

2025 Annual Report to the School Community

School Name: Merri Creek Primary School (3110)



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

Attested on 24 March 2026 at 09:20 AM by Kerri Gibson (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 24 March 2026 at 09:21 AM by Kerri Gibson (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

Merri Creek Primary School is located on the banks of the Merri Creek in Fitzroy North and is an inner-urban primary school serving a vibrant and engaged community. In 2025, the school had an enrolment of 442 students. The School Family Occupation and Education (SFOE) density was 0.0534, placing the school in the low range of social disadvantage and reflecting a largely professional and highly educated parent community.

Our school vision states: “As a school community, we create an environment where students thrive in every way. We support each other as we discover, learn, think and question. Respecting ourselves and others, we all contribute to our community and the wider world.” This vision guides the work of our school community and reflects our aspiration for every child to thrive in all aspects of school life. We support students to develop socially so they can build and sustain positive relationships, emotionally so they are connected, aware and resilient, and physically so they are active and engaged participants in their learning. We also encourage students to approach learning with curiosity through discovery, deep thinking and questioning, while developing a strong sense of respect for themselves and others.

The values of the school are captured in C.A.R.E. — Creativity, Acceptance, Responsibility and Effort. These values underpin the culture of the school and guide the way students and staff work together as learners and members of a broader community.

School Council plays an active role in the governance of the school, meeting regularly and working in close partnership with the principal. School Council is made up of elected parent and staff representatives. This collaborative relationship supports thoughtful decision-making and the strategic direction of the school. School Council operates through several sub-committees including Finance, Outside School Hours Care (OSHC), Buildings and Grounds, Education, Community Relations and Fundraising.

Staff responses in the Department of Education Staff Opinion Survey indicated a highly positive school climate in 2025. Teacher survey responses positively endorsed the school above similar schools and the state across all areas of school climate, school leadership and staff health and wellbeing. Instructional leadership practices were strongly endorsed, with curriculum planning and delivery well coordinated across the school and clear learning expectations established for students. Staff reported a strong collective focus on student learning and described the school leadership team, learning specialist and wellbeing leaders as knowledgeable about leading effective curriculum, instructional and assessment practices.

Feedback from the parent community through the Department of Education Parent Opinion Survey was also highly positive in 2025, with overall satisfaction rated above both similar schools and the state. Parents expressed strong confidence in the school’s ability to provide a high standard of education. Positive endorsement was higher than similar and state schools across all areas including connection and progression, parent engagement, safety, school ethos and environment, student cognitive engagement and student development.

Together, these perspectives reflect a school community that values collaboration, high-quality teaching and learning, continuous improvement, and the wellbeing and success of every student.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning outcomes across the school continued to demonstrate consistently high levels of student achievement and learning growth in both literacy and numeracy in 2025. Teacher judgement data indicated that a high proportion of students were achieving at or above age-expected standards across the school. In 2025, 94.6% of Prep–Year 6 students were assessed at or above the expected standard in English, while 93.2% achieved at or above the expected standard in Mathematics. These results reflect the strong foundations in literacy and numeracy that are established in the early years and sustained through the middle and upper levels of the school.

National assessment data further reinforced this strong performance. Results from NAPLAN demonstrated that our Year 3 and Year 5 students achieved well above both similar schools and state averages in key areas. In Year 3 Reading, 93.9% of students achieved in the Strong or Exceeding proficiency levels, significantly higher than similar schools (86%) and well above the state average (69.5%). In Year 5 Reading, 98.4% of students achieved in the Strong or Exceeding levels, again exceeding similar schools (89.6%) and the state average (73.9%).

Numeracy results also reflected strong achievement. In Year 3 Numeracy, 84.6% of students achieved in the Strong or Exceeding proficiency levels, slightly above similar schools (83.5%) and well above the state average (66.2%). In Year 5 Numeracy, 93.7% of students achieved in the Strong or Exceeding levels, higher than similar schools (84.8%) and significantly above the state average (69.1%). These results demonstrate consistently high levels of achievement across both literacy and numeracy.

