# 2025 Annual Report to the School Community

## School Name: Strathaird Primary School (5463)

- 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 25 March 2026 at 10:40 AM by Julie Kennedy (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 25 March 2026 at 10:41 AM by Julie Kennedy (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

Strathaird Primary School is situated in Narre Warren South and had an enrolment of 754 in 2025. The staffing profile includes a Principal, two Assistant Principals, one Leading Teacher and five Learning Specialists. The teaching staff includes a mix of staff from Graduates through to many very experienced top of the range teachers. The school has a full-time equivalent teaching staff of 49.1 and Support Staff of 11.7. Cultural diversity is a special feature of the school, where 52% of students have English as an additional language. The school has attractive and spacious grounds which includes an oval, an Eco-Trail track around the perimeter, a Senses Garden, a Discovery Garden, vegetable gardens, an Endangered Ecosystem Garden and frog pond, two covered basketball courts, two playgrounds and a pirate ship incorporating a large sand pit. A large roof covers the two outdoor basketball courts and there is a large outdoor classroom area. Indoor spaces include a Staff/Administration building, a main classroom block, Art room and Library, double portable classrooms, a gym/hall, and an Out of School Hours Care Room. Newer buildings include an Eco-Cabin and Eco-Cubby - which house the Science and Technology Centre, the Kitchen Garden program, the Sustainability Centre, as well as a large whole school multi-purpose area.

There are 34 classes. The school is focused on its central purpose - improving the learning and wellbeing of every child, every day, in a safe, caring and happy environment. Every child is unique and capable of learning at their zone of proximal development. Every child is encouraged to build on their strengths, take on challenges, and extend their creativity. The school is committed to high expectations for all; building consistent, high-quality evidence based instructional practice across the school; and implementing a pedagogy based on student responsibility, empowerment, engagement and ownership of learning. The school focus is on providing at least twelve months academic growth for every student. There is an emphasis on the academic program and delivery of rigorous, evidence-based literacy and numeracy programs. Other subject disciplines are taught through the Inquiry learning program which incorporates big understandings about our world, a range of learning experiences that build on each other and a range of important skills. The Language program provides instruction in Auslan. The school's Specialist programs are Performing Arts, Science and Technology, Visual Arts, Sustainability, Kitchen Garden and Physical Education, provided by personnel with expertise in these areas. Early intervention is a key focus of the school and Reading Recovery and small group literacy programs are provided for students who require additional support. Other programs provided to meet the needs of students, include transition programs - K to Prep and 6 to 7, Swimming, Camps (Grade 5 and 6) and Excursions, Interschool Sport and Out of School Hours Care. Wellbeing initiatives such as consistent school wide Behaviour Management, Student wellbeing support, Student Leadership, Junior School Council, a Buddy program and a range of other initiatives lay the foundations for a caring and friendly school environment. The school has a wonderful, supportive school community. Parents are encouraged to be involved in the school and work with the school to develop positive educational outcomes for their children.

**OUR VISION**

To empower students to strive for personal achievement, embrace challenges and develop the skills and values that enable them to become lifelong learners and engaged, responsible citizens in an ever-changing global society.

**OUR VALUES**

Honesty – We are truthful in what we say and do, people can rely on us and trust us. Respect – We value people's worth and qualities and treat them in a polite and friendly manner. Responsibility – We make good choices and are accountable for our actions. Compassion – We care about others, we treat them with kindness and we help people when they are in need.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

**LEARNING**

The school continues to perform very well in all learning areas. In NAPLAN, when compared to Similar Schools, Strathaird Primary School has been either well above or above Similar Schools in every NAPLAN area at both Years 3 and 5 since 2019.

In 2025, the Annual Report performance data shows the school performed above State level in both the NAPLAN areas of Reading and Numeracy at both Years 3 and 5.

A three-year average showed Strathaird was ahead of both Similar Schools and the State in Years 3 and 5 Reading and Numeracy.

