

2025 Annual Report to the School Community

School Name: Langwarrin Park Primary School (5257)



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

Attested on 24 March 2026 at 02:56 PM by Debra Anne Haddow (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 24 March 2026 at 02:56 PM by Debra Anne Haddow (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

At Langwarrin Park Primary School, our vision is to support students to become curious, confident and caring learners who reach their full potential. We strive to develop lifelong learners who are inquisitive, open to challenge and motivated to achieve at their highest level.

Our school values of Respect, Resilience and Citizenship are embedded in everyday practice. Langwarrin Park Primary School is a foundational member of the Langwarrin Positive Education Network (THRIVE), reflecting a strong commitment to student and community wellbeing through best-practice teaching and the science of Positive Psychology. These values are explicitly taught through our THRIVE Wellbeing and Positive Behaviour curriculum, which supports students to Try their best, be Healthy, get Involved, live their Values and Enjoy positive emotions. Staff foster an inclusive and supportive learning environment, drawing on Berry Street strategies to build strong relationships and establish consistent, predictable routines. In addition, Real Schools facilitators were engaged to further strengthen staff capacity to develop emotionally resilient students.

At the beginning of 2025, Langwarrin Park Primary School had an enrolment of 571 students across 25 classes, with an average class size of 23 students. We have a small number of EAL and international students and 14 Koorie enrolments. The school's Student Family Occupation and Education (SFOE) index was 0.3424, placing it within the low–medium school-level band. Most students reside in the immediate Langwarrin area.

The school's staffing structure supported flexible working arrangements and included a mix of full-time and part-time staff. Due to leadership changes at the start of the year, the school was led by an Acting Principal for three terms. The two Assistant Principal roles operated flexibly and were shared between four staff members. The staffing profile included three Learning Specialists and 38 teachers, comprising 11 Classroom Teacher Range 1 and 27 Classroom Teacher Range 2 staff. By the end of 2025, the school employed 16 Education Support staff funded through the Disability Inclusion Profile (DIP) to support 28 funded students and our Koorie students.

Wellbeing and learning support was provided by an Inclusion Leader, a Tutor Learning Initiative (TLI) teacher, and a Junior School Intervention Assistant. In addition, NDIS-funded allied health professionals supported students onsite, alongside a private psychologist operating from the school. Teachers developed Individual Education Plans (IEPs) for students requiring additional support and conducted quarterly Student Support Group (SSG) meetings with families to monitor progress and review learning and wellbeing goals.

Langwarrin Park Primary School maintains strong partnerships with local kindergartens, primary schools and secondary schools. These relationships support smooth student transitions and promote consistency of practice through the THRIVE network. Curriculum planning is aligned with the Victorian Curriculum, with dedicated weekly time allocated for teaching teams to collaborate. All teams engage in an inquiry-based Professional Learning Communities (PLC) approach to drive continuous improvement.

Students participate in a broad range of curriculum programs, including Physical Education and Sport, Music, Auslan, STEM, and Visual and Performing Arts. In 2025, the school focus aligned with the system-wide priority of achieving excellence in every classroom, every day. Key improvement actions included strengthening consistency in wellbeing processes, enhancing

student connection, implementing the updated Victorian Teaching and Learning Model (VTLM) 2.0, and increasing student voice through the work of the Learning Specialists team.

The school community takes pride in the presentation and maintenance of facilities and grounds. In 2025, work commenced to upgrade gardens and facilities. The school employed 3 part time staff for the OHS, Facilities and Gardens team. Significant upgrades were undertaken, including improvements to gardens at the front of the school and a new toilet block. Plans were made to upgrade the basketball courts in 2026. Parent volunteers supported these efforts through working bees, maintenance projects and fundraising.

We have an efficient Administration team of 4 staff managing the office, finances, first aid and being the first port of call to help parents. The school focussed on improving processes for efficiency, using the Compass portal. We reduced the number of apps we were using to streamline processes for parents. We communicated to parents and set up all of our events on Compass to make it a 'one stop shop'.