Student learning growth between Year 3 and Year 5 was also very positive. 88.5% of students achieved High or Medium relative growth in Reading, compared with 78.9% in similar schools and 74.7% across the state. In Numeracy, 83.9% of students achieved High or Medium relative growth, exceeding similar schools (75.3%) and the state average (74.0%). These outcomes indicate that the majority of students made strong progress over time and that teaching programs effectively supported continued learning development.

Teaching and learning across the school continued to strengthen through a sustained focus on evidence-based practice aligned with the Victorian Teaching and Learning Model (VTLM 2.0). In 2025, professional learning and team planning focused on instructional strategies that reduce unnecessary cognitive load and enhance student attention, clarity and independence. Teachers increasingly applied principles from cognitive load theory through the careful chunking and sequencing of learning, ensuring that instruction was explicit, structured and responsive to student needs.

These initiatives enhanced the consistency of teaching practices across the school, strengthened student engagement and built professional capacity within teaching teams. Data was systematically collected and analysed to inform planning and instructional practice, enabling teachers to respond effectively to student learning needs and maintain high levels of achievement and growth.

Learning was shaped by a cohesive and evidence-informed approach that continued to evolve through deep professional learning, collaborative planning and a strong culture of shared

responsibility for improvement. The school's alignment with VTLM 2.0, the strengthening of assessment and data practices, and the adoption of cognitive load-informed instructional design contributed to a comprehensive and highly effective learning environment.

Importantly, improvement work across the school was implemented thoughtfully and sustainably. While a number of practices and structures were still being refined, initiatives were embedded deliberately and with careful attention to teacher workload and capacity. Development was intentionally sequenced so that teams had time to learn, trial and refine new approaches before fully implementing them. This ensured that meaningful improvement occurred without compromising staff wellbeing or the quality of teaching.

These initiatives represented deliberate steps toward greater clarity, consistency and impact in teaching and learning. As these approaches continue to embed, students benefit from instruction that is well designed, responsive and grounded in research. Staff expertise continues to grow, practices are becoming increasingly coherent, and the school continues to progress toward its vision of a high-performing learning community in which every student can thrive.

Key Highlights

Strong student achievement and growth

Student outcomes remained consistently strong across literacy and numeracy, with high proportions of students achieving above expected standards and demonstrating strong learning growth between Year 3 and Year 5.

Inquiry learning across Humanities and Science

The school continued to strengthen an inquiry-based approach to Humanities and Science, where curriculum content was carefully sequenced so that knowledge and understanding built logically from year to year. This approach supported deeper thinking, encouraged curiosity and ensured that students developed a coherent understanding of key concepts over time.

High-quality specialist programs

Students benefited from engaging and high-quality specialist learning programs in Music, Visual Arts, Library and Japanese. These programs broadened students' experiences, fostered creativity and cultural understanding, and provided important opportunities for students to explore their interests and talents in a supportive learning environment.

Evidence-informed teaching practice

Teaching practice continued to strengthen through alignment with VTLM 2.0 and the implementation of evidence-based instructional strategies, including cognitive load-informed lesson design, retrieval practice and structured approaches to teaching and learning.

Wellbeing

Student wellbeing remains strong across the school, with results from the annual Attitudes to School Survey indicating that students feel connected, supported and safe within the school environment. The graphic representation of the performance summary highlights positive levels of student endorsement in key wellbeing indicators when compared with similar schools and the state.

In Sense of Connectedness, 86.8% of students in Years 4–6 reported positive endorsement, meaning they agreed or strongly agreed that they feel connected to their school. This result is

significantly higher than similar schools (74.7%) and above the state average (77.1%). These outcomes suggest that students experience a strong sense of belonging and connection to their peers, teachers and the wider school community.

Results in Managing Bullying were also positive. In 2025, 85.0% of students in Years 4–6 provided positive endorsement, indicating confidence in how the school prevents and responds to unkind behaviours. This result is again higher than similar schools (74.3%) and above the state average (76.4%). These results reflect the school's ongoing focus on building respectful relationships, maintaining safe learning environments and supporting students to feel confident seeking help when needed.

Wellbeing at the school is strengthened through a cohesive approach to student engagement grounded in responsive teaching, supportive environments and meaningful learning design. The school's wellbeing and engagement practices are shaped by the understanding that students learn best when instructional processes, classroom expectations and curriculum experiences work together to create predictability, challenge, connection and success. Over the past year, the school has continued to refine and embed these practices in ways that prioritise teacher workload, sustainability and consistency across classrooms.

