

# 2025 Annual Report to the School Community

School Name: Surfside Primary School (5354)



- 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 23 February 2026 at 01:18 PM by Peter Walsh (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 23 February 2026 at 01:18 PM by Peter Walsh (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

In 2025, Surfside Primary School was a medium to large sized school funded at 545 students (256 female and 286 male). The school has been in operation since 1993. It is located in a residential area 2 km north/east of the central business district of the seaside resort of Ocean Grove, 28 kilometres from the provincial city of Geelong, on Victoria's Bellarine Peninsula and has seen consistent growth and stable enrolment numbers over the last 5 years. Our Vision is 'to inspire students to be creative, innovative and emotionally equipped to thrive' while our Mission is to 'cultivate a caring and inclusive environment in which students flourish' and is supported by our school Values of 'Respect, Honesty, Teamwork and Achievement'. This is evident in all classrooms and is the basis of our School Wide Positive Behaviour Support program and our Connect, Belong and Grow transition program.

There is an evident culture of high expectations that is supported through student learning and engagement opportunities and providing a nurturing environment that is supported with a strong emphasis on student wellbeing and tools and strategies to further support students and promote an inclusive environment. The leadership and staff operate as a collaborative and dynamic community of learners with a shared commitment to improving student outcomes, providing engaging learning opportunities, supporting student wellbeing and ensuring that teaching reflects evidence based best practice. The level of staff engagement is commendable with leadership supporting and empowering staff to do their job effectively and build a sense of ownership, commitment and pride towards the goals and values of the school. The school offers a comprehensive curriculum in all Learning Areas and Capabilities with a high emphasis placed on developing student knowledge and skills in building Literacy and Numeracy skills through explicit teaching opportunities.

Staff participate in ongoing Whole School Professional Learning and collaborate as part of Professional Learning Communities to ensure maximum opportunities for all students to 'Believe in Themselves'. The school operates through teamwork, collaboration and consultation. Mutual trust and respect between staff, students and parents form a positive learning environment. The relationship between school and home is valued and encouraged. We continue to work towards embedding School Wide Positive Behaviours and the development of learning agreements across the school that are made with engagement norms and the expectations matrix in mind. The school places an emphasis on engaging programs for students which is exemplified through a curriculum play based learning environment for years Foundation-2 with a key focus on explicit teaching in literacy and numeracy, the Surfside Kitchen and Garden Program for years 3-6, 1-1 iPads for years 4 – 6 and shared iPads across other year levels. Surfside provides a supported focus for identified students through a Multi-Tiered Systems of Support Framework across all year levels and provide Education Support Staff with high level Professional Learning opportunities to implement this system of support to allow for continued multiple exposures and learning support and growth. The school provides numerous extra curriculum opportunities and club based activities to support students social and emotional development when in the playground.

The school's SFOE (Student Family Occupation and Education) index for 2025 was 0.1877 which

is in the low range. The 2025 leadership profile consisted of 2 x 0.8 Learning Specialist, 0.8 Assistant Principal, 1.0 Principal. The school employs a Disability and Inclusion Profile Leader with a 0.6 time fraction and we are allocated a 0.6 Mental Health and Wellbeing Leader through DET funding and the school contributes 0.4 funding to ensure that there is a 1.0 staff member available for mental health and wellbeing.

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

### Learning

In 2025, Surfside continued to work towards providing a safe, collaborative, positive and engaging learning environment that focuses on improved student and teacher learning through setting high expectations for staff, students and the school community. Staff have a strong commitment to teaching and learning and to increase their capacity to provide high quality teaching to each student through a collaborative approach within Professional Learning Communities. This is evident within the following survey results that highlight High Expectations for Success:

**Student Attitudes to School Survey** - High Expectations for Success - 99% positive and neutral endorsement (state average - 93%)

**Parent Opinion Survey** - High Expectations for Success - 100% positive and neutral endorsement (state average - 86%)

**School Staff Survey** - Collective focus on Student Learning - 100% positive and neutral endorsement (state average - 88%)

In 2025, staff continued to participate in high level professional learning opportunities in the areas of literacy and numeracy to deliver evidence based approaches to allow for student success through an explicit direct instructional approach that follows an 'I do', 'we do' and 'you do' approach to promote a move to independent learning skills. Staff continued to work to provide learning opportunities that allowed for explicit teaching opportunities, differentiated activities catered towards a student's point of need through a Multi-Tiered System of Supports approach, providing engaging opportunities supported through student voice and agency and opportunities to provide feedback and allow students to reflect on their learning through a variety of online collaborative platforms. Staff, students and families continue to actively participate in individual goal setting, parent/teacher/student conferences, student support group meetings and developing strategies to support specific learning needs.