**2025 NAPLAN**

*2025 Naplan results show:*

· *Year 3 Reading: 78.8% of students were strong or exceeding, which was significantly ahead of the Similar Schools average of 60.6% and ahead of the State average of 69.5%.*

· *Year 5 Reading: 77.1% of students were strong or exceeding, which was significantly ahead of the Similar Schools average of 64.5% and ahead of the State average of 73.9%.*

· *Year 3 Numeracy: 74.6% of students were strong or exceeding, which was significantly ahead of the Similar Schools average of 53.5% and just below the State average of 66.2%.*

· *Year 5 Numeracy: 72.9% of students were strong or exceeding, which was significantly ahead of the Similar Schools average of 59.2% and slightly below the State average of 69.1%.*

**TEACHER JUDGEMENTS**

Student outcomes for English and Mathematics as reported against the Victorian Curriculum through Teacher Judgements show:

· *In English, 89.2% of Years Prep to 6 students performed at or above age expected standards. This result was well ahead of the Similar Schools average and the State average.*

· *In Mathematics, Teacher Judgements showed 85.7% of Years Prep to 6 students performed at or above age expected standards. This result was well ahead of the Similar Schools average and above the State average.*

· *School assessments also showed the majority of students made expected progress in Literacy and Numeracy curriculum areas.*

**NAPLAN relative growth**

NAPLAN relative growth results show:

· *In Reading from Year 3 – 5, 86.2% of students showed high or medium relative growth. This growth was significantly higher than Similar Schools on 70.9% and State on 74.7%.*

· *In Numeracy from Year 3 – 5, 81.8% of students showed high or medium relative growth. This growth was significantly higher than Similar Schools on 72.9% and State on 74.0%.*

During 2026, the school will focus on:

· Continuing to build teachers knowledge of the Victorian Teaching and Learning Model 2.0

· Embedding specific VTLM 2.0 teaching practices from the school's revised instructional model.

· Further development of Numeracy Middle Level leaders to coach and support teachers in their areas.

· Building teachers capability in Writing to identify and meet students individual learning needs and provide specific next step feedback to students.

## Wellbeing

The high-level results in the student Attitudes to School Survey (AtoSS) reflects the school's commitment to student wellbeing, as well as student learning. In 2025, Sense of Connectedness and Management of Bullying at Years 4 -6 had significantly higher levels of positive endorsement than both the Similar Schools average and the State average. Over the 4-year average, both results were also significantly higher than Similar Schools average and the State average.

*The Wellbeing results showed:*

*In 2025 on the Sense of Connectedness factor of AtoSS, Years 4 to 6 positive endorsement showed Strathaird was 84.1% compared to Similar Schools on 77.1% and State on 77.1%.*

*On the Managing Bullying factor of AtoSS, Years 4 to 6 positive endorsement showed Strathaird was 86.3% compared to Similar Schools on 76.1% and 76.4%.*

During 2025 there was a focus on building the capacity of a large range of student leaders and the roles they undertake in the school. We further refined and reviewed wellbeing practices, including work to reduce the number of bullying behaviour incidents and using the zones of regulation to support students to regulate their emotions, especially Tier 1 and 2 students. This work will continue in 2026.

## Engagement

In both 2025 and over the 4-year average, the average absence days per student were lower than both Similar Schools and the State, this is a good result for the school and something we are working on reducing.

*The Attendance rate, when compared across the Year levels shows over 90% attendance at Prep, Year 1, 3, 4 and 5, with Year 2 at 89.9% and Year 6 just behind at 88.4%.*

The school's absence average during 2025 continued to be impacted by some families undertaking long overseas holidays.

To continue to improve student engagement, in 2026 the school will focus on:

· Continuing to work on Positive Classroom Management Strategies to ensure consistent practices to enable high quality learning for all students across the school.

· Close monitoring of students with excessive absences.

· Continuing to embed high quality Inquiry Learning planning and practice, with an emphasis on planning 'real' authentic pathways (which matter to students) for students to acquire into, question and investigate.

# Other highlights from the school year

The school enjoyed many highlights during 2025 which included:

· Further development of the Eco-Trail to establish a corridor and habitat for wildlife.

· Further development of school music bands program provided for interested students in Years 3-6 with private music tuition and performance opportunities.

· Strathaird's Got Talent concert.

· Year 6 Camp to the Briars and Year 5 Urban Camp.

· Many sporting achievements, including Victorian Cricket and Victorian Softball representatives.

· Many incursions and excursions linked to the Inquiry learning program.

# Financial performance

The school's finances have been well managed with regular Finance Committee meetings and monitoring of budgets. Allocation of funds supported a range of school programs and priorities associated with the Annual Implementation Plan. Ongoing and regular maintenance occurred during 2025. The Financial Performance and Position report shows a net operating surplus of $535, 864 for the calendar year 2025 and year end funds of $1,125,457. Funds exceeding the

operating reserve of $254, 832 have been earmarked for refurbishment of bathrooms, other buildings and grounds work, asset replacement, and school-based programs. The school's funding was through the SRP, which includes Equity Funding. There was no significant fundraising and no special grants. For more detailed information regarding our school please visit our website at https:///www.strathairdps.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 754 students were enrolled at this school in 2025, 374 female and 380 male. 52% 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 **High**.