Throughout 2025, Disability Inclusion processes continued to expand, requiring significant investment of staff time and school resources. The school has maintained a proactive focus on identifying and supporting students who may meet Tier 3 funding criteria, dedicating time to gathering evidence and preparing detailed student profiles. While this work is essential to ensure appropriate support, it places ongoing demands on staff capacity and school budgets. With a low SFOE index resulting in lower Tier 2 funding allocations, available resources do not always fully align with the level of student need.

Administrative and compliance responsibilities remain substantial. The development and ongoing monitoring of Individual Education Plans (IEPs), Individual Wellbeing and Safety Plans, and the collection of evidence to support significant adjustments and specialist assessments are essential processes that ensure appropriate student support and accountability. However, these requirements also contribute to a significant operational workload for staff.

In response to Department of Education requirements for sexuality and consent education, teaching teams implemented the Talking the Talk scope and sequence across year levels. This work has strengthened consistency in curriculum planning and assessment, while also adding to the broader balance of compliance responsibilities managed by teaching teams.

The school continues to deliver targeted literacy intervention through MiniLit and MacqLit programs. These programs play an important role in supporting students to build foundational literacy skills. Tutor Program funding supports these programs but due to the absence of students working below NAPLAN benchmarks, the general school staffing allocation must support the funding of this program.

Overall, the school has embedded a strong focus on Disability Inclusion and targeted intervention, working purposefully to ensure that all students receive the support they need while balancing the realities of available resourcing and staff capacity.

A consistent whole-school approach to behaviour and engagement continues to support safe and purposeful learning environments across all classrooms. Professional learning has emphasised three guiding principles: that behaviour is influenced by the environment in which it occurs; that behaviour serves a purpose; and that behaviour can be explicitly taught like any other skill. Staff have explored the understanding that behaviour commonly serves two primary functions: to obtain

or seek something, or to escape or avoid something. This shared understanding has strengthened consistency in how staff respond to behaviour and support positive student engagement.

The school has also undertaken a review of whole-school operational practices to minimise interruptions to learning. Adjustments were made to reduce distractions such as announcements, telephone calls, early student pick-ups and classroom deliveries. These changes were communicated clearly to the school community, with new systems introduced to support the continuity of learning time and protect the quality of classroom instruction.

Key Highlights

Strong sense of student connection and belonging

Attitudes to School Survey results indicate that students experience a strong sense of belonging, with Sense of Connectedness significantly above both similar schools and state averages.

Positive student perceptions of safety and bullying management

Students report confidence in how the school manages bullying, reflecting the school's commitment to respectful relationships and safe learning environments.

Targeted support for diverse student needs

The school has embedded processes for Disability Inclusion, Individual Education Plans and targeted literacy interventions such as MiniLit and MacqLit to support students requiring additional learning support.

Protecting learning time and classroom focus

Whole-school operational practices have been reviewed to minimise interruptions to learning, ensuring classrooms remain focused, calm and conducive to sustained student engagement.

Engagement

Student engagement at the school was reflected in strong attendance patterns and lower levels of student absence compared with similar schools and the state. In 2025, the average number of absence days per student from Prep to Year 6 was 15.3, which is below the four-year school average of 16.1 days and significantly lower than both similar schools (18.1 days) and the state average (21.5 days). Attendance rates across year levels remained consistently high, ranging from 94.9% in Prep to 90.0% in Year 5, with all year levels maintaining attendance above 90%. These results indicate that students attended school regularly and felt positively connected to their learning and the broader school community. Strong attendance provides the foundation for sustained learning progress and reflects the school community's shared commitment to ensuring that students are present and engaged in their education.

Student engagement across the school continued to be strengthened through a coherent focus on responsive teaching, purposeful classroom environments and thoughtful curriculum design. The school's work in this area recognises that students engage most successfully when instruction is appropriately challenging, clearly structured and supported by predictable classroom routines.

