

2025 Annual Report to the School Community

School Name: Mount Martha Primary School (5171)

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

Mount Martha Primary School has served the Mount Martha community since opening in 1982. Our vision is to empower students to become active learners who make a positive impact in a changing world. The school's values of Knowledge, Respect, Integrity, and Collaboration are embedded in daily practice to provide an excellent, high-quality learning environment.

In 2025, the school had an enrollment of 542 students. A small number of students had English as an Additional Language (EAL). Students were organised across 24 classes from Prep to Year 6, with most enrolled from the local neighbourhood area. The school's Student Family Occupation and Education Index (SFOE) was low, indicating an overall high socio-economic profile. A small percentage of students came from households where English was not the primary language spoken at home. The main destination schools for graduating Year 6 students were Dromana Secondary College and Mornington Secondary College, along with several local non-government schools.

Mount Martha Primary School employed 61 staff members, including 3 Principal Class staff, 38 teaching staff, and 21 Education Support staff. Staff worked in a combination of full-time and part-time roles. The school offered seven specialist learning areas: Physical Education, Performing Arts, Visual Arts, Digital Technologies, Science, Social and Emotional Learning, and Japanese. Two teachers worked in Learning Boost Programs, supported by Education Support staff. In addition, the school had 21 education support staff working across administration, classroom support, ICT support, grounds maintenance, and Out of School Hours Care.

The school also had four Learning Specialists in the areas of English, Mathematics, Social and Emotional Learning, and Digital Technologies. The staff profile is largely weighted toward experienced personnel across both teaching and education support roles, bringing a wide range of skills and expertise to improving student outcomes.

Mount Martha Primary School enjoys strong relationships with both its immediate and broader community. The school's positive reputation continues to be built on the achievements of its students in academic, sporting, and performing arts areas, as well as through a variety of co-curricular programs. Parents are encouraged to be actively involved in their children's education through classroom support, camps, excursions, sporting events, and participation in the School Events Committee and School Council.

In addition to Department of Education funding, the local community plays an important role in fundraising efforts to continually improve school facilities for students. The school strives to provide play spaces and classrooms that are welcoming, engaging and stimulating. Teaching occurs in a combination of flexible learning spaces and traditional classrooms, with specialist programs delivered in dedicated learning areas.

The introduction of the Victorian Teaching and Learning Model 2.0 supported the development of the Mount Martha Primary School lesson structure, which focuses on the gradual release of responsibility through daily review and the sequence of I Do, We Do, You Do, followed by lesson reflection. Lessons incorporate opportunities for students to respond, demonstrate understanding, and receive responsive teaching. Students continue to benefit from a calm and focused learning environment that supports engagement in learning and the development of positive relationships.

The school is committed to meeting the diverse needs of all students through careful planning, implementation, and evaluation of programs and activities. Student wellbeing and engagement have been strengthened through the continued implementation of the Respectful Relationships and Rights and Resilience programs, as well as the Protective Behaviours program.

In 2025, Social and Emotional Learning was introduced as a specialist subject, allowing this area of the curriculum to be explicitly taught through weekly specialist lessons and reinforced within classroom learning. In 2024, the school became a School-Wide Positive Behaviour Support (SWPBS) school. As part of the continued implementation in 2025, the school developed consistent behavioural expectations centred on four key statements: We Are Kind, We Are Safe, We Are Learners, and We Are Proud. A minor behaviour flowchart was also developed to support consistent responses to student behaviour. School routines were further refined and explicitly taught to students, ensuring clarity and consistency across the school.

The school continues to maintain a strong focus on its Vision- Mt Martha Primary School strives to empower students to be active learners who make a positive impact in a changing world. Mission - Ensure a high quality and engaging learning program that builds on the capability of every student. Our Values- Knowledge, Respect, Integrity and Collaboration. We ensure they are reflected in everyday practice across the school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Mount Martha Primary School provides an inclusive and supportive learning environment that both challenges and engages students to develop as passionate, lifelong learners. The school is committed to nurturing motivated, creative and independent individuals who demonstrate strong social values. Students are encouraged to develop leadership, resilience, and self-confidence, which are evident in their interactions within the school and the wider community.

Teaching and learning at Mount Martha Primary School is guided by an evidence-based pedagogical approach aligned with the Victorian Teaching and Learning Model 2.0, with explicit instruction at its core. Teachers implement the gradual release of responsibility model, incorporating clear modelling and think-aloud strategies, guided practice with worked examples, and scaffolds that are gradually withdrawn as students build proficiency and independence.

