disadvantage) | $50,925 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage - Extraordinary Growth) | $0 |
| **Equity Total** | **$50,925** |

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

| Expenditure | Actual |
|---|---|
| Student Resource Package[1] | $4,135,447 |
| Adjustments | $0 |
| Books & Publications | $5,794 |
| Camps/Excursions/Activities | $125,967 |
| Communication Costs | $4,638 |
| Consumables | $69,618 |
| Miscellaneous Expenses[2] | $17,401 |
| Agency Staff | $105,453 |
| Professional Development | $15,186 |
| Equipment/Maintenance/Hire | $59,956 |
| Property Services | $75,307 |
| Salaries & Allowances[3] | $86,849 |
| Support Services | $30,863 |

| Expenditure | Actual |
|---|---|
| Trading & Fundraising | $41,548 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $37,462 |
| **Total Operating Expenditure** | **$4,811,489** |
| **Net Operating Surplus/-Deficit** | **$250,599** |
| **Asset Acquisitions** | **$73,580** |

[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 | $373,192 |
| Official Account | $34,491 |
| Other Accounts | $0 |
| **Total Funds Available** | **$407,683** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $112,674 |
| Other Recurrent Expenditure | $11,843 |
| Provision Accounts | $0 |
| Funds Received in Advance | $45,403 |
| School Based Programs | $7,356 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $27,109 |
| 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 |
| **Total Financial Commitments** | **$204,384** |

*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.*