Technology is purposefully integrated to enhance teaching and learning. Funds raised by the Parent Fundraising Committee (PFC) supported the STEM program through the purchase of 3D printers and robotics equipment. The school operates a Buy Your Own Device (BYOD) program from Year 4, while maintaining a substantial bank of school-owned devices to ensure equitable access. Learning spaces are designed to be inviting, well organised and informative.

Parent engagement is actively encouraged, with families viewed as valued partners in learning. During 2025, the PFC operated with a small core group and successfully supported fundraising initiatives; however, additional membership could not be secured for 2026. As a result, fundraising responsibilities will transition to the School Council's Sponsorship and Grants Committee. A team of Student Engagement Leaders will also be established to strengthen community connections. The School Council remains highly supportive and committed to continuous improvement.

By the end of 2025, a substantive Principal had been appointed and the 2026 Leadership Team confirmed. Significant work was undertaken to stabilise curriculum delivery, wellbeing practices, support structures, and operational processes, including financial management. This work addressed challenges experienced during 2025 and established a strong foundation for 2026, ensuring Langwarrin Park Primary School continues to be a calm, inclusive and positive learning environment for all.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school continued to demonstrate strong progress in teaching and learning, driven by a whole-school commitment to evidence-based practice and instructional consistency. A sustained focus on high-impact teaching strategies aligned to the Victorian Teaching and Learning Model (VTLM 2.0) has strengthened classroom practice and improved student learning outcomes, particularly in literacy and numeracy.

Student achievement data reflects this improvement. NAPLAN 2025 results show high levels of achievement across Reading, Writing and Numeracy in both Year 3 and Year 5, with a large proportion of students achieving in the Strong and Exceeding bands. These results are above similar schools and close to or above network averages, indicating continued growth and sustained improvement across the school.

Teaching practice in 2025 focused on explicit instruction, with lessons clearly structured and learning intentions and success criteria made visible to students. The introduction of Daily Reviews supported students to strengthen retention and automaticity in key skills, while the consistent use of student whiteboards increased engagement and enabled teachers to provide immediate feedback and adjust instruction in real time.

A comprehensive assessment schedule supported consistent monitoring of student progress. Teachers used a range of assessment tools, including NAPLAN, PAT, common formative assessments, observations, exit slips, and pre- and post-assessments, to identify student growth, monitor progress over time and inform targeted teaching. Data walls supported shared understanding of student learning and trends across cohorts.

Professional Learning Communities (PLCs) played a key role in strengthening collective teacher efficacy. Teachers worked collaboratively to analyse data, reflect on the impact of teaching strategies, and plan targeted differentiation to meet student needs. This strong focus on data-informed practice is reflected in staff survey results, with high levels of confidence reported in using data for curriculum planning, understanding formative assessment, and moderating assessment tasks collaboratively.

Overall, the school's focus on consistent, high-quality teaching practice and the effective use of assessment and data has resulted in improved student engagement, confidence and achievement. This provides a strong foundation for continued growth and improvement in teaching and learning.

In 2026, the school will continue to refine and embed VTLM 2.0 practices, strengthen PLC inquiry cycles to further build collective efficacy, and maintain a strong focus on precision teaching in literacy and numeracy. Assessment data, including NAPLAN and formative measures, will be used to identify target cohorts for stretch and support, ensuring sustained growth and equitable outcomes for all students.

Wellbeing

Student Agency, Engagement and Connectedness

Progress has been made toward improving student agency, engagement, and connectedness to learning through the consistent implementation of student voice, goal setting, and data-informed teaching practices. Teachers are embedding explicit learning intentions and success criteria, with increased use of data walls to inform targeted planning and feedback. Early monitoring indicates steady improvement in student engagement and self-regulation practices across classrooms. These actions support progress toward the 2025 targets in the Student Attitudes to School Survey, including improving Student Voice and Agency (47% to 54%), Effective Classroom Behaviour (65% to 69%) and Stimulated Learning (61% to 73%). Staff feedback reflects increased clarity around learning expectations and opportunities for student input.