In 2025, the school introduced the PhOrMES Word Reading and Spelling program for students in Years 3–6 to further strengthen explicit, systematic instruction in morphology, orthography and advanced word reading. In the junior school, teams continued to consolidate the implementation of the Little Learners Love Literacy program, embedding explicit and systematic synthetic phonics instruction aligned with the Science of Reading to support early decoding and word recognition development.

Staff work collaboratively within professional learning communities to design high-quality teaching and learning programs informed by the Victorian Curriculum Version 2.0. Planning and instructional decisions are guided by ongoing analysis of student data to ensure teaching is responsive and targeted. This structured approach supports the school's commitment to continuous improvement in student outcomes, enabling students to set and pursue personal goals, experience success and develop the skills and confidence needed to thrive as learners.

The school's focus on high-quality teaching is reflected in the strong academic outcomes achieved by students across the school during 2025. Through consistent teaching practices, careful monitoring of student progress and targeted support where required, Mount Martha Primary School continues to support students to achieve high standards of learning and demonstrate strong growth across the Victorian Curriculum.

In 2025, teacher judgements of student performance based on the Victorian Curriculum standards placed students above the state level in Reading and Mathematics from P–6, with the school performing 8% higher than the state in Reading and 11% higher in Maths. The school also outperformed comparative schools in teacher judgements for English and Numeracy from P–6, with variances of 1.7% and 3.4% respectively.

The school's NAPLAN results further highlight these achievements. In 2025, the percentage of students in the strong or exceeding proficiency level was well above the state average for Reading and Numeracy in Year 3 and Year 5. Year 3 students achieved almost 12% higher than the state average in Reading and 9% higher in Numeracy, while Year 5 students scored 10% higher in Numeracy and 4% higher in Reading. Compared with similar schools, Year 3 Reading results were slightly higher, though Numeracy was slightly lower. Year 5 Reading results were about 4% lower than comparable schools, with Numeracy matching the comparative average.

Beyond absolute achievement, the school also monitors relative growth in Naplan, comparing students' current year results with peers who had similar scores two years prior. In 2025, the percentage of students achieving high or medium relative growth from Year 3 to Year 5 in Reading was above both the state and comparative schools. In Numeracy, relative growth was above comparative schools and slightly below the state, demonstrating strong progress across key learning areas.

To support these outcomes, the Tutor Learning Initiative strengthened Tier 2 practices within the school's multi-tiered system of support through Learning Boost programs. Although funding was reduced in 2025, it partially contributed to staffing for targeted small-group intervention for students requiring additional support. In Years 3–6, Learning Boost teachers (one at 0.8 time fraction, and another at 0.4) delivered focused Literacy and Numeracy programs for students working significantly below expected levels, while in Prep–Year 2, targeted support (time fraction 0.6) reinforced foundational literacy skills through a “double dose” of the Little Learners Love Literacy program. Extension opportunities were also provided for high-achieving students, emphasising reading comprehension, and the Disability Inclusion program offered additional adjustments to support learning for students with diverse needs.

Complementing these initiatives, the Story Dogs program provided Year 2 students with increased confidence and engagement in reading. The High Abilities Practice Leader worked with students identified for enhanced learning programs and delivered professional development for staff, ensuring that both student and teacher capabilities were supported.

The school continued to strengthen the implementation of Professional Learning Communities (PLC) practices across all teams. Staff engaged in two structured cycles of inquiry each term in 2025, aligned with the priorities of the Annual Implementation Plan (AIP). Through analysing data, planning targeted strategies, implementing actions, and evaluating their impact, teachers

collaboratively refined their practice to improve student learning outcomes. The Assistant Principal for Teaching and Learning supported PLC Year Level Leaders to build their capacity in facilitating effective PLC meetings and using data to inform teaching and learning.

Specifically in 2025, PLC teams focused on applying Rosenshine's Principles of Instruction within Literacy and Specialist programs, implementing Daily Review and Ochre slides to strengthen Numeracy outcomes. Quantitative and qualitative data were collected to deepen teachers' understanding of explicit instruction, cognitive load theory, and the Victorian Teaching and Learning Model 2.0. Subsequent cycles emphasised embedding structured opportunities for student response, providing timely feedback, and refining responsive and adaptive teaching within whole class instruction across both Numeracy and Literacy. Across all cycles, teachers also developed their familiarity with Positive Classroom Management Strategies (PCMS) and the VTLM 2.0 Practice Guides, which supported continuous improvement in teaching practices.

