

# 2025 Annual Report to the School Community

School Name: Wheelers Hill Primary School (5094)



- 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 20 March 2026 at 12:42 PM by Michael Ramsey (Principal)

- 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

To be attested by the Principal

## How to read the Annual Report

### What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

## NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### School context

At Wheelers Hill Primary School, our vision is to foster a safe, caring and inclusive community where high-quality education is at the forefront of everything we do. We uphold high expectations for students, staff and families, working together to create a positive and supportive learning environment. Our mission is to provide a broad range of learning experiences that challenge, extend and inspire every student. We aim to support each child in reaching their full potential across intellectual, emotional, social and physical domains. Through a diverse curriculum and targeted programs, we are committed to meeting the individual needs of all learners through effective differentiation.

Our core values underpin all aspects of school:

- **Responsibility:** Being accountable to ourselves, others and the wider community.
- **Acceptance:** Valuing individuality and respecting diversity.
- **Honesty:** Acting with integrity, fairness and truthfulness.
- **Resilience:** Developing the confidence to take risks, overcome challenges and persist.
- **Respect:** Caring for ourselves, others and our environment.

Wheelers Hill Primary School is situated in the south-eastern suburb of Wheelers Hill, approximately 26 kilometres from Melbourne's CBD. The school caters for around 700 students, organised into 28 single-level classes from Prep to Year 6. This structure supports developmentally appropriate teaching and learning across all year levels.

Our school is supported by a dedicated team of approximately 70 staff, including:

- Principal
- Two Assistant Principals (Wellbeing/Daily Operations and Curriculum/Assessment)
- Two Leading Teachers (Mathematics and Literacy)
- Three Learning Specialists (ICT, MSL and Enrichment)
- 28 Full-Time Equivalent classroom teachers
- Specialist teachers
- Education support staff, including administration, maintenance and teaching aides

The school does not currently employ any Aboriginal staff members.

Our school community is culturally diverse, with students representing a wide range of backgrounds. As of 2025, we had two international students enrolled. The school's Student Family Occupation and Education (SFOE) index is 0.1222, placing it among the lowest in the state.

Wheelers Hill Primary School places a strong emphasis on fostering an inclusive and supportive environment. We value the partnership between families, carers and staff, recognising that strong relationships are key to promoting student learning, engagement and wellbeing.

Wheelers Hill Primary School consistently achieves strong academic results, performing well above state averages and comparable schools. These outcomes are underpinned by high-quality, evidence-based teaching practices based around the VTLM 2.0 prioritise excellence across all learning areas.

In addition to our comprehensive core curriculum, students participate in a range of specialist programs from Prep to Year 6, including:

- Visual Arts
- STEM (Science, Technology, Engineering and Mathematics), including coding and robotics
- Performing Arts
- Physical Education
- Languages: Mandarin and French

These programs enrich student learning beyond the core literacy and numeracy curriculum.

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

### Learning

Wheelers Hill Primary School continues to demonstrate strong academic performance, consistently exceeding state and like-school averages. This is reflected in both NAPLAN results and teacher judgements against the Victorian Curriculum, as outlined in the school's performance summary.

In alignment with our Annual Implementation Plan (AIP) and Strategic Plan, the school maintains a clear focus on evidence-based teaching practices to maximise student learning outcomes. A strong emphasis is placed on explicit and responsive teaching to ensure that the individual learning needs of each student are met. This is underpinned by a comprehensive and ongoing assessment schedule.

Our teachers work collaboratively to plan lessons and units of work, engaging in Professional Learning Communities (PLCs) to analyse data, address challenges and refine instructional practice. To support this work, the school calendar allocates student-free days dedicated to assessment, planning and report writing, ensuring staff have the time required for high-quality preparation and professional learning.

In 2025, the school continues to provide targeted support for students performing below expected levels through support groups, with a focus on literacy and numeracy. For students working above or below expected standards, Individual Education Plans (IEPs) are developed to establish clear learning goals and provide personalised support.

The school also offers a range of enrichment opportunities for students performing above expected levels. These include programs such as Maths Olympiad, Literacy Sleuths, Maths and

Mini Investigators, and ICT enrichment programs, all designed to challenge and extend high-achieving students.

Following the 2023 School Review, the school commenced implementation of its new Strategic Plan, which continued to guide our work in 2025. Key priorities included maximising student learning outcomes and strengthening student wellbeing.