The Year 6 Captain selection process was strengthened this year to promote fairness, equity and transparency. Student voice was included in the process, with clear roles and responsibilities shared and a school captain rubric used to ensure consistent and objective decision-making. Students participated in interviews as part of the process and a dedicated leadership day provided an authentic opportunity to demonstrate leadership skills and commitment to the role.

Student Wellbeing

The school has continued to strengthen a whole-school approach to student wellbeing through the implementation of a tiered social regulation and engagement model. Consistent rules and expectations, Positive Classroom Management Strategies, and the delivery of THRIVE, which incorporates the Resilience, Rights and Respectful Relationships curriculum, have been implemented across classrooms. Behaviour data indicates that the majority of incidents remain low-level, with proactive strategies supporting early intervention. Early wellbeing data and student feedback show positive trends supporting progress toward the 2025 AtoSS targets.

Bella, our therapy dog, continues to have a very positive impact across the school. Her calm presence supports students' emotional regulation, reduces anxiety, and helps create a sense of connection and safety. Students are often more settled and engaged when interacting with Bella, and she provides valuable wellbeing support for those who may find school routines or social situations challenging.

Whole-School Implementation and Monitoring

Whole-school systems and processes continue to be strengthened to support consistent practice and early identification of student needs. Behaviour and wellbeing incidents are recorded and monitored through Compass, enabling timely follow-up and family communication. Professional learning, classroom observations, and learning walks demonstrate increasing consistency in the implementation of agreed wellbeing and engagement strategies. Staff survey data indicates positive movement toward the target for supporting the growth and learning of the whole student, reflecting improved role clarity and shared responsibility for wellbeing.

Classroom Practice

At the classroom level, teachers are building positive relationships, explicitly teaching behavioural and learning expectations, and providing regular feedback to students. Minor behaviour incidents are increasingly managed consistently within classrooms, with support pathways clearly understood. Classroom observations and documentation show increased consistency in practice, supporting progress toward improved stimulated learning and engagement outcomes.

Individual and Small Group Support

Students with emerging or complex wellbeing needs are being identified earlier and supported through targeted interventions. Collaboration between teachers, Education Support staff and families remains strong. By the end of 2025 the school employed 16 ES staff funded through the disability inclusion profile to support 28 funded students and Koorie students. Moving into 2026 we have two people on the Disability Inclusion Profile team and a Mental Health in Primary Schools Leader, and this will provide more wellbeing support to our students. Progress against individual goals is monitored regularly, with student perception data and engagement measures informing ongoing adjustments.

Engagement

In 2025, Langwarrin Park Primary School maintained a strong focus on strengthening partnerships between home and school, recognising that meaningful engagement supports student wellbeing, learning and a sense of belonging. Clear and consistent communication was prioritised, with Compass streamlined as the school's primary communication platform to ensure families could easily access information in one central location.

Families were kept well informed through comprehensive community newsletters, regular classroom newsletters highlighting class-specific learning, and frequent Facebook posts showcasing student experiences across specialist programs and whole-school events. Regular updates from the Principal further supported transparency, connection and shared understanding.

The school also continued to strengthen its connection with the wider community. KingSwim operates out of the school pool, Lazars Basketball hires the school hall, and Out of School Hours Care is available onsite. Following a thorough consultation and selection process, a new Out of School Hours Care provider, TheirCare, commenced in 2025, ensuring families had access to high-quality and reliable care beyond school hours.