Wellbeing

Mount Martha Primary School (MMPS) continued its School Wide Positive Behaviour Supports (SWPBS) journey in 2025, focusing on strengthening the fidelity of Tier 1 (universal) support strategies and goals across the whole school. The school's SWPBS coach, Anthony King, supported staff through professional learning and worked alongside the Social and Emotional Learning (SEL) Learning Specialist to implement Tier 1 supports.

In 2024, the school undertook a school review and developed a new School Strategic Plan (SSP). One of the key recommendations from the review was to improve Attitudes to School Survey (AToSS) data for students in Years 4–6. These students completed the AToSS, providing valuable insights into their perspectives on school and their overall schooling experience. The survey gathered data on areas including students' feelings about school, their learning, peer relationships, resilience, bullying, health and wellbeing, physical activity and life in general.

To support students in preparing for the survey, the Assistant Principal (Wellbeing) and the SEL Learning Specialist facilitated practice sessions with the Year 4–6 cohorts. These sessions also enabled the collection of pre- and post-data about how senior students were feeling about their schooling experience. The findings were shared with staff to inform future actions and priorities. This process also supported the school's SSP and Annual Implementation Plan (AIP) goals of strengthening students' sense of connectedness to school and improving attitudes towards the management of bullying.

Mount Martha Primary School continued to implement the Rights, Resilience and Respectful Relationships (RRRR) program, which provides an important framework for strengthening and improving existing practices that support the social and emotional health and wellbeing of students. In 2025, staff demonstrated a strong commitment to the RRRR program by implementing it across all year levels, building on learning that also occurred through the Social and Emotional Learning (SEL) specialist program.

A Learning Specialist in SEL, working alongside a team of staff from across the school, supported the implementation of these whole-school programs. The school also had Year 6 Student Wellbeing Leaders who worked with staff to ensure that student voice was heard and to strengthen students' involvement in selected decision-making processes.

A key component of the school's approach to student wellbeing was the explicit teaching of social and emotional learning (SEL) skills in classrooms, specialist lessons and in the school

yard. Terms One and Three began with a four-week focus on the school values, with teachers designing and delivering lessons that explicitly taught and reinforced these values. School-wide awards continued to recognise students who demonstrated the values and these achievements were highlighted at assemblies and in the school newsletter to celebrate students and communicate with the broader community. Additional wellbeing resources were also purchased to support teachers in the explicit teaching of social and emotional skills. Within classrooms, regular brain breaks and a range of mindfulness activities were incorporated throughout the day to support student focus and wellbeing.

MMPS continued to implement the Primary Protective Behaviours program across the school. This program was selected as it is one of the most widely used programs nationally, as reported by the National Safe Schools Framework. The school also continued its Body Education program for students in Years 5 and 6.

A variety of programs and activities supported the school's student-centred approach to wellbeing. Students were encouraged to participate in both curricular and extra-curricular opportunities that develop personal and interpersonal skills, attitudes and behaviours. In 2025, MMPS participated in initiatives such as the National Day of Action Against Bullying and Violence and Safer Internet Day. The Student Representative Council (SRC), with representatives from all year levels, met regularly to discuss and act on ideas and initiatives suggested by students.

The Year 6 Student Wellbeing Leadership Team promoted the school values by supporting students with positive social interactions in the playground, recognising positive behaviour through awards, and assisting at school events. The Wellbeing Leaders also continued to support the implementation of the Classroom and Yard Behaviour Agreements. Through this process, students and teachers worked together to strengthen a sense of connectedness by ensuring that expectations and goals were clear and consistent across the school. These agreements help ensure that all students feel supported and understand the expectations shared by all teachers.

The SEL Learning Specialist also facilitated targeted social skills sessions through lunchtime activities and clubs to support students with a range of needs. Students were identified by teachers and participated in explicit social skills learning delivered through structured play-based activities.

The MMPS Wellbeing Team, comprising the Principal, Assistant Principals and Student Support Services (SSS), met fortnightly to discuss strategies to strengthen and provide high-level support for students, their families and teachers. The team provided direct support where possible and developed strong partnerships with external agencies to enable timely and appropriate referrals when required.

The school also received additional Tier 3 funding to support students through the Disability Inclusion (DI) Program. Educational Support (ES) staff were allocated across year levels to provide targeted support, and staff participated in professional learning to further strengthen their capacity to support students.

