2025 Annual Report to the School Community

School Name: Wattle View Primary School (5012)

- 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 07 April 2026 at 01:40 PM by Tracy Wright (Principal)

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

Attested on 23 April 2026 at 04:16 PM by Tracy Wright (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

Wattle View Primary School is situated in Ferntree Gully, which is a suburb in Melbourne, Victoria, at the foothills of the Dandenong Ranges, within the City of Knox local government area. Wattle View Primary School had a total student enrolment of 245 students enrolled in 2025, 128 female and 117 male students. 14% had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

Our staff consisted of 18 teachers (several part time) and 8 Educational Support Staff in classrooms. Four of our Educational Support Staff members ran our Literacy Intervention Programs, overseen by our Literacy Learning Specialist. A Psychologist operated weekly from our school. We had three administrative (two part time) and two principal class staff. Wattle View Primary School's vision is to educate 'Learners for Life'. Our school values to supporting this vision were collaboratively revisited with students, staff and community resulting in the four values of Respect, Resilience, Integrity and Kindness. The school's socio-economic profile showing socio-educational disadvantage, based on families' occupations and education, was considered in the medium band width. Our Curriculum at Wattle View Primary School reflected the Victorian Curriculum Framework, with specialist programs in physical education, visual arts, performing arts, STEM and a language other than English program, being AUSLAN, which are all delivered weekly.

Progress towards strategic goals, student outcomes and student engagement

Learning

Wattle View Primary School continues to reflect on our student learning outcomes and we are extremely proud of our ability to ensure our Learning and Teaching programs change according to our needs. The development alongside staff, of a Guaranteed and Viable Curriculum scope and sequence was a highlight in 2025, ensuring all students have an equal opportunity to learn essential content. As a result of being invited to participate in the Primary Maths Specialist Initiative run by the Department of Education, two staff members undertook this 2 year program, each receiving 2.5 days out of a classroom, with the aim to development individual specialists' learning and knowledge about the important key concepts and pedagogies in mathematics, assist with the development of others and develop whole school level improvements. Our 2025 Annual Implementation Plan strategies included continuation of the appointment of a Numeracy Learning Specialist (also a participant in the PMSS initiative), Literacy Learning Specialist and a Mental Health and Wellbeing Leader. Due to flexible grant approval, our Learning Specialist in Literacy had two days out of the classroom, and Wellbeing Leader 2.5 days a week, dedicated to whole school improvement in their field. Our School Improvement Team, comprising of Leadership, Learning Specialist and the Wellbeing Leader, designed professional learning

opportunities for all staff to improve knowledge and practice in all areas of the Curriculum. This included strategies such as weekly Professional Learning in their respective areas, and timetabling, to allow all staff to have communal planning time together. By building staff knowledge and skills, this enabled staff to strengthen their teaching practice and develop a consistent program of explicit instruction. Trained education support staff continued to support Literacy intervention programs, and Numeracy intervention was provided by our PMSS team. Extension opportunities were were provided in both Literacy and Numeracy by classroom tiered support, along with engagement in programs for Writing, STEM and Numeracy.

Our NAPLAN test results in Reading, in Strong or Exceeding in Year 3 was 79.4%, and in Year 5 was 77.8%, exceeding both the similar schools and state average. Our school percentage of students in Numeracy in Strong or Exceeding in Year 3 was 61.8%, exceeding similar schools and 4.4% shy of state average and in Year 5, 66.7%, above similar school percentage. Both Reading and Numeracy of students in Year 3 - 5 with the % of students with high or medium relative growth, exceeded both similar schools and state averages. Teacher judgement of student achievement against the Victorian Curriculum in both English and Maths in Years Prep to Year 6 were above both similar schools and state average.

Wellbeing

To create further opportunities for authentic learning partnerships between students, staff and parents was a goal for 2025. Strategies employed included continuing the services of a psychologist to attend onsite weekly. This service was well accessed over the year. A Mental Health and Wellbeing Leader was appointed to continue implementing approaches such as the Zones of Regulation to support students to regulate emotions, provide professional learning for staff for classroom implementation, along with promoting it on all school platforms for community awareness and promotion of the partnership between home and school. The School Improvement team worked throughout the year researching our next steps in wellbeing programs and processes to support our community, and after much careful consideration, late in 2025, the evidence-based program the Resilience Project was enlisted, to continue building a resilient school community. This will be rolled out to community in 2026.A Student Voice Council, led by a Learning Specialist continued, with representation across all classes. Wattle View Primary School continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program, working alongside the RRRR Department of Education team who were enlisted to run a parent session, to support the implementation of the program. The program was evident in all curriculum planners. Wattle View Primary School operated a Breakfast Club three mornings a week, that averaged 17 students in attendance, on a daily basis. Our connection with the local Salvation Army establishment grew, whereby they provided twice weekly, pantry items and sometimes clothing, at no charge to our community. The uptake of this initiative was high. The local church provided sandwiches on a weekly basis for students needing lunch. Our Marrung Leads, supporting our Aboriginal/Koorie students, took on a more visual role, leading Student Support Group meetings termly. We saw a slight decrease in sense of connectedness, on our Attitudes to School Survey in Years 4-6 (ATToS), from 70.2% to 68.8% whilst managing bullying on the same survey was positively endorsed at 76.5%, above similar schools and on par with the state. Continuation of our tiered, consistent behaviour management document, highlighted through our 'Learning to Learn' program that runs at the beginning of the school year was a contributing factor

to this. A number of community events were held and well attended, including our Colour Run, transition events and parent workshops e.g. how to help your child to read at home.