A range of intentional opportunities were provided to welcome families into the school community and build strong relationships from the outset. The Principal Class team maintained a visible presence in the school yard before and after school each day, ensuring leadership staff were accessible and available for informal conversations with families. Planned connection and engagement opportunities were embedded across the year. In Term 1, Meet and Greet interviews were held with all families, supporting early connection and shared understanding. Foundation families were welcomed through a Foundation BBQ and morning tea, providing opportunities to meet classroom teachers, specialist staff, the Principal, and onsite providers such as KingSwim, Lazars Basketball and OHSC in a relaxed and welcoming environment.

Throughout the year, Student Support Group (SSG) meetings were held for students requiring additional support or adjustments, ensuring collaborative planning and regular communication with families. Teacher–parent interviews were conducted in Term 2, and formal written reports were shared in Terms 2 and 4, all accessed through Compass to support timely and accessible communication.

Student engagement was further strengthened through a wide range of whole-school and community events. These included House Athletics and Swimming Sports for students in Years 3–6, Junior Sports for Foundation to Year 2, Langy's Got Talent led by the Performing Arts faculty, a whole-school Sing-along, and small-group musical performances. Additional community-building events such as the Colour Run and Grandparents Day further strengthened connection and school pride. Local preschools were also invited to participate in key school events, including the Book Week Parade, Footy Parade and Easter Parade, supporting positive transition experiences and community engagement. Together, these events promoted participation, confidence, teamwork and a strong sense of belonging.

A continued focus on student wellbeing underpinned engagement efforts across the year. Drawing on learnings from Real Schools, staff engaged in restorative and reflective conversations with students, supporting them to understand the impact of their behaviour and build positive relationships. Clear and consistent processes were established to manage concerns, resolve conflict, and promote accountability and personal growth.

Student voice and leadership were actively fostered through a strong Student Leadership Program. Year 6 leaders took on visible roles across the school, including leading whole-school assemblies and supporting community connection. The Student Leadership Group, comprising students from Years 3–6, worked alongside two adult mentors to promote Student Voice and Agency, providing a meaningful platform for student advocacy and leadership development. School Captains and SRC members also attended the GRIP Leadership Conference, building skills to support them in their leadership roles. While the 2024 Attitudes to School Survey indicated that 59% of students endorsed school connectedness, this data informed targeted work in 2025, including strengthening leadership application processes and developing clearer plans for meaningful responsibilities and ongoing connection with an adult mentor.

The school's inclusion practices continued to support engagement for all learners. The Inclusion Officer and Student Support Officer worked collaboratively to develop Disability Inclusion Profiles (DIPs) and ensure personalised support for students. Education Support staff delivered targeted intervention programs, and staff participated in professional learning focused on Individual Education Plans (IEPs), Behaviour Support Plans (BSPs), understanding diagnosed conditions, protective behaviours, and responding to challenging behaviour. The Inclusion Officer also worked closely with the Koorie Officer to ensure culturally responsive support for Koorie students.

In addition, the Learning Specialists led a focus on Student Voice and Agency in Learning (SVAL), encouraging reflective teaching practice and the development of positive teacher–student relationships. The Pivot Student Survey was used to gather student feedback on classroom experiences, with insights informing targeted improvements to classroom practice and learning environments.

Overall, 2025 was a year marked by purposeful and sustained efforts to strengthen engagement, connection and collaboration between students, families and staff. Langwarrin Park Primary School remains committed to building on these foundations in 2026, ensuring the school continues to be a welcoming, supportive and connected community for all.

Other highlights from the school year

A Rich and Diverse Learning Program

In 2025, students benefited from a strong and varied extra-curricular and specialist program including Physical Education, Sport, Music, Performing Arts, Visual Arts, Auslan and STEM. The introduction of STEM this year was a major milestone, supported by exciting new resources such as 3D printers and hands-on learning equipment.

Music and Performing Arts continued to thrive, with events such as *Langy's Got Talent*, regular student performances at assemblies, and small-group private music lessons in vocals, guitar, keyboard and drums.