A key focus in 2026 will be to continue implementing SWPBS Tier 1 practices with fidelity, while also beginning to introduce recommended Tier 2 and Tier 3 strategies. The school will continue to prioritise improvement in Attitudes to School Survey (AToSS) outcomes by collecting preliminary wellbeing data from all students in Prep–Year 6 and sharing this information with classroom teachers to inform planning and support.

Based on the school's 2025 AToSS results, priority areas for improvement include students' sense of connectedness (63.9%) and the management of bullying (60.0%), as these results were below both similar schools and the state average. The data also indicated that the Year 6 cohort reported significantly lower results in these areas compared with the Year 4 and Year 5 cohorts.

In 2026, the school will also introduce a Mental Health and Wellbeing Leader (MHWL). This role will focus on building staff capacity, strengthening student voice, researching and implementing evidence-based strategies, establishing clear referral pathways, and promoting a whole-school approach to student mental health and wellbeing.

Engagement

Mount Martha Primary School works to ensure that students are highly engaged in both their learning and the broader school community. The school continues to prioritise a balanced curricular and co-curricular approach to student engagement. Alongside delivering a rigorous and guaranteed teaching and learning program, the school provides a wide range of enriching learning experiences designed to support student engagement. These include access to a quality Digital Technologies curriculum and resources, camps, Beach Safety programs, choirs, excursions, incursions and Bike Education. Staff also incorporate strategies such as brain breaks, mindfulness and cooperative learning to support student wellbeing and sustained engagement in learning.

The school continued to implement the *Building Learning Power* approach, which fosters a culture that develops students' learning dispositions and encourages them to approach challenge and uncertainty with confidence, resilience and creativity.

Student agency and voice were further strengthened through increased opportunities for personalised learning, an active Student Representative Council (SRC) that contributes ideas for school improvement, Year 6 leadership roles, and buddy and mentoring programs between students and staff, and between older and younger students.

To maintain our high expectations for engagement, we improved our Universal Tier 1 support by embedding Positive Classroom Management Strategies (PCMS) consistently across every classroom. This included a rigorous focus on **"Opportunities to Respond"** (OTRs), encouraging high levels of engagement. Classroom environments were adjusted to make assessment through **active supervision** easier for teachers, where staff refined explicit teaching by integrating differentiation and task difficulty within the MMPS lesson structure. Throughout 2025 and moving into 2026, teachers are practicing consistent "Whiteboard Routines" and "Active Supervision" through redesigned learning spaces that ensure quick, equitable access to every learner. These universal routines are reinforced by a schoolwide system of encouraging expected behavior—including Values Tickets and Positive Postcards—while the Minor Behavior Flowchart ensures that any corrections are calm, brief, and immediate. Looking ahead, our 2026 focus will see staff developing classroom-specific behavior matrices to supplement our schoolwide SWPBS framework, ensuring that these high-leverage practices remain a permanent, predictable fixture of our learning environment for all students.

In 2025, the school continued to strengthen communication with students and families about learning progress. All year levels used digital platforms, including Seesaw and Google Classroom, to support engagement with the learning program as part of regular classroom practice. Processes were also introduced to streamline communication through the school website, including the publication of year level and specialist newsletters. In 2025, the whole school transitioned to using Seesaw to regularly share individual student learning and learning goals with families, with updates provided four times each term.

The School Staff Survey results for school climate (67.4%) were below the state average and Parent satisfaction results (71.8%) were also below the state average. In response, staff, School Council and the School Engagement Committee (SEC) continued to work together to strengthen

parent engagement and satisfaction. All parents were provided with access to the Parent Opinion Survey, with responses received from 78 of the school's 409 families (19% of the parent population). To further strengthen communication and engagement, the school increased opportunities for families to access information about student learning. Regular updates were shared through Seesaw posts, links to students' Google Classrooms and blogs, and articles in the school newsletter. These communication channels also informed families about the school's improvement agenda and Professional Learning Community (PLC) cycles.

Families were provided with teaching and learning activities to support students during periods of absence. The school actively communicated the importance of daily attendance through newsletters, assemblies, information evenings, phone calls, emails, and the Compass platform. Visual reminders were displayed around the school, including posters stating "Everyday Counts" and a large sign at the front of the school reading "It's Not OK to be Away." Parents were also provided with guidance on reporting student absences via Compass through Parent Information Booklets and school newsletters.

Where absences were frequent, extended, or of particular concern, the school worked collaboratively with parents, students, and relevant professionals to develop strategies to improve attendance. These strategies included Student Support Group (SSG) meetings, Individual Learning Plans (IEPs), implementation of student absence learning plans, and access to allied health support when appropriate. Student attendance data was shared with parents twice yearly through Student Reports.

