

2025 Annual Report to the School Community

School Name: Scoresby Primary School (1028)



- 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 18 March 2026 at 11:11 AM by Susan Hartley (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 30 March 2026 at 03:16 PM by Susan Hartley (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

Scoresby Primary School is located on Ingrid Street, Scoresby, approximately 30 kilometres south-east of the Melbourne CBD. The school is part of the Knox Network of Schools in the North-Eastern Victoria Region and sits within the borders of Stud Road, Ferntree Gully Road and George Street. Due to its central location, the school draws enrolments from a broad geographical area.

In 2025, the school operated seven multi-age classes and one straight Foundation class. Our specialist curriculum program provided students with a rich and diverse learning experience including Visual Arts, Physical Education, Cultural Studies (Terms 2–4), Robotics (Term 1), Science and Performing Arts. At the conclusion of 2025, enrolment stood at 136 students, reflecting a slight decrease from 2024. The school's Student Family Occupation and Education (SFOE) density increased slightly to 0.4225, placing us within the medium SFOE band.

Our student community reflects diversity and inclusion. A small number of students identify as First Nations and 20 students are from an English as an Additional Language (EAL) background. 15 students receive funding through the Disability Inclusion program, with several additional students supported for high inclusion needs. All students are supported through our tiered model of intervention. Our dedicated Education Support (ES) staff play a critical role in ensuring every child is known, valued and supported, consistently going above and beyond to meet students' academic and wellbeing needs.

During 2025, the school undertook its formal School Review. The review findings affirmed that a clear whole-school instructional model is in place and that strong progress is being made in embedding evidence-based teaching practices. The review also recognised the strength of our deeply embedded values, understood and demonstrated across the school community, and highlighted our comprehensive and effective wellbeing framework.

Scoresby Primary School is proud of its well-maintained grounds and welcoming environment. The playing areas provide both passive and active play spaces, with two large playgrounds catering for junior and senior students. The oval includes a running track and supports our weekly Run Club. Our Kitchen Garden program enables students to grow fruit and vegetables and care for our school chickens, promoting sustainability and hands-on learning. Students are also offered a range of extracurricular opportunities, including participation in the various performing arts programs, outside of school learning opportunities and academic assessments sourced by outside providers, further enriching their learning experiences.

In 2025, we worked closely with our community to develop a new school vision: At Scoresby Primary School, we create tomorrow's thinkers and leaders. Learning has purpose, every child thrives and belonging is at the HEART of our inclusive community. Our tagline, Learn, Thrive, Belong @ Scoresby Primary School, reflects our commitment to academic excellence, wellbeing and strong community connection. We proudly acknowledge that we have been educating students in the Scoresby community for more than 150 years.

Our HEART values of Honesty, Excellence, Acceptance, Respect and Trust underpin our wellbeing and behaviour management approaches and are embedded in daily practice. These

values guide our interactions, shape our culture and ensure that Scoresby Primary School remains a place where every student is supported to learn, thrive and belong.

Progress towards strategic goals, student outcomes and student engagement

Learning

Scoresby Primary School offers a broad and comprehensive education program focused on academic growth and maximising opportunities for every student. The Victorian Curriculum 2.0 is implemented across the school, with a strong emphasis on the core areas of English and Mathematics. Teachers design and personalise learning to ensure students are consistently taught at their point of need. Humanities is delivered through an integrated approach, allowing students to make meaningful connections across learning areas. Students participate in weekly specialist programs including Performing Arts, Visual Arts, Physical Education, Science, Robotics (Term 1) and Cultural Studies (Terms 2–4). A Digital Technologies program subscription supports the explicit teaching of coding, complemented by the purchase of robotics equipment to further strengthen learning in this area.

Throughout 2025, the school continued to refine and strengthen our Morning Rigour Program. This dedicated and protected time prioritises Rainbow Maths and systematic synthetic phonics instruction across the school. The Rigour Session is highly valued, with no specialist classes and minimal interruptions scheduled during this block, ensuring consistency and maximising instructional impact.

In 2025, school performance data demonstrated significant improvement, with the Learning domain increasing from Medium to High while other domains remained stable. NAPLAN results were particularly strong. In Reading, 84% of students achieved high growth compared to 71% in similar schools and 75% across the network. In Numeracy, 89% of students demonstrated high relative growth compared to 68% in similar schools and 75% across the network. These outcomes reflect the strength of our whole-school instructional model and our ongoing commitment to evidence-based teaching and learning practices.

Teachers continue to work within Professional Learning Communities (PLCs), where they analyse student data, audit curriculum documentation and engage in robust professional dialogue about the most effective pedagogical approaches. This collaborative culture ensures that teaching strategies are responsive, targeted and aligned to student need.

During 2025, our Assistant Principal and English Coordinator participated in Literacy Pedagogy and Practice training with the Victorian Academy of Teaching and Learning. This professional learning was brought back to the whole staff and led to a comprehensive review of our English curriculum documentation. Staff worked collaboratively during meetings and curriculum days to revise whole-school scope and sequence documents, planning frameworks and lesson structures. As part of this refinement, the school transitioned from a Readers and Writers Workshop model to a structured Literacy Model for the teaching of English, strengthening consistency and clarity in instructional practice.

