

2025 Annual Report to the School Community

School Name: Ivanhoe Primary School (2436)



- 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 11:41 PM by Mark Kent (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 11:42 PM by Mark Kent (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

Ivanhoe Primary School is located in a residential area in Melbourne's north-eastern suburbs and has served the local community for more than 160 years. Student enrolments are expected to be approximately 560 in 2026.

The school's teaching and learning spaces are distributed across a range of buildings. The original 1923 building contains the administration area and ten classrooms and is complemented by twelve relocatable classrooms. A *Building the Education Revolution* (BER) school hall was completed in 2010 and provides facilities for performing arts and physical education.

In 2018, the first of two flexible learning spaces, *The Treehouse*, was completed and currently accommodates Foundation students. A second major capital works project was completed in 2021 with the opening of *The Beehive*, delivering eight new permanent classrooms. This development reduced the number of relocatable buildings and increased available outdoor play space. These infrastructure improvements have also enabled the expansion of programs such as Strings, Structured Literacy Groups and the Tutor Learning Initiative.

The February 2025 enrolment census recorded 550 students (261 female and 289 male). The school's socio-economic profile is measured using the Student Family Occupation and Education (SFOE) index. The 2025 index value of 0.1084 places Ivanhoe Primary School outside the band considered disadvantaged.

In 2025, 21% of students had English as an Additional Language (EAL), and a small number of students identified as Aboriginal or Torres Strait Islander. In 2025, the school did not have any Aboriginal or Torres Strait Islander staff and did not offer programs for overseas students. Enrolment patterns indicate a continuing stable student population.

The 2025 staffing profile comprised 36 full-time equivalent (FTE) teaching staff and 5.4 FTE education support staff. This included 31 classroom teachers and eight specialist teachers. Education support staff provided assistance across administration, library services, integration and learning support.

The Leadership Team consists of two Co-Principals, a Business Manager, an Assistant Principal, one Leading Teacher and two Learning Specialists.

Specialist programs include Music, Art, Physical Education and Italian. Student support programs include English as an Additional Language. In 2025, the school operated 25 straight year-level class groupings.

The school maintains a strong focus on differentiation and feedback to maximise teacher capacity to meet the diverse needs of all learners. A range of targeted support programs ensures students at both ends of the learning spectrum are appropriately challenged and supported. Ivanhoe Primary School is an active member of a Community of Practice with local network schools, working collaboratively to maximise system outcomes.

The school is committed to providing opportunities for students to develop their artistic, physical and technological talents. The curriculum emphasises the teaching of thinking skills and the innovative use of digital learning technologies.

Mission Statement

Ivanhoe Primary School provides a positive, vibrant and inspiring environment where students are valued and encouraged to succeed as lifelong learners.

Vision Statement

Ivanhoe Primary School supports the development of the whole child, encouraging learners to be curious, reflective and critical thinkers as global citizens.

Values

Confidence, Independence, Persistence, Resilience and Respect.

The 2025 Parent Opinion Survey indicated a 100% endorsement for overall school satisfaction. The 2025 School Staff Survey reported an 81% positive endorsement for School Climate, an increase from 78% in 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

We share a strong commitment to providing a high-quality learning experience for every student with our philosophy firmly grounded in evidence-based teaching practices. Throughout 2025, the leadership team, teachers and support staff engaged in extensive professional learning to strengthen the understanding and implementation of the VTLM 2.0 while also re-developing our instructional model to align with the principles of the Science of Learning. The strong focus on explicit teaching and agreed engagement norms, ensured greater consistency across classrooms, strengthened instructional practice and support for improved outcomes for all students.

Academic data from 2025, demonstrates that our students continue to display outstanding academic performance across key learning areas.

Year 3 READING - 89.9% of students achieved Strong or Exceeding proficiency levels, outperforming similar schools (84.9%) and sitting well above the State average.

Year 5 READING - 91% of students achieved Strong or Exceeding proficiency levels, compared with 87.8% in similar schools.

Year 3 NUMERACY - 93.8% of students achieved Strong or Exceeding proficiency levels, more than 10% higher than students in similar schools.

Year 5 NUMERACY - 94.9% of students achieved Strong or Exceeding proficiency levels, significantly above the 86.5% recorded in similar schools.

Year 3 WRITING – 92% of students achieved Strong or Exceeding proficiency levels, on par with similar schools.

Year 5 WRITING - 92% of students achieved Strong or Exceeding proficiency levels, in comparison with 85% student achievement levels in similar schools.

The new Year 1 Phonics Check indicated that 77% of students at the beginning of year 1 were at or above expected level, higher than student achievement in similar schools at 75%.