Sporting Excellence and Participation

Students participated enthusiastically in a wide range of sporting events including House Athletics, Junior Sports, Swimming Carnivals, Triathlons and Lightning Premierships. Many students also represented the school at local, district, regional and even state levels, highlighting both participation and high achievement.

Strong Community Connections

Community engagement remained a key focus. Events such as the *Footy Parade*, *Easter Parade*

and *Book Week Parade* welcomed local families, preschools and community members. The school strengthened early-years connections through THRIVE programs in local preschools.

Major community events included the *Colour Run* and the *Family Sing-Along Night*, which attracted over 1,200 attendees and featured support from the CFA, local businesses, a coffee van and ice-cream truck. The Foundation BBQ was another highlight, run in partnership with KingSwim, Lazars Basketball and the school's OHSC provider.

Upgraded Grounds and Facilities

Significant improvements were made to the school environment, including upgraded front gardens (particularly around the flagpole), a new middle school toilet block, electronic sliding front doors and improved ramps to enhance accessibility.

Student Wellbeing and Development

Through the Real Schools program, staff focused on supporting students to manage conflict, build resilience and develop positive relationships. The school also participated in initiatives such as Action Against Violence, Dolly's Dream, Harmony Day and partnerships with organisations like One Love Australia.

Camps, Excursions and Special Events

Students enjoyed a wide range of camps and excursions, including:

- Year 6 Summit Camp
- Year 5 Sovereign Hill
- Year 4 City Camp
- Year 3 Briars

Additional highlights included Book Week celebrations, Simultaneous Reading Time, a Mini Writing Festival, Performing Arts Night, House Athletics Day, Cross Country, and Christmas Carols

Leadership, Achievement and Academic Success

The school continued to demonstrate strong leadership, with highly capable staff stepping into acting roles when needed and middle leaders receiving leadership coaching. The Student Leadership Program continued to have captains in all specialists areas and School Captains to run the student-led assemblies. Students achieved high NAPLAN results across all areas of teaching and learning, supported by High Achievers and intervention programs.

A standout achievement saw three Year 6 students place first in the inaugural National Mathematics Olympiad. Multiple successful DIPs were also completed across the school.

Parent and Family Involvement

The Parents and Friends Committee (PFC) played a vital role through initiatives such as casual dress days, Mother's and Father's Day stalls and the Colour Run. Funds raised were instrumental in establishing the new STEM program.

Financial performance

Throughout 2025, the school worked collaboratively with the Department to manage an inherited budget deficit in a responsible and transparent manner. Careful consideration was given to all

expenditure, with a clear focus on essential spending that directly supported student learning and wellbeing. While financial restraint was necessary, students did not miss out on learning opportunities, and staff made thoughtful use of existing resources to continue delivering engaging and high-quality programs.

The equity funding was used to staff the Disability Inclusion program so we could apply for more funding for the students that needed a lot of additional support.

The school's Parents and Friends group worked to provide many fun experiences for the children, making some funds and we also had considerable funds held over from past years to put towards the basketball courts being developed in 2026.

**For more detailed information regarding our school please visit our website at
<https://langwarrinparkps.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 581 students were enrolled at this school in 2025, 269 female and 312 male. NDP 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**.


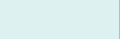

Parent Satisfaction Summary

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 | 71.4% |  |
| | Similar schools | 78.9% |  |
| | State | 82.0% |  |

School Staff Survey


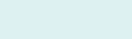


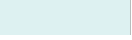

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

| | | 2025 | |
|---|-----------------|-------|---|
| % positive endorsement School Climate (School Staff Survey) | School | 71.0% |  |
| | Similar schools | 77.2% |  |
| | State | 77.4% |  |

LEARNING




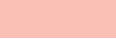
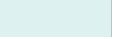