## Wellbeing

In 2025, results from staff, parent and student wellbeing surveys continue to indicate that Wheelers Hill Primary School is performing above both state and like-school averages. Notably, positive endorsement in the staff survey has been sustained at high levels, reflecting the strong and sustained culture of wellbeing across the school.

Wellbeing at Wheelers Hill Primary School is underpinned by the School Wide Positive Behaviour Support (SWPBS) framework, which is deeply embedded across the school community. This approach promotes positive behaviour through clear expectations, recognition and reinforcement, and is well understood by both students and families. The school's core values are integral to the SWPBS framework and are consistently modelled and demonstrated in daily practice by staff and students.

A restorative practices approach continues to guide the resolution of student conflicts, supported in the playground by a trained team of student peer mediators. Within the classroom, social and emotional learning is explicitly taught through programs such as The Resilience Project, complemented by Respectful Relationships where appropriate. Together, these initiatives support the development of a safe, inclusive and supportive learning environment.

Students requiring additional wellbeing support are catered for through targeted interventions and the development of Individual Education Plans (IEPs), particularly for those with diagnosed needs requiring reasonable adjustments. Following the conclusion of the Program for Students with Disabilities (PSD), the school has now transitioned to the Disability Inclusion (DI) model. This remains a key area of focus, ensuring that all students receive appropriate, individualised support. A number of students now receive funding through the DI model.

## Engagement

In 2025, Wheelers Hill Primary School maintained an average absence rate of 15.6 days per student, slightly lower than 2024 at 16.9. Absences were primarily due to short and extended family holidays, as well as illness, with very few cases linked to school refusal or disengagement. Despite this, the average number of absent days remains below both similar schools and the state average, reflecting strong student engagement and consistent attendance patterns.

A culture of high expectations and active participation in learning is firmly embedded at Wheelers Hill Primary School, supported by both staff and families. This is evident in positive responses from students in the Attitudes to School Survey and from families in the Parent Opinion Survey, with both groups highlighting the importance of regular school attendance. Parents consistently

express a strong commitment to ensuring their children attend school every day, and students similarly report that they value their time at school.

While the school does not implement a specific attendance program, high levels of engagement are supported through a challenging and inclusive curriculum, positive classroom environments, and strong relationships between staff and students. These factors contribute significantly to attendance rates that remain above the state average.

The Student Absence Learning Plan, introduced in 2024, continued to be implemented in 2025 to provide a consistent approach to supporting student learning during periods of absence. This process ensures students remain connected to their learning while away and requires principal approval for absences exceeding two weeks, reinforcing the school's commitment to maintaining high levels of attendance and engagement.

## Other highlights from the school year

Alongside the academic and wellbeing achievements outlined above, Wheelers Hill Primary School continues to offer a broad and balanced curriculum, complemented by a wide range of successful extracurricular activities and highlights throughout 2025.

The school delivered three camp programs for students in Years 4, 5 and 6, each providing valuable opportunities for independence, teamwork and personal growth. Year 4 students attended Camp Manyung in Mt Eliza, Year 5 students participated in a combined camp experience at Log Cabin Camp in Creswick and Sovereign Hill in Ballarat, and Year 6 students undertook an adventure camp at Camp Kangaroo in Princetown.

A major highlight of 2025 were the school productions, one each for junior and senior students. The production provided students with the opportunity to develop confidence and performance skills, and was a celebration of the school's strong performing arts program. The event was extremely well supported by the school community and showcased the talents and dedication of our students and staff.

Following the school's inaugural participation in the State Schools Spectacular in 2024, students again had opportunities in 2025 to engage in high-quality performing arts experiences, further strengthening student engagement and pride in the arts.

The Parents Association continued its valuable contribution to the school community throughout 2025. They supported a range of events, including welcome opportunities for new and returning families, community-building activities and fundraising initiatives. The school acknowledges and appreciates the ongoing commitment and support of the Parents Association.

Sustainability remained a key priority in 2025, with initiatives such as nude food days, composting and recycling programs continuing across the school. Walk to School initiatives further encouraged environmentally sustainable practices within the community. The school also maintained its ResourceSmart recognition, reflecting its continued efforts to reduce environmental impact and promote sustainability awareness among students.