A major focus of engagement work was the development of responsive teaching practices that ensure all students can access learning at an appropriate level of challenge. This approach promotes both equity of learning and active participation in the classroom. Central to this work was building teachers' understanding of how learning occurs, how students allocate and sustain

attention, and how curriculum content can be sequenced to develop conceptual understanding over time.

Teachers were supported through clear instructional models, effective teaching techniques and strategies that enabled them to regularly check for student understanding. The development of staff capability in these areas supported teachers to make informed instructional decisions throughout a lesson, ensuring that learning remained purposeful and accessible for all students. As these practices continue to strengthen, teachers are increasingly able to adjust instruction responsively and support students to remain motivated and successful in their learning.

Student engagement was strengthened through expanded opportunities for student voice and leadership. Student leaders and representative groups organised events, supported community initiatives such as Fun Day lunches and fete activities, and acted as role models for younger students. Senior students further contributed by running lunchtime activities, including popular soccer tournaments, fostering connection and inclusion across year levels.

Leadership development was evident in senior inquiry projects, where students demonstrated organisation, collaboration and the ability to meet timelines. Student-led initiatives, such as creating magazines for younger classes, highlighted creativity, communication and a strong sense of responsibility to the school community.

Cultural events and learning experiences promoted understanding, respect and inclusion. Students led assemblies with the Acknowledgement of Country and the school declaration, and engaged in significant events including Cultural Diversity Week, National Sorry Day, Reconciliation Week and Wear It Purple Day.

Environmental and sustainability initiatives provided authentic, real-world learning opportunities. Classroom inquiries into topics such as palm oil production and the preservation of the Merri Creek, alongside participation in World Environment Day, supported the development of environmental responsibility and active citizenship.

Key Highlights

Responsive teaching practices supporting engagement

Teaching practices continued to strengthen through responsive instructional approaches, the use of clear instructional models and ongoing monitoring of student understanding to maintain engagement and success in learning.

Positive and predictable classroom environments

Consistent classroom routines and positive behaviour supports strengthened learning environments across the school, enabling students to focus, participate and sustain attention in their learning.

Empowering Student Leadership and Engagement

Student engagement was strengthened through meaningful leadership, student voice and real-world learning opportunities, with students leading community events, cultural initiatives and peer activities such as lunchtime sports and student-led publications. Through inquiry projects and participation in events, students developed organisational skills, social awareness and a sense of responsibility to their community and environment.

Other highlights from the school year

Student engagement was enriched through a broad range of co-curricular opportunities that extended learning beyond the classroom. Students participated in a wide variety of activities including athletics, cross country and swimming events, a whole-school swimming program, Year 6 surf lessons and a range of interschool sporting opportunities. Incursions were organised through Sports Victoria to provide a range of sporting experiences across the school. Camps for Years 3–6 provided valuable opportunities for independence, teamwork and personal growth, while the school's instrumental music program supported students to develop musical skills and confidence.

The performing arts also played an important role in school life. Selected Year 6 students participated in the School of Rock, while student-led music assemblies showcased ensembles and rock bands, providing authentic opportunities for students to perform and collaborate. Across the school, students also engaged in dance programs that encouraged creativity, movement and teamwork.

Throughout the year, the school community came together through a variety of events that nurtured relationships and fostered a strong sense of belonging. Celebrations such as the School Fete, community breakfasts, discos, Mini Marathon, fun lunches and dress-up days showcased the partnership between families and the school while giving students opportunities to connect, celebrate and engage with one another. Parent volunteers played a vital role across all events, supporting activities and helping to strengthen community connections, involvement, and student learning.

Whole-school events, excursions, performances and celebrations such as Book Week, the school Writers Festival and community gatherings strengthened students' sense of belonging and enriched the overall learning experience. Learning was further enriched through a range of excursions and real-world experiences that deepened understanding and sparked curiosity. These excursions provided meaningful connections between classroom learning and the wider world, helping students to see the relevance and excitement of their studies.

Creativity and imagination were also celebrated across the year through events such as Book Week, the school Writers Festival and a series of engaging author visits. Japanese Week provided opportunities for students to explore language and cultural activities. These experiences encouraged a love of reading and writing while inspiring students to explore their own ideas and creativity. Collectively, these experiences demonstrate the breadth of opportunities available to students and reflect the strong partnership between staff, families and students in creating a vibrant and engaging learning community.