These results highlight the school's strong focus on literacy and numeracy excellence, with student achievement consistently surpassing both State and peer benchmarks.

Key highlights in learning include the school's ongoing commitment to Read Write Inc for teaching systematic synthetic phonics and a shift towards structured literacy across the school, alongside the successful implementation of the Victorian Mathematics 2.0 curriculum, promoting consistency, engagement, and excellence across all year levels.

Wellbeing

The school focused upon embedding targeted support at individual, small group and cohort points of need through the provision of a broad, extensive support program in 2025.

Student sense of connectedness data increased slightly from 79% to 80%. Aspects of practice that helped maintain this level of response include a focus on professional learning in both support for diverse learners and in the effective delivery of Resilience, Rights and Respectful Relationships (RRRR). Additional supports for students included the successful employment of a part time school psychologist and the building of professional links with RMIT and La Trobe which enabled the school to host master of Occupational Therapy (OT) students to work in intensive blocks with targeted students.

The school built on previous successes in Tier 2 support programs increasing capacity in the provision of social skills support groups and the provision of staff professional learning to support best practice in the delivery of the 'M-Power' and 'Revved Up' programs in years three and five.

71% of students surveyed had not experienced bullying in the past 12 months placing our school in a positive light when compared to similar schools' data of 68%. A significant contributing factor to this was a continued focus on embedding an understanding of, and consistency towards an updated school behaviour framework through professional learning and consistently high expectations.

The staffing structure in the school now has a clear framework in relation to wellbeing. An Assistant Principal manages all aspects of the portfolio and is supported by a Disability Inclusion (DI) Coordinator, school psychologist and a classroom teacher with a remit that covers RRRR and Social-Emotional Learning (SEL) curriculum development and implementation. A targeted professional learning schedule has supported the embedding of RRRR into year level curriculum planning and has supported all staff to develop capacity in their ability to effectively support Disability Inclusion applications.

Engagement

The school maintained an average number of student absences in line with 'similar schools' with, IPS recording 17.7 compared to 17.3 for like schools. This is mirrored in the four-year trend data

of 17.9 and 17.7 respectively. Student attendance across all year level cohorts was stable with all seven years recording rates of attendance between 88.4 and 93.4%.

Students have shown exceptionally high levels of engagement in many aspects of school. A highlight of this in every year is the opportunity presented to students in presenting their work via community expos, examples including the Year 1 'Tiny Towns' and the Year 6 Arcade games, which alongside engagement showcased a strong example of voice and agency in our students with the financial success of the event helping offset the costings of their annual camp to Canberra.

Whole school events are extremely well supported and attended by the whole community, the highlight of 2025 being the school fair which showcased the strong links that the school has with the local community and the strength derived from an active and engaged Parents and Friends Association (PFA).

Other areas of notable success in this area include the continuation of the successful year 4 to 6 camping programs. Also worthy of highlight was the school's commitment to engaging learners at their point of need in the provision of both support and extension opportunities, with the school maintaining provision of targeted small group support in literacy and numeracy as well as the continued embedding of Mathematics extension classes.

Other highlights from the school year

- The School FAIR achieved strong fundraising outcomes and high levels of community engagement, as evidenced by increased attendance and volunteer participation.
- DI funding was effectively allocated to support targeted intervention and extension programs, contributing to improved student engagement and learning support.
- Student achievement and participation remained strong across academic learning, sport, and the visual and performing arts, as demonstrated through school-based assessments and participation data.
- The Kitchen Garden program continued to develop, with increased student participation and integration into curriculum learning areas.
- The school successfully retained and recruited high-quality teaching and education support staff, supporting continuity of learning and consistent implementation of programs.
- Enrolment enquiries increased throughout the year, indicating growing community confidence in the school.
- Partnerships with local high schools were strengthened through transition activities and collaborative programs.
- Education Week activities and the Open Morning recorded high attendance, reflecting strong community interest and engagement.
- A large electronic sign/screen was installed and utilised to enhance communication and promote IPS messaging to the wider community.

Financial performance

Ivanhoe Primary School concluded the year in a strong financial position, with a balance of \$501,047 distributed across High Yield Investment and Official Accounts.

Effective financial management practices led to a surplus of \$205,172, enabling the school to plan to allocate resources strategically to enhance the teaching and learning environment.

At the end of 2025 the school held \$54,799.75 of family receipts as a result of the School Saving Bonus monies yet to be spent. The expectation is that this will be used for 2026 events & camps supporting families to meet the costs involved.