## Financial performance

As of December 31, 2025, Wheelers Hill Primary School maintained a strong financial position. The school's total operating revenue was primarily generated through the Student Resource Package, government grants, and locally raised funds. Modest levels of equity funding was also received to support students facing social disadvantage. The school's OSHC program also made a significant profit, with funds going towards supporting staffing and teaching and learning resources.

Expenditures for the year were primarily directed towards staff salaries, student activities, maintenance, and professional development such as training more staff in the MSL phonics approach. Camps, excursions, and other extracurricular activities also contributed to the overall expenditure. However, the school's financial position remained solid, with a substantial amount of funds available across various accounts, including a high-yield investment account and the official school account. In addition, the school receives a small amount of funds from voluntary contributions, which are directed towards digital programs, classroom supplies, and the maintenance and management of the library and building fund areas.

The school receives a very modest amount of equity funding, which is used to support students in the literacy support program. Additionally, the school generates some funds through school council contracts, including gym and room hires for after-school clubs and music lessons.

While there were a number of fundraising events throughout the year, minimal funds were raised. These funds went towards supporting the art show, State School Spectacular and contributed to supporting the teaching and learning programs at the school.

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

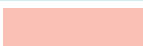


A total of 695 students were enrolled at this school in 2025, 308 female and 387 male. 63% had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

### 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	94.8%	
	Similar schools	85.2%	
	State	82.0%	

### School Staff Survey


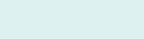


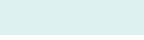

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	91.5%	
	Similar schools	79.5%	
	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>95.3%</b>	
	Similar schools	95.8%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>95.2%</b>	
	Similar schools	94.7%	
	State	84.2%	

## NAPLAN

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


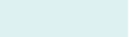


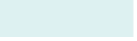

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>96.2%</b>	<b>92.0%</b>
	Similar schools	87.1%	87.4%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>97.2%</b>	<b>96.9%</b>
	Similar schools	90.7%	90.7%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>92.4%</b>	<b>91.6%</b>
	Similar schools	86.6%	86.8%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>99.1%</b>	<b>96.9%</b>
	Similar schools	91.6%	90.7%
	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.


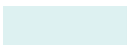

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>89.3%</b>	
	Similar schools	82.8%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>93.2%</b>	
	Similar schools	87.1%	
	State	74.0%	

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## WELLBEING


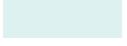

### Student Attitudes to School – Sense of Connectedness

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>81.1%</b>		<b>87.9%</b>
	Similar schools	81.7%		82.1%
	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>80.9%</b>		<b>87.3%</b>
	Similar schools	77.9%		77.5%
	State	76.4%		75.8%

## ENGAGEMENT








### Average absence days per student

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

		2025	4-year average
Prep - 6	School	15.6	16.1
	Similar schools	16.4	17.3
	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	93.0%	
Year 1	School	92.9%	
Year 2	School	91.0%	
Year 3	School	93.0%	
Year 4	School	90.5%	
Year 5	School	92.7%	
Year 6	School	91.7%	

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$6,722,697
Government Provided DET Grants	\$439,440
Government Grants Commonwealth	\$514,080
Government Grants State	\$0
Revenue Other	\$78,562
Locally Raised Funds	\$938,148
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,692,927</b>

Equity	Actual
Equity (Social Disadvantage)	\$5,269
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,269</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>	\$6,827,532
Adjustments	\$0
Books & Publications	\$15,168
Camps/Excursions/Activities	\$203,253
Communication Costs	\$6,548
Consumables	\$123,432
Miscellaneous Expenses <sup>2</sup>	\$37,293
Agency Staff	\$101,093
Professional Development	\$20,874
Equipment/Maintenance/Hire	\$162,086
Property Services	\$105,467
Salaries & Allowances <sup>3</sup>	\$702,683
Support Services	\$37,878

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$55,398
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,932
<b>Total Operating Expenditure</b>	<b>\$8,453,637</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$239,290</b>
<b>Asset Acquisitions</b>	<b>\$48,361</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.

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## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$540,862
Official Account	\$1,012,005
Other Accounts	\$286,731
<b>Total Funds Available</b>	<b>\$1,839,599</b>

Financial Commitments	Actual
Operating Reserve	\$271,018
Other Recurrent Expenditure	\$5,081
Provision Accounts	\$41,902
Funds Received in Advance	\$213,100
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$212,841
Cooperative Bank Account	\$161,843
Funds for Committees/Shared Arrangements	\$3,249
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$58,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$987,033</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.*