Overall all these opportunities reflect the school's commitment to educating the whole child and providing a balanced program that supports academic, social, emotional and creative development.

Key Highlights

Strong community engagement

The school community continued to play an active and valued role in school life. Community events strengthened connections across the school. School Council and its sub-committees, together with parent representatives and volunteers who supported excursions and events, contributed significantly to building a vibrant and supportive school community.

Rich co-curricular and experiential learning opportunities

Students benefited from a wide range of sporting, creative and outdoor learning opportunities that supported connection, confidence and personal growth.

Financial performance

The school finished 2025 with a net operating surplus of \$297,843. This surplus can largely be attributed to the school's fundraising activities, outlined below. Equity funding is extremely low at Merri Creek Primary School, reflecting the level of socio-economic advantage experienced by many families in the community.

Additional State or Commonwealth Government funding received beyond the Student Resource Package (SRP) included Targeted Initiatives: Swimming in Schools (\$17,800), Extended Koorie Literacy and Numeracy Program (\$4,000), Student Excellence Program (\$12,030), Career Start (\$18,048), Tutor Learning Initiative (\$26,500), Respectful Relationships (\$2,200) and the Schools Mental Health Fund (\$48,486.55). The school also received \$7,250 from the Australian Sports Commission through the Sporting Schools Program.

The school welcomed the opportunity to provide swimming lessons once again, with all year levels participating. The Tutor Learning Initiative funding was used to support a literacy intervention program operating three days per week. A range of external sporting opportunities were also provided, including karate and frisbee coaching, with costs covered through the Sporting Schools Program.

The school thanks the Fete coordinators and the wider school community for their tremendous work in delivering the School Fete, which raised approximately \$100,000. Our school community consistently goes above and beyond in supporting fundraising initiatives, and the School Council subcommittee convenors who oversee this work contribute high levels of expertise and commitment.

Other fundraising events included community breakfasts, fun lunches, a trivia night, the Hot Cross Bun drive, the Merri Marathon, Year 5/6 Market Day and year level discos. These events raised a further \$49,208. With a Capital Works project scheduled to commence in 2026, the school has been able to contribute \$200,000 towards this project.

Families also generously donated to the school's Building and Library funds, contributing \$53,900 and \$16,005 respectively. In addition, \$16,005 was donated to the school's Equity Fund to ensure that all students are able to access resources and participate fully in school activities and events.

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


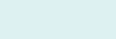

A total of 445 students were enrolled at this school in 2025, 237 female and 207 male. 4% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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**.


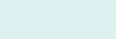

Parent Satisfaction Summary

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	93.7%	
	Similar schools	76.2%	
	State	82.0%	

School Staff Survey


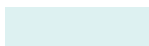


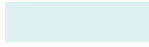

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.1%	
	Similar schools	78.3%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	94.6%	
	Similar schools	94.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	93.2%	
	Similar schools	94.2%	
	State	84.2%	

NAPLAN

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


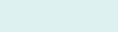

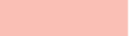
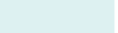

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	93.9%	87.9%
	Similar schools	86.0%	85.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	98.4%	97.1%
	Similar schools	89.6%	90.0%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	84.6%	83.0%
	Similar schools	83.5%	83.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	93.7%	90.1%
	Similar schools	84.8%	84.1%
	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'.


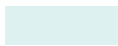

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	88.5%	
	Similar schools	78.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	83.9%	
	Similar schools	75.3%	
	State	74.0%	

WELLBEING


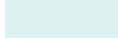

Student Attitudes to School – Sense of Connectedness

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	86.8%		81.4%
	Similar schools	74.7%		75.6%
	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	85.0%		77.6%
	Similar schools	74.3%		74.2%
	State	76.4%		75.8%

ENGAGEMENT







Average absence days per student

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

		2025	4-year average
Prep - 6	School	15.3	16.1
	Similar schools	18.1	18.6
	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	94.9%	
Year 1	School	93.6%	
Year 2	School	91.9%	
Year 3	School	92.6%	
Year 4	School	92.0%	
Year 5	School	90.0%	
Year 6	School	90.6%	