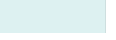


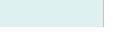

Teacher Judgement of student achievement against the Victorian Curriculum

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 | 87.6% |  |
| | Similar schools | 86.5% |  |
| | State | 86.3% |  |
| Mathematics Prep - 6 % of students at or above age expected standards | School | 87.8% |  |
| | Similar schools | 85.5% |  |
| | State | 84.2% |  |

NAPLAN

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


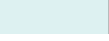


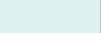

| | | 2025 | 3-year average |
|---|-----------------|--------------|--|
| Reading Year 3 % of students Strong or Exceeding proficiency levels | School | 78.8% |  75.6% |
| | Similar schools | 70.7% |  70.5% |
| | State | 69.5% |  69.3% |
| Reading Year 5 % of students Strong or Exceeding proficiency levels | School | 78.6% |  75.1% |
| | Similar schools | 73.5% |  74.1% |
| | State | 73.9% |  74.6% |
| Numeracy Year 3 % of students Strong or Exceeding proficiency levels | School | 76.2% |  75.7% |
| | Similar schools | 68.5% |  67.9% |
| | State | 66.2% |  66.4% |
| Numeracy Year 5 % of students Strong or Exceeding proficiency levels | School | 72.5% |  65.0% |
| | Similar schools | 67.5% |  66.0% |
| | 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'.


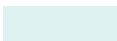

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

| | | 2025 | |
|--|-----------------|--------------|---|
| Reading Year 3 to 5 % of students High or Medium relative growth | School | 57.1% |  |
| | Similar schools | 71.8% |  |
| | State | 74.7% |  |
| Numeracy Year 3 to 5 % of students High or Medium relative growth | School | 63.2% |  |
| | Similar schools | 65.5% |  |
| | 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 | 59.0% |  | 70.5% |
| | Similar schools | 75.2% |  | 75.2% |
| | 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 | 61.9% |  | 65.7% |
| | Similar schools | 75.5% |  | 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 | 21.6 | 21.3 |
| | Similar schools | 20.8 | 21.1 |
| | 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 | 90.2% |  |
| Year 1 | School | 90.0% |  |
| Year 2 | School | 90.0% |  |
| Year 3 | School | 89.9% |  |
| Year 4 | School | 88.7% |  |
| Year 5 | School | 87.7% |  |
| Year 6 | School | 87.3% |  |

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$6,041,593 |
| Government Provided DET Grants | \$553,408 |
| Government Grants Commonwealth | \$53,913 |
| Government Grants State | \$0 |
| Revenue Other | \$73,331 |
| Locally Raised Funds | \$626,217 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$7,348,463 |

| Equity | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$87,985 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0 |
| Equity Total | \$87,985 |

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

| Expenditure | Actual |
|---------------------------------------|-------------|
| Student Resource Package ¹ | \$6,003,052 |
| Adjustments | \$0 |
| Books & Publications | \$2,415 |
| Camps/Excursions/Activities | \$211,210 |
| Communication Costs | \$17,031 |
| Consumables | \$80,466 |
| Miscellaneous Expenses ² | \$49,196 |
| Agency Staff | \$293,320 |
| Professional Development | \$35,669 |
| Equipment/Maintenance/Hire | \$54,314 |
| Property Services | \$102,649 |
| Salaries & Allowances ³ | \$185,699 |
| Support Services | \$17,675 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Trading & Fundraising | \$38,714 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$168,315 |
| Total Operating Expenditure | \$7,259,725 |
| Net Operating Surplus/-Deficit | \$88,738 |
| Asset Acquisitions | \$7,217 |

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 | \$83,296 |
| Official Account | \$28,352 |
| Other Accounts | \$166,056 |
| Total Funds Available | \$277,703 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$209,445 |
| Other Recurrent Expenditure | \$19,986 |
| Provision Accounts | \$22,373 |
| Funds Received in Advance | \$56,714 |
| School Based Programs | \$7,799 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$67,875 |
| 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 | \$384,194 |

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.