The teacher judgments indicate that the large majority of our students from Foundation-6 are working at or above the age expected level in the following areas and is above the state average:  
**English** - school % of students at or above age expected level – 91.3% (above the state average of 86.3%)

**Mathematics** - school % of students at or above age expected level – 90% (above the state average of 84.0%)

Staff use a variety of assessment tools to collect relevant learning data and are able to identify student need and plan to implement intervention strategies through the improvement cycle and multi-tiered systems of support. This is further supported through the employment of education support staff to undertake supported or extension sessions through multiple exposures or intervention strategies and supported in class by our Education Support Staff through tier 2 and

tier 3 approaches, supports and strategies. Student achievement data through NAPLAN has indicated that the large majority of students at Surfside are working at or above level in most areas of Reading and Numeracy and this level of achievement is at or above state average and similar schools. The following percentage of students achieved in the strong and exceeding range of testing in NAPLAN.

### **READING**

Year 3 – 80% of students in the strong or exceeding range (above state average of 69%)

Year 5 – 81% of students in the strong or exceeding range (above state average of 74%)

### **NUMERACY**

Year 3 – 74% of students in the strong or exceeding range (above state average of 66%)

Year 5 – 77% of students in the strong or exceeding range (above state average of 69%)

Our school continues to build on our working partnership with our neighbouring secondary school Bellarine Secondary College in 2025 through joint Initiatives with a focus on improving opportunities and growth for students in the exceeding NAPLAN range in the area of numeracy and STEAM. This has also boosted relations between our primary and secondary partners through other collaborative events and opportunities. We continued to work in a Communities of Practice with Armstrong Creek College, Hamlyn Banks Primary School, Newcomb Primary School and Anakie Primary School with a focus on Numeracy. This project has been supported by Bron Ryrie-Jones and network partnerships.

## Wellbeing

In 2025 the school continued to implement and participate in regular wellbeing check ins at a staff, student and parent level to monitor wellbeing, engagement and community connections. This has also included surveys to gain a greater understanding of students at a class and family level. The school continues to implement a specific mental health and wellbeing support structure that enables each year level to have access to an Education Support staff member or more based on student need. Education Support staff at Surfside receive professional learning to support the learning, engagement and wellbeing needs of students. Staff and students engage actively in the following to support student self-regulation, mental health and wellbeing: Whole School Positive Behaviour Support Program – School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

- Berry Street Education Model – Enables Surfside to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.
- Zones of Regulation - develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides an easy way to think and talk about how we feel on the inside and sort these feelings into four Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones and engage in learning opportunities and meet learning goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps

make the complex skill of regulation more concrete for learners and those who support them.

- **Respectful Relationships** – supports students to develop the knowledge, skills and dispositions needed to build positive relationships, manage emotions and resolve conflict in safe and respectful ways. Through explicit teaching and integration across the school day, students strengthen their empathy, communication and problem-solving skills. This learning contributes to Surfside’s inclusive, respectful school culture and supports student wellbeing, engagement and positive peer connections.
- **Student voice** is actively encouraged through class meetings, student leadership opportunities and regular feedback, ensuring students feel heard and contribute to decisions that impact their wellbeing and learning.

Surfside Primary School continues to implement the Disability Inclusion framework, including the development of Individual Education Plans (IEPs), Student Support Group meetings and reasonable adjustments to support students with additional learning, social and emotional needs. This ensures students can access and participate fully in their education.

Student learning and engagement in learning is further supported through Ready to Learn Plans which allows students to assess their approach to learning and navigate and utilise tools and strategies to be ready to learn. With the implementation of the Mental Health and Wellbeing Coordinator Pilot, Tutor Learning Initiative and through continued support from Student Support Services (SSS) and NDIS we continue to provide valued support for students with academic, social and emotional needs across all tiers. Support provided also includes speech therapy (on assessment) and referrals with psych and guidance officers. A wellbeing team meet regularly through leadership and Student Support Services to discuss options for student supports (student learning, First Nations, disability support and social and emotional needs) as well as providing proactive strategies to increase student wellbeing at a whole school level through a Social Emotional Learning and Respectful Relationships program. Through the Dogs Connect program Surfside Primary School utilises Jack 'the wellbeing dog' to provide a calm environment where students can talk and feel connection. Student wellbeing is supported at school data level through the following results:

#### **Years 4-6 Student Attitudes to School Survey:**

**Sense of connectedness** - 93% positive and neutral endorsement (above state average of 77% positive endorsement)

**Emotional awareness and regulation** - 91% positive and neutral endorsement (above state average of 73% positive endorsement)