Engagement

The importance of school attendance in 2025 was promoted at Wattle View Primary School via newsletter, compass posts and at assemblies. We cemented our staged approach to non-attendance with staff, receiving positive feedback from them in relation to the role they play in attendance and clarity in their next steps. Attendance data was reviewed fortnightly in Wellbeing Team meetings led by Principal class and inclusive of the Wellbeing Leader, whilst communal team planning documents have attendance as a weekly standing agenda item. Our 4-year average across all year levels sat at 23.2 days, slightly above similar schools and state average, with common reasons for non-attendance including illness and extended family holidays. Attendance rates were similar across year levels. The introduction of a morning 'Soft Start', signalled by mindfulness music playing, saw students accessing classrooms from 8:50am, to begin their day in a calm and orderly fashion, and had a huge effect school wide not only on students and staff, but was anecdotally praised by parents for its ability to calm families in their morning rush. During 2025, to encourage student engagement, we continued to prioritise student clubs and activities during break times. We offered independent dance and music providers who frequented our school weekly. Both attendance rates for these services were high. Our partnership with Swinburne Children's University was expanded to include students in both Years 3 and 4. Participating students were encouraged to engage with the offered school clubs, as well as learn beyond the classroom. This program was overseen by a staff members who assisted students to record activities and milestones, and ultimately celebrate alongside students at an annual graduation ceremony held at Swinburne University, with awards presented by the Principal. Both 3 day camps for Years 3/4 and 5/6 were well attended whilst provisions and adjustments for students with disability were well considered, to ensure equal opportunity and engagement. A purposeful focus in our early years transition process and connections with local Kindergartens and Child Care services, was prioritised. This included the formation of an early years transition team, who attended individual Kindergarten and Child Care Centre open nights, along with inviting our local Kinder to visit us for events such as story time sessions.

Financial performance

Wattle View Primary School continued to be financially secure and recorded a positive balance in the school banking accounts of combined $72857.
In 2025, the school continued to significantly invest in human resources by operating 12 classrooms, 2 Teacher Learning Specialists in Literacy, Numeracy (2 staff participating in the PMSS program) along with a Wellbeing Leader. Specialist programs included STEM, alongside Physical Education, Visual Arts, Performing Arts and AUSLAN.
We prioritised Literacy resources through utilisation of our locally raised funds, and Wellbeing resources e.g. books, teaching materials and sourced grants to assist in maintaining our infrastructure e.g. tree auditing grants, sporting grants. The equity funding received was used to

fund our Literacy and Numeracy Intervention Programs.
The total funds available to the school at the end of 2025, and its overall financial position remained strong and allowed the school to fund future improvement projects and increase human resourcing.

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 245 students were enrolled at this school in 2025, 128 female and 117 male. 14% had English as an additional language and 3% 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 **Medium**.

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**	**43.3%**
	Similar schools	77.4%
	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**	**78.9%**
	Similar schools	75.8%
	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**	**91.7%**
	Similar schools	83.2%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**91.9%**
	Similar schools	80.9%
	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**	**79.4%**	**69.5%**
	Similar schools	64.9%	65.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**77.8%**	**67.3%**
	Similar schools	68.9%	69.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**61.8%**	**59.6%**
	Similar schools	58.9%	59.7%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**66.7%**	**63.1%**
	Similar schools	61.5%	60.5%
	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**	**81.2%**
	Similar schools	68.8%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**75.0%**
	Similar schools	67.4%
	State	74.0%

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**68.8%**		**69.8%**
	Similar schools	74.7%		74.7%
	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**	**76.5%**		**69.2%**
	Similar schools	75.7%		73.9%
	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**	**21.6**	**23.2**
	Similar schools	21.7	22.1
	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**	**93.3%**	
Year 1	**School**	**90.3%**	
Year 2	**School**	**91.5%**	
Year 3	**School**	**88.1%**	
Year 4	**School**	**88.5%**	
Year 5	**School**	**85.0%**	
Year 6	**School**	**87.4%**	

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	$3,197,441
Government Provided DET Grants	$330,270
Government Grants Commonwealth	$4,350
Government Grants State	$0
Revenue Other	$18,267
Locally Raised Funds	$185,863
Capital Grants	$0
Total Operating Revenue	**$3,736,191**

Equity	Actual
Equity (Social Disadvantage)	$99,008
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$99,008**

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

Expenditure	Actual
Student Resource Package[1]	$3,254,943
Adjustments	$0
Books & Publications	$525
Camps/Excursions/Activities	$95,381
Communication Costs	$9,646
Consumables	$56,791
Miscellaneous Expenses[2]	$16,937
Agency Staff	$2,218
Professional Development	$10,205
Equipment/Maintenance/Hire	$51,813
Property Services	$94,027
Salaries & Allowances[3]	$131,094
Support Services	$9,168

Expenditure	Actual
Trading & Fundraising	$21,527
Motor Vehicle Expenses	$0
Travel & Subsistence	$2,381
Utilities	$29,336
Total Operating Expenditure	**$3,785,990**
Net Operating Surplus/-Deficit	**($49,799)**
Asset Acquisitions	**$0**

[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	$68,349
Official Account	$4,509
Other Accounts	$0
Total Funds Available	**$72,857**

Financial Commitments	Actual
Operating Reserve	$88,508
Other Recurrent Expenditure	$1,403
Provision Accounts	$0
Funds Received in Advance	$26,118
School Based Programs	$0
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	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$116,030**

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.