

2025 Annual Report to the School Community

School Name: Victoria Road Primary School (5057)



- 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 26 March 2026 at 04:51 PM by Lisa Branch (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 26 March 2026 at 04:51 PM by Lisa Branch (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

For the second year in a row, Victoria Road Primary School has been identified by the Department of Education as a High Performing School across the areas of Wellbeing and Teaching & Learning.

We are a thinking and learning community where respect for individuals and diversity underpins success for all. Our values are to be respectful to ourselves, others and our learning. Located in Lilydale at the gateway to the Yarra Valley, Victoria Road Primary School boasts expansive landscaped grounds including a sporting oval, numerous basketball courts and three playgrounds. There are two main buildings, a gymnasium with art room and canteen included, a stand alone music room and significant gardens and structures designed to support learning in our gardening program. Our specifically designed class spaces are ideal for our progressive co-teaching model which is implemented across every year level of the school. These rooms are light, spacious and offer students many opportunities to work in small groups under the guidance of their teachers. All students attend specialist classes which include Physical Education, Visual Arts, Music and Auslan, Innovation HQ and Herbology (Gardening).

Classes across the school are co-taught, meaning that there is more than one teacher in every class as well as teaching support staff. This model of teaching practice results in teachers being more able to flexibly respond to the needs of the class and individual students as well as conducting small group interventions within regular classroom spaces. Our teachers have undertaken extensive and ongoing professional learning about creating a culture of thinking and teaching for understanding in line with the work coming out of Project Zero, Harvard University. Through the consistent use of our assessment schedule and thorough understanding of how to analyse student results, we are able to identify students in need of additional support. Formal literacy and numeracy intervention sessions are provided for students in need, progress is closely monitored and communicated to parents.

High ability students access a range of extension learning opportunities designed by our High Ability Practice Leader. These group sessions challenge thinking and develop problem solving and collaboration skills. Our teachers are supported and extended by our four Literacy and Numeracy Learning Specialists. Victoria Road Primary School is an inclusive school which welcomes everyone to be a contributing member of the school community. Detailed support structures exist to assist in the inclusion of all. The school has solid working relationships with community organisations to support students and families. Victoria Road Primary School employs a co-ordinator for students with additional needs, to manage supports and the creation of Disability Inclusion funding applications.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our goal of improved student learning outcomes was supported by our work to improve student engagement and attendance. Our students have an average of 14.7 days absent compared with students in similar schools who have 21.9. The consistency in accessing learning has had a vast impact on the deepening of their learning.

For a number of years we have worked to fine tune our explicit teaching of phonics, writing and numeracy. This work continued in 2025 where we further developed teacher understanding of explicit instruction and how this sits alongside the creation of a culture of thinking. This has resulted in students acquiring the information and skills required to then apply in a variety of circumstances and situations. Through developing a culture of thinking we provide frameworks and opportunities for students to generate ideas through robust processes, this results in a deeper understanding of what it is we are teaching them.

Highlights for 2025 include:

- Increase in teacher judgements for students above expected levels in Writing: 2024 - 79%, 2025 - 89%
- Increase in teacher judgements for students above expected levels in Reading: 2024 - 84%, 2025 - 91%
- We maintained our Strategic Plan goal of maintaining Reading in Year 3 & 5 NAPLAN results at previously high levels
- Staff survey results reflect positive endorsement on Academic Emphasis growing from 79% - 84%
- Student Attitude to School Survey reflects a 96% positive endorsement on "Differentiated learning challenge", compared with the network result of 84%

Wellbeing

Outcomes for students in the area of Wellbeing have been achieved through consistent implementation of SWPBS and Respectful Relationships, in addition to the continued use of structures and interventions designed to address many and varied needs of our students and families. The Wellbeing Team, (including the School Leadership), meet regularly with teachers and as a team to assess, address and report on student need, thus creating an approach that puts the child at the centre of decisions made by the team. Members of this team meet regularly with outside agencies and professionals who are also supporting our students.

Having improved results in all wellbeing areas in the Attitudes to School Survey in 2025, we achieved the final targets for our Wellbeing goals set out in our School Strategic Plan in 2024. Our work continues to develop as we respond to changes in our children and the broader community.

Engagement

Research shows that attendance in Prep is a good indicator of academic and social success over the life of a student's schooling. That being the case, we are very pleased to report that 39% of our Prep students in 2025 attended more than 95% of school days, this compares favourably with the state result of 31% and the local network result of 30%. This trend of excellent attendance continued throughout the school with our average across the school for 95% or more attendance sitting at 40% and state result sitting at 27% and local network result of 25%.

At VRPS we solidified our systems and approaches to improved attendance, these include clear and predictable routines, high expectations, family follow ups and most of all, an emphasis on student engagement. Our Attitudes to School Survey records 93% of our students having a positive endorsement on "Student voice and agency", compared with the local network and state result of 68%. We also continued our positive endorsement of good attendance through our weekly assemblies.

In 2025 we continued cultivating a connection between families, outside therapists and the school through providing spaces therapies could be conducted in within the school. This reduced the need for lengthy absences to attend appointments and reduced the risk of missing therapy sessions. This has impacted the amount of students with half day absences reduced to 3.75 average per student compared with 8.16 half days for other schools in Lilydale and 7.92 half days average for students across the state.