**Not experiencing bullying** - 86% positive endorsement (above state average of 82% positive endorsement)

## Engagement

In 2025 we continued to have a focus on improved attendance through our Annual Implementation Plan and Network goals. The average amount of days absent for a Surfside Primary School student in 2025 was 20.0 which was an improvement on the 2024 average by 2.3 days. Data indicated that 38% of students at Surfside have 20 or more days absent per year which is equal

with the state, network and similar schools average of 38%. We continue to be faced with high level health issues in our local community which have been recognised by Barwon Health. We continue to promote the importance of school attendance and this is supported through our mission statement to 'cultivate a caring and inclusive environment in which students flourish'. We continue to monitor school attendance and support students or families through wellbeing supports and strategies. The school has continued to create a learning environment that is relevant, stimulating and safe where students are given many opportunities to experience success. In 2025 26% of students had 95% or higher attendance which is higher than the similar schools average of 23% and close to the state average of 27%. This is a 7% improvement from our 2024 attendance average. Our students are supported with a range of programs and activities both in and out of the classroom to increase engagement levels through sport, the arts and digital learning opportunities. This continued approach has allowed students to explore a range of learning tools to enhance their learning opportunities. A range of extra curricula activities that are supported by staff, students and the community are on offer to improve engagement levels across all aspects of a student's school life. A number of engagement opportunities are offered and support students who are identified as at risk - these activities include small group, cohort specific or individual based. During term 4 an extensive Foundation transition program included student visits to school, on-site parent information sessions, small group parent sessions, enrolment packs which outline school processes and programs. Incoming students and families are provided with opportunities to familiarise themselves within the school environment through transition days, enrolment handover and regular check ins. Regular whole school newsletters, social media and compass updates are provided to keep our school community informed regarding school processes, supports, successes, events, initiatives and direction. All students are involved in a transition and Starting Right program to support the step up to new year levels and to support the start of the school year or new terms. The school has created a sensory space and implemented the Lily Pad for students who require a soft launch to the start of the school day.

## Other highlights from the school year

Surfside Primary School is a place that actively engages its school community to build community connection. There are many highlights that take place in a school year and our standouts included the Term 1 Colour Run, Term 2 Trivia Night, the 2025 Fresh Food Fair and our annual School Concert Production in term 4. These events are our major school fundraisers as well as opportunities for community connection for students, parents and carers, staff and the wider school community. Our Fresh Food Fair is a whole school and community event that celebrates and supports the Stephanie Alexander Kitchen and Garden program. We did face adverse weather conditions but that didn't stop our community coming together to celebrate through stalls, music, rides and plenty of fresh food. An active parent and friends committee helps to support the annual Fresh Food Fair.

Our 2025 School Concert was a highlight as the school explored a new outdoor venue to accommodate the size of the school. The music department supported classes and students to explore the theme of 'A Jungle Adventure' which showcased the many talents of the students, staff and parent/carer community. A large crowd celebrated in style as each class and an acting group performed on stage. An active parent/carer community engaged to prepare costumes, props and set design as well as performance support.

Student leadership is actively supported throughout year levels through the Student Voice Group which includes a representative from each class to meet fortnightly to bring the following to the meeting: - what is working well, what is an area that can be improved and any ideas. The group will have specific prompts that can facilitate the discussion. Our year 6 student leadership team is adequately supported by 2 x year 5/6 teachers who work collaboratively with the group to build and foster leadership capacity as well as setting goals that are able to impact the student community.

Surfside PS operates a Stephanie Alexander Kitchen and Garden Program where students in year 3-6 participate in sessions in the kitchen and the garden. Students participate in session that look at fresh food growing and cultivation in preparation to be cooked or prepared into a dish and shared as a group.

Surfside operates 2 x camps at year 4 (3 days & 2 nights) and year 6 (4 days & 3 nights) that provides students with the opportunity to support our school values and areas of the curriculum in an outdoor environment. The engagement and wellbeing team offer support for students prior to this experience. Year levels participate in a range of incursions and excursions that support areas of the curriculum. The school actively participates in the School Sport Victoria supported sport program and has active participation in swimming, cross country, athletics, summer and winter lightning premierships as well as a range of individual and team sports.

Selected students across years 5 and 6 participated in the Victorian State Schools Spectacular which highlighted an opportunity for them to engage with a number of other schools across Melbourne, learn performances and participate in a state wide spectacular.

Surfside works in collaboration with our neighbouring secondary college - Bellarine Secondary College - and this included Project 25 (Maths enhancement program where selected students have the opportunity to work with the SEIL class in the area of mathematics. Students also attended Bellarine SC to participate in coding and science supported lessons or activities. Surfside also participates in a supported transition program with Bellarine SC for students who require extra or supported transition sessions. This partnership helps build connection for students prior to starting their secondary school journey.