## Parent Satisfaction Summary

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

| | | 2025 |
|---|---|---|
| **% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)** | **School** | **84.8%** |
| | Similar schools | 84.3% |
| | State | 82.0% |

## School Staff Survey

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

| | | 2025 |
|---|---|---|
| **% positive endorsement School Climate (School Staff Survey)** | **School** | **77.5%** |
| | Similar schools | 73.3% |
| | 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** | **89.2%** |
| | Similar schools | 79.9% |
| | State | 86.3% |
| **Mathematics Prep - 6 % of students at or above age expected standards** | **School** | **85.7%** |
| | Similar schools | 77.2% |
| | 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%** | **78.5%** |
| | Similar schools | 60.6% | 60.3% |
| | State | 69.5% | 69.3% |
| **Reading Year 5 % of students Strong or Exceeding proficiency levels** | **School** | **77.1%** | **80.0%** |
| | Similar schools | 64.5% | 66.7% |
| | State | 73.9% | 74.6% |
| **Numeracy Year 3 % of students Strong or Exceeding proficiency levels** | **School** | **74.6%** | **66.7%** |
| | Similar schools | 53.5% | 53.9% |
| | State | 66.2% | 66.4% |
| **Numeracy Year 5 % of students Strong or Exceeding proficiency levels** | **School** | **72.9%** | **70.8%** |
| | Similar schools | 59.2% | 58.4% |
| | 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** | **86.2%** |
| | Similar schools | 70.9% |
| | State | 74.7% |
| **Numeracy Year 3 to 5 % of students High or Medium relative growth** | **School** | **81.8%** |
| | Similar schools | 72.9% |
| | 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** | **84.1%** | | **84.5%** |
| | Similar schools | 77.6% | | 76.9% |
| | 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** | **86.3%** | | **85.9%** |
| | Similar schools | 76.1% | | 74.2% |
| | 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** | **18.7** | **20.8** |
| | Similar schools | 23.8 | 24.4 |
| | 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** | **91.8%** | |
| **Year 1** | **School** | **91.5%** | |
| **Year 2** | **School** | **89.9%** | |
| **Year 3** | **School** | **91.1%** | |
| **Year 4** | **School** | **90.2%** | |
| **Year 5** | **School** | **90.4%** | |
| **Year 6** | **School** | **88.4%** | |

# 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 | $8,855,580 |
| Government Provided DET Grants | $1,260,753 |
| Government Grants Commonwealth | $9,853 |
| Government Grants State | $0 |
| Revenue Other | $68,521 |
| Locally Raised Funds | $252,312 |
| Capital Grants | $0 |
| **Total Operating Revenue** | **$10,447,019** |

| Equity | Actual |
|---|---|
| Equity (Social Disadvantage) | $766,213 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage - Extraordinary Growth) | $0 |
| **Equity Total** | **$766,213** |

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

| Expenditure | Actual |
|---|---|
| Student Resource Package[1] | $8,382,163 |
| Adjustments | $0 |
| Books & Publications | $6,165 |
| Camps/Excursions/Activities | $147,223 |
| Communication Costs | $8,115 |
| Consumables | $222,883 |
| Miscellaneous Expenses[2] | $14,264 |
| Agency Staff | $399,122 |
| Professional Development | $52,927 |
| Equipment/Maintenance/Hire | $158,631 |
| Property Services | $198,102 |
| Salaries & Allowances[3] | $171,118 |
| Support Services | $68,331 |

| Expenditure | Actual |
|---|---|
| Trading & Fundraising | $32,433 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $49,679 |
| **Total Operating Expenditure** | **$9,911,155** |
| **Net Operating Surplus/-Deficit** | **$535,864** |
| **Asset Acquisitions** | **$204,302** |

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

# FINANCIAL POSITION AS AT 31 DECEMBER 2025

| Funds Available | Actual |
|---|---|
| High Yield Investment Account | $1,078,972 |
| Official Account | $46,485 |
| Other Accounts | $0 |
| **Total Funds Available** | **$1,125,457** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $254,832 |
| Other Recurrent Expenditure | $4,559 |
| Provision Accounts | $0 |
| Funds Received in Advance | $171,896 |
| School Based Programs | $270,300 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $50,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $490,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| **Total Financial Commitments** | **$1,241,587** |

*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.*