It is our belief that consistency in attendance directly influences and impacts student social and academic engagement.

Other highlights from the school year

In 2025 we conducted 2 school camps for grades 3 and 4 at Alexandra and for grades 5 and 6 at Allambie. These were both adventure camps with lots of outdoor activities which were highly enjoyed by students and staff. In addition all students (including the junior school), attended a range of excursions including tours at the MCG, whole school swimming program, Mont De Lancey, Healesville Sanctuary and more. We are always proud of how our students conduct themselves when out in public, they are very mindful of continuing to demonstrate our school values of being respectful of self, others and learning.

Throughout the year, students took part in sporting activities including cross country, athletics and inter-school sport for grade 5 and 6. One student represented Victoria Road at the State Track & Field Championships in the 9/10yo Girls Long Jump event, finishing in 13th place. She qualified for this event after winning at the school, district, division and region competitions. Victoria Road experienced all-round success at the 3 major district carnivals in 2025, with a Top 3 school placing in the District Cross Country and the District Athletics. One student won 1st place in the 12/13yo Boys Yarra Division Cross Country and a second place was achieved by our Year 5-6 students at the Mooroolbark District Community Sports Day.

Regarding community based activities in 2025, our students took part in regular visits to local kindergartens to read and play with younger students, this strengthened their understanding of community responsibility and leadership. Students taking part in our lunchtime choir group

enjoyed performing at local venues and at our end of year Christmas concert where families joined us for a picnic dinner on the school oval. Our Parents and Friends group is very active not only in fund raising but also in organising events such as our mid year fair in 2025.

Victoria Road has a focus on environmental activities which is promoted during Herbology classes and throughout the year with various events such as Plant a Tree Day or our own program that includes children growing and cooking their own food.

Financial performance

Victoria Road Primary School continues to run a healthy budget and use any accumulated funds to improve the buildings, grounds and general environment for children who are in attendance when the funds are available. We have a small surplus reduction for 2025 that we are currently appealing, this surplus excess occurred due to the allocation of late DI funds from the DET. In 2025 a deposit has been paid for the installation of a PV solar system including batteries for power storage. It is expected that future power bills for the heating, cooling and lighting of the school will be vastly reduced in the future.

**For more detailed information regarding our school please visit our website at
<https://www.victoriaroadps.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 228 students were enrolled at this school in 2025, 114 female and 113 male. 9% had English as an additional language and 4% 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 - 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	95.2%	
	Similar schools	80.6%	
	State	82.0%	

School Staff Survey


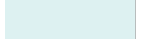


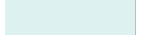

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	89.3%	
	Similar schools	76.4%	
	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	91.3%	
	Similar schools	84.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	96.6%	
	Similar schools	84.2%	
	State	84.2%	

NAPLAN

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


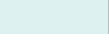


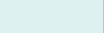

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	77.4%	72.2%
	Similar schools	66.3%	65.5%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	75.9%	77.1%
	Similar schools	68.7%	71.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	62.1%	69.3%
	Similar schools	61.5%	62.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	60.0%	74.1%
	Similar schools	63.7%	63.8%
	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'.


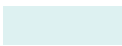

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	80.8%	
	Similar schools	70.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	75.0%	
	Similar schools	67.5%	
	State	74.0%	

WELLBEING


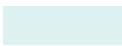

Student Attitudes to School – Sense of Connectedness

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	94.3%		88.2%
	Similar schools	77.9%		76.1%
	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
Years 4 to 6 % positive endorsement	School	93.8%		88.2%
	Similar schools	78.1%		76.0%
	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	14.7	18.8
	Similar schools	21.9	22.2
	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	92.8%	
Year 1	School	93.7%	
Year 2	School	92.0%	
Year 3	School	92.8%	
Year 4	School	92.9%	
Year 5	School	91.5%	
Year 6	School	92.4%	

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	\$3,397,986
Government Provided DET Grants	\$497,410
Government Grants Commonwealth	\$3,478
Government Grants State	\$0
Revenue Other	\$25,174
Locally Raised Funds	\$239,775
Capital Grants	\$0
Total Operating Revenue	\$4,163,823

Equity	Actual
Equity (Social Disadvantage)	\$82,937
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$82,937

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

Expenditure	Actual
Student Resource Package ¹	\$3,348,796
Adjustments	(\$232)
Books & Publications	\$329
Camps/Excursions/Activities	\$56,050
Communication Costs	\$4,063
Consumables	\$71,578
Miscellaneous Expenses ²	\$5,264
Agency Staff	\$0
Professional Development	\$22,023
Equipment/Maintenance/Hire	\$86,267
Property Services	\$59,117
Salaries & Allowances ³	\$54,509
Support Services	\$11,170

Expenditure	Actual
Trading & Fundraising	\$43,167
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$331
Utilities	\$42,063
Total Operating Expenditure	\$3,804,495
Net Operating Surplus/-Deficit	\$359,328
Asset Acquisitions	\$217,697

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	\$405,104
Official Account	\$21,843
Other Accounts	\$0
Total Funds Available	\$426,947

Financial Commitments	Actual
Operating Reserve	\$75,988
Other Recurrent Expenditure	\$779
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$33,452
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	\$204,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$314,720

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.