In 2025, student attendance at Mount Martha Primary School was affected by illness, parental choice, and families taking extended holidays interstate and overseas. Average attendance ranged from 87.5% in Year 6 to 90.9% in Year 1. When compared with similar schools, the school's absence rate (20.9 days) was slightly higher than comparable schools (18.6 days) but remained below the state average (21.5 days). Improving attendance will be a key focus in 2026, with ongoing communication to parents reinforcing the importance of regular school attendance for student learning and wellbeing.

Financial performance

At the end of 2025 the school's financial position is in a credit deficit, this deficit has continued into 2026. The deficit is due to reducing student numbers and experienced teaching staff. The 2025 Cash Budget was supplemented by funds carried forward from 2024. A well-planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept, and internal controls monitored. Financial commitments were met within the expected timelines and the school operated as planned within its budget. The Finance Committee and School Council were well informed of the school's financial position by the regular provision of copies of the Operating Statement and Balance Sheet to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2025 were

compared against the budget and any variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the year 2025. The Mornington Peninsula District Sports Association budgets were administered by the school in 2025. The school operated an Out of Hours School Care Program which formed a significant part of the schools' local trading revenue and expenditure. The school's fundraising team, run by the very active committee of parents and staff throughout 2024-2025, raised \$80,000 to contribute to projects for all the Mount Martha Primary students in 2026.

**For more detailed information regarding our school please visit our website at
<https://www.mtmarthaps.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 543 students were enrolled at this school in 2025, 279 female and 264 male. 2% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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	71.8%	
	Similar schools	79.1%	
	State	82.0%	

School Staff Survey

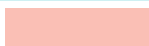
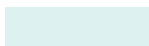
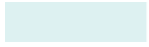
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	67.4%	
	Similar schools	78.3%	
	State	77.4%	

LEARNING

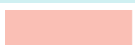
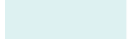
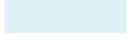
Teacher Judgement of student achievement against the Victorian Curriculum

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	94.7%	
	Similar schools	93.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	95.9%	
	Similar schools	92.5%	
	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	82.6%		79.2%
	Similar schools	81.3%		80.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	79.2%		81.3%
	Similar schools	84.9%		85.5%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	76.5%		79.4%
	Similar schools	80.2%		79.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	80.0%		75.8%
	Similar schools	80.0%		79.3%
	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	79.4%	
	Similar schools	75.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	72.1%	
	Similar schools	71.1%	
	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	63.9%		62.6%
	Similar schools	74.4%		75.8%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	60.0%		60.6%
	Similar schools	73.8%		74.5%
	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	20.9	20.9
	Similar schools	18.6	19.2
	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	90.7%	
Year 1	School	90.9%	
Year 2	School	90.1%	
Year 3	School	89.0%	
Year 4	School	89.9%	
Year 5	School	87.6%	
Year 6	School	87.5%	

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	\$5,168,903
Government Provided DET Grants	\$594,866
Government Grants Commonwealth	\$177,151
Government Grants State	\$28,298
Revenue Other	\$41,913
Locally Raised Funds	\$573,650
Capital Grants	\$0
Total Operating Revenue	\$6,584,781

Equity	Actual
Equity (Social Disadvantage)	\$27,065
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$27,065

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

Expenditure	Actual
Student Resource Package ¹	\$5,463,632
Adjustments	\$0
Books & Publications	\$2,007
Camps/Excursions/Activities	\$221,718
Communication Costs	\$3,119
Consumables	\$89,037
Miscellaneous Expenses ²	\$62,908
Agency Staff	\$0
Professional Development	\$22,097
Equipment/Maintenance/Hire	\$62,946
Property Services	\$177,626
Salaries & Allowances ³	\$510,413
Support Services	\$99,865

Expenditure	Actual
Trading & Fundraising	\$56,229
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,337
Total Operating Expenditure	\$6,816,934
Net Operating Surplus/-Deficit	(\$232,153)
Asset Acquisitions	(\$0)

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	\$260,724
Official Account	\$36,633
Other Accounts	\$0
Total Funds Available	\$297,358

Financial Commitments	Actual
Operating Reserve	\$225,550
Other Recurrent Expenditure	\$2,367
Provision Accounts	\$0
Funds Received in Advance	\$13,124
School Based Programs	\$126,150
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,100
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	\$369,292

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.