Building teacher knowledge and capacity in pedagogy and curriculum planning remained a strong focus throughout the year, with regional staff providing targeted professional learning support. New teaching staff were supported through clear mentoring processes and well-defined curriculum expectations. Our ongoing priority is to improve student outcomes and ensure strong learning growth for every child. Internal assessment practices indicate positive progress, with teacher judgement data in 2025 showing improvement from 2023. 84% of students achieved at or above expected growth in Reading from Semester Two 2024 to Semester Two 2025. 83% achieved at or above expected growth in Writing, and 86% achieved at or above expected growth in Mathematics across the same period.

As reflected in the School Staff Survey (SSS), 100% of teaching staff highly value their scheduled collaborative planning meetings, demonstrate a strong commitment to improving their professional practice and actively collaborate to plan and differentiate learning. Our staff are lifelong learners who continually evaluate and refine their teaching to ensure the best possible outcomes for students.

The High Abilities Program continued to provide challenge and extension for our high-achieving students, with many Year 5 and 6 students successfully completing online extension programs across a range of curriculum areas.

Wellbeing

Scoresby Primary School once again began the school year with our Set Up for Success program, establishing clear expectations and consistent routines across all classrooms. As part of this program, we introduced the *Scoresby Super 10* — a clear and practical list of ten strategies students can use to set themselves up for successful learning each day. Each element of the Super 10 was explicitly unpacked and taught during the first weeks of term. This work, alongside our implementation of the Department's Positive Classroom Management Strategies, formed a strong foundation for our wellbeing framework in 2025 and ensured consistent expectations across the school.

In 2025, the school appointed a Mental Health and Wellbeing Leader (MHWL). The role focused on building staff capacity through targeted professional learning, supporting students experiencing mental health challenges, and providing families with access to appropriate information and external supports. The MHWL worked closely with the SPS Wellbeing Team, School Chaplain and School Psychologist to coordinate supports for students identified as requiring additional assistance.

Our Student Attitudes to School (AtoSS) data provided valuable insights into student voice and experience. In 2025, 67% of students reported feeling connected to school. 70% of students demonstrated a positive endorsement for perseverance, representing a 6% increase from the previous year. Encouragingly, 83% of students reported a positive sense of confidence, reflecting a 12% increase from 2024. While these improvements are pleasing, strengthening students' sense of connectedness will remain a key priority in 2026.

As reflected in the School Performance Report, 67% of students positively endorsed their sense of connectedness to school, a result that has remained relatively steady over recent years. Additionally, 86% of students identified having an advocate at school, and 84% reported that they had not experienced bullying. These results have remained stable across the past three years and

reflect the consistent efforts of staff to maintain a safe, supportive and inclusive learning environment.

Engagement

Student attendance is closely monitored at Scoresby Primary School. Clear procedures are in place to follow up unexplained absences, with office staff contacting families daily via phone or email when a student is marked absent without a reason. When attendance patterns become a concern, the school works proactively with families and, where appropriate, engages regional supports to develop attendance improvement plans. Families are also provided with attendance summaries when concerns arise.

In 2025, 25% of students achieved attendance rates of 95% or higher, which was consistent with similar schools and state benchmarks. Five students recorded attendance rates of 70% or lower and were supported through targeted engagement with families and individual attendance plans.

Scoresby Primary School prioritises the development of a supportive and inclusive learning environment where students feel safe, valued and respected. In 2025, the school introduced the *Scoresby Super 10*, a set of essential learning habits identified by staff to support student engagement and readiness for learning. These expectations were explicitly taught during the first two weeks of the school year through the Learning Community program and reinforced across all learning areas, including specialist classes.

The school continued to strengthen positive relationships through structured opportunities for family engagement. “Get to Know You” interviews and the Twilight Sports evening supported strong home–school connections. Parent Helper training sessions were also offered both online and in person to increase family participation in classroom learning.

The Respectful Relationships program continued to support students to develop respectful interactions, resilience and confidence.

Extension opportunities for high ability students were expanded in 2025. Senior students participated in enrichment programs including the APSMO Maths Olympiad and the Maths Pathways program. High ability English students collaborated to develop a new Acknowledgement of Country for the school and produced a video highlighting the school’s HEART values.

Students were provided with a broad range of leadership opportunities including School and Vice Captains, HEART Captains, House Captains, Student Representative Council members, DigiTech Captains and Sustainability Captains.

Results from the Attitudes to School Survey (AtoSS) for Years 4–6 students remained positive across most domains, with results broadly aligned with similar schools and state averages.

Staff continued to build their pedagogical practice through the ongoing implementation of Positive Classroom Management Strategies (PCMS), with a focus on consistent engagement norms to support high levels of student participation and learning.

Other highlights from the school year

Our school community experienced a successful year with a wide range of events, programs and initiatives that strengthened connections and supported student learning and wellbeing. Highlights included a cyberbullying prevention program for senior students, and participation in Online Safety Week to promote responsible digital behaviour. We also delivered the 2025 Parent Helper Course, enabling families to support learning in classrooms, and celebrated diversity through Harmony Week activities. Students participated in the whole-school swimming program and a whole-school excursion to Scienceworks, providing valuable learning experiences beyond the classroom.