Surfside PS supports student engagement through a variety of school based and out of school opportunities including, Breakfast Club, lunch based clubs and activities, Surfside Snack Shack, Horse Riding, therapeutic social and emotional based activity, I Can Network, connection with Ryman Aged Care centre, themed support days and many more. The school is active in it's promotion of activities to support student engagement.

## Financial performance

At the end of 2025, the school maintained a sound financial position, reflecting careful planning and alignment with our Annual Implementation Plan and long-term strategic priorities. Financial decisions throughout the year remained focused on supporting student learning, wellbeing and maintaining safe, functional learning environments while advocating for future capital investment to address ageing infrastructure.

Core funding was provided through the School Resource Package, including equity funding to support students with additional needs, supplemented by additional state and Commonwealth grants. In 2025, the Victorian Government's School Saving Bonus provided targeted assistance to

families to help meet the cost of uniforms, textbooks and school activities. While this initiative required significant additional administrative processes, considerable effort was made to ensure families were supported to access and utilise these funds effectively.

Parent and community fundraising continued to play a vital role, raising \$66,638.40 through a highly successful Fresh Food Fair and a full calendar of well-supported events. These funds directly support the ongoing delivery of our Kitchen Garden Program and contribute to the improvement and maintenance of our school environment.

During the year, school projects focused on enhancing both facilities and learning resources. Major upgrades were completed on the outdoor basketball courts, including resurfacing and adjacent landscaping, and additional outdoor furniture was provided to expand seating options completed in July 2025. The Building Fund was also utilised to replace all four ovens in the kitchen, supporting the Kitchen Garden Program. In response to evolving student digital device requirements, the school invested in additional technology to support the phased transition from the current BYOD model, commencing in 2026.

The School Council upheld effective oversight, supporting and ensuring funds were managed responsibly.

**For more detailed information regarding our school please visit our website at  
<https://www.surfsideps.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

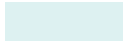
A total of 544 students were enrolled at this school in 2025, 256 female and 286 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### 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	90.9%	
	Similar schools	79.3%	
	State	82.0%	

### School Staff Survey

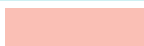
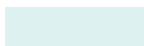


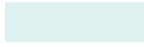

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	86.5%	
	Similar schools	79.9%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>91.3%</b>	
	Similar schools	91.9%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>89.9%</b>	
	Similar schools	90.5%	
	State	84.2%	

## NAPLAN

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


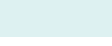


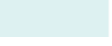

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>79.8%</b>	<b>76.5%</b>
	Similar schools	77.7%	77.6%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.0%</b>	<b>80.3%</b>
	Similar schools	81.8%	82.3%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>73.8%</b>	<b>73.0%</b>
	Similar schools	76.7%	76.4%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>76.9%</b>	<b>70.0%</b>
	Similar schools	76.2%	75.3%
	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	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>68.1%</b>	
	Similar schools	73.4%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>77.9%</b>	
	Similar schools	71.4%	
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>78.3%</b>		<b>75.8%</b>
	Similar schools	75.7%		77.2%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>80.6%</b>		<b>78.2%</b>
	Similar schools	76.7%		77.3%
	State	76.4%		75.8%

## ENGAGEMENT








### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	20.0	21.9
	Similar schools	19.8	20.5
	State	21.5	21.7

### Attendance rate

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

		2025	
Prep	School	91.5%	
Year 1	School	90.5%	
Year 2	School	91.2%	
Year 3	School	90.1%	
Year 4	School	88.5%	
Year 5	School	89.3%	
Year 6	School	88.6%	

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,748,971
Government Provided DET Grants	\$685,442
Government Grants Commonwealth	\$16,193
Government Grants State	\$0
Revenue Other	\$29,457
Locally Raised Funds	\$529,065
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,009,127</b>

Equity	Actual
Equity (Social Disadvantage)	\$39,329
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$39,329</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$5,694,433
Adjustments	\$0
Books & Publications	\$5,417
Camps/Excursions/Activities	\$174,723
Communication Costs	\$2,344
Consumables	\$134,832
Miscellaneous Expenses <sup>2</sup>	\$14,393
Agency Staff	\$23,748
Professional Development	\$23,529
Equipment/Maintenance/Hire	\$64,760
Property Services	\$227,982
Salaries & Allowances <sup>3</sup>	\$312,753
Support Services	\$23,104

Expenditure	Actual
Trading & Fundraising	\$59,111
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,293
<b>Total Operating Expenditure</b>	<b>\$6,798,425</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$210,703</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$460,584
Official Account	\$96,368
Other Accounts	\$21,258
<b>Total Funds Available</b>	<b>\$578,210</b>

Financial Commitments	Actual
Operating Reserve	\$183,999
Other Recurrent Expenditure	\$776
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$67,090
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$49,915
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$301,779</b>

*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.*