In 2025, a significant portion of school funds were directed towards resourcing initiatives aimed at creating and maintaining a high-quality educational setting. The school received \$60,267 in School Mental Health Funding, \$26,500 in Tutor Learning Initiative Funding and \$15,990 for our Student Excellence Program. This funding contributed to the employment of a school psychologist two days per week to facilitate individual counselling, small group focused intervention and expert support for Disability Inclusion funding applications. Funding enabled an increased capacity in the provision of Social Skills Support Programs, employment of non-teaching support staff and targeted professional learning sessions for staff on topics such as CyberSafety.

The school also received \$16,670 in Equity funding, which was utilised to procure resources supporting identified students and programs.

The school has a hirer agreement with a number of local clubs that use our facilities on weekends that contributes to revenue. Hiring the hall enables the facility to be kept in good order and the floor resurfaced every two years.

Our community fundraising initiatives (thank you PFA) such as the School Fair, Election BBQs, Mother's Day and Father's Day stalls, Trivia Night and other special events contribute to revenue that goes back into the school's facilities and learning programs for the students. The school Fair returned a \$65,829 profit.

In 2025, the school run Outside School Hours Care (OSHC) program returned a profit of \$174,923, well above budget expectations. The Holiday Program was outsourced to LeapKids which resulted in a licencing fee of \$14,205.81 over the course of the year.

Moving forward, the school's financial forecasting will prioritise investments in improving learning spaces and facilities, maintaining student support, along with enhancing technology resources, and supporting professional learning opportunities for staff, ensuring that Ivanhoe Primary School provides the very best possible education for every student.

**For more detailed information regarding our school please visit our website at
<https://www.ivanhoeps.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 556 students were enrolled at this school in 2025, 280 female and 276 male. 21% had English as an additional language and 1% 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**.


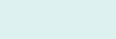

Parent Satisfaction Summary

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	100.0%	
	Similar schools	77.3%	
	State	82.0%	

School Staff Survey

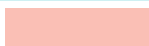
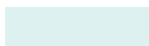


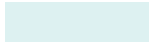

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	81.0%	
	Similar schools	78.6%	
	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	93.7%	
	Similar schools	95.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	91.1%	
	Similar schools	94.3%	
	State	84.2%	

NAPLAN

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


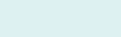


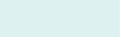

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	88.9%	89.0%
	Similar schools	84.9%	85.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	91.0%	93.0%
	Similar schools	87.8%	89.2%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	93.8%	90.7%
	Similar schools	83.6%	83.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	94.9%	91.1%
	Similar schools	86.5%	85.7%
	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'.


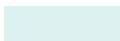

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	90.1%	
	Similar schools	79.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	90.1%	
	Similar schools	77.8%	
	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	75.9%		77.2%
	Similar schools	78.9%		79.6%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	74.2%		75.3%
	Similar schools	76.2%		77.2%
	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	17.7	17.9
	Similar schools	17.3	17.7
	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	93.4%	
Year 1	School	91.2%	
Year 2	School	90.4%	
Year 3	School	91.4%	
Year 4	School	91.8%	
Year 5	School	90.6%	
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	\$5,553,613
Government Provided DET Grants	\$569,264
Government Grants Commonwealth	\$281,724
Government Grants State	\$0
Revenue Other	\$36,461
Locally Raised Funds	\$1,009,224
Capital Grants	\$0
Total Operating Revenue	\$7,450,287

Equity	Actual
Equity (Social Disadvantage)	\$16,670
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$16,670

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

Expenditure	Actual
Student Resource Package ¹	\$5,264,792
Adjustments	\$0
Books & Publications	\$11,370
Camps/Excursions/Activities	\$189,423
Communication Costs	\$6,325
Consumables	\$132,671
Miscellaneous Expenses ²	\$27,324
Agency Staff	\$55,932
Professional Development	\$19,741
Equipment/Maintenance/Hire	\$190,456
Property Services	\$13,599
Salaries & Allowances ³	\$984,270
Support Services	\$153,235

Expenditure	Actual
Trading & Fundraising	\$119,381
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$67,930
Total Operating Expenditure	\$7,236,450
Net Operating Surplus/-Deficit	\$213,837
Asset Acquisitions	\$13,450

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	\$408,304
Official Account	\$77,218
Other Accounts	\$15,524
Total Funds Available	\$501,047

Financial Commitments	Actual
Operating Reserve	\$328,610
Other Recurrent Expenditure	\$8,948
Provision Accounts	\$6,620
Funds Received in Advance	\$0
School Based Programs	\$1,891,252
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	\$18,919
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,254,349

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.