Student wellbeing continued to be supported through staff participation in Mental Health and Wellbeing professional learning and our partnership with EACH to promote healthy eating across the school. Throughout the year the school also undertook significant strategic work including a policy audit in preparation for the school review, followed by the successful completion of the School Review process.

Community engagement remained strong with events such as Education Week celebrations and our Open Morning and Open Evening, which provided opportunities for prospective families to visit the school. Students also represented the school in the Victorian State Schools Spectacular and celebrated their learning achievements through Children's University Graduation.

Significant improvements were also made to the school environment, including new sandpit and carpark works, as well as the installation of new front windows and a new front entrance door to enhance the school facilities.

Financial performance

Throughout 2025, Scoresby Primary School operated within the parameters of the Student Resource Package provided by the Department of Education. Resources were carefully planned and strategically allocated to support school programs and priorities in line with the School Strategic Plan and the Annual Implementation Plan.

The school achieved a net operating surplus, which has been reserved for future building and grounds improvements.

During 2025, the school received Tier 2 and Tier 3 funding. This funding enabled the school to maintain small class sizes in the Foundation to Year 2 area, with classes capped at 14 students and classroom support. It also supported the provision of additional staffing to deliver targeted programs aimed at improving student achievement, engagement and wellbeing.

The Fundraising Subcommittee coordinated a range of activities throughout the year, generating strong support from the school community. These events were successful not only in raising funds but also in strengthening community engagement with the school.

Parent contributions decreased in 2025, with approximately 50% of families making voluntary financial contributions. Funds received through parent payments supported the purchase of curriculum resources to enhance student learning outcomes.

Several building and grounds improvements were also completed during the year. This included the replacement of all windows on the oval-facing side of the main building, along with painting and new carpet in the affected classrooms. A new electronic entry door was also installed at the school office. In addition, the school's sandpit area was extended and upgraded using Parents and Friends Association (PFA) funds.

**For more detailed information regarding our school please visit our website at
www.scoresbyps.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

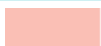
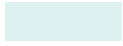

A total of 141 students were enrolled at this school in 2025, 72 female and 69 male. 21% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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 **Medium**.

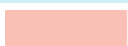


Parent Satisfaction Summary

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	62.5%	
	Similar schools	76.8%	
	State	82.0%	

School Staff Survey


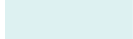


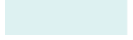

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	80.5%	
	Similar schools	75.4%	
	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	84.9%	
	Similar schools	83.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	85.7%	
	Similar schools	79.4%	
	State	84.2%	

NAPLAN

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


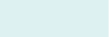


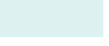

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	75.0%	77.5%
	Similar schools	64.4%	64.9%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	90.5%	76.4%
	Similar schools	68.7%	69.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	76.2%	81.7%
	Similar schools	57.4%	58.7%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	85.7%	70.8%
	Similar schools	60.3%	60.2%
	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'.


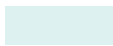

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	84.2%	
	Similar schools	71.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	88.9%	
	Similar schools	67.8%	
	State	74.0%	

WELLBEING


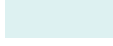

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	66.7%		70.4%
	Similar schools	74.5%		74.6%
	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	62.9%		67.6%
	Similar schools	75.3%		73.8%
	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	20.5	19.6
	Similar schools	22.9	22.9
	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	89.9%	
Year 1	School	89.2%	
Year 2	School	88.7%	
Year 3	School	90.5%	
Year 4	School	91.4%	
Year 5	School	88.8%	
Year 6	School	88.9%	

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	\$1,979,747
Government Provided DET Grants	\$287,877
Government Grants Commonwealth	\$6,100
Government Grants State	\$0
Revenue Other	\$18,979
Locally Raised Funds	\$107,434
Capital Grants	\$0
Total Operating Revenue	\$2,400,138

Equity	Actual
Equity (Social Disadvantage)	\$88,330
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$88,330

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

Expenditure	Actual
Student Resource Package ¹	\$1,989,806
Adjustments	\$0
Books & Publications	\$685
Camps/Excursions/Activities	\$57,326
Communication Costs	\$1,801
Consumables	\$33,302
Miscellaneous Expenses ²	\$7,776
Agency Staff	\$0
Professional Development	\$4,164
Equipment/Maintenance/Hire	\$57,192
Property Services	\$119,048
Salaries & Allowances ³	\$52,835
Support Services	\$105,327

Expenditure	Actual
Trading & Fundraising	\$12,989
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,192
Total Operating Expenditure	\$2,466,445
Net Operating Surplus/-Deficit	(\$66,307)
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	\$97,308
Official Account	\$5,817
Other Accounts	\$0
Total Funds Available	\$103,125

Financial Commitments	Actual
Operating Reserve	\$79,440
Other Recurrent Expenditure	\$4,936
Provision Accounts	\$961
Funds Received in Advance	\$11,386
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,464
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$42,584
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$154,770

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.