

# 2025 Annual Report to the School Community

School Name: Glendal Primary School (5010)



- 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 17 March 2026 at 12:30 PM by Deborah Grosseck (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 17 March 2026 at 12:30 PM by Deborah Grosseck (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

**School Vision:** We educate and empower children to achieve their personal best and thrive in our changing world.

**Mantra:** 'I am part of the team which inspires life-long learning'.

**School Values:** Respect, underpinned by a focus on teamwork, resilience, community, creativity and responsibility.

Glendal Primary School, established in 1971, is situated on two and one-half hectares of land in Glen Waverley, an eastern suburb of Melbourne, approximately 20km from the CBD. Students are drawn primarily from the neighbourhood area, with some families travelling from nearby suburbs to attend the school. New enrolments are currently limited firstly to families living in the school zone and secondly from outside, and close to, the school zone where there are vacancies. The 2025 February enrolment was 885 students, 418 female and 467 male. The student population reflects the characteristics of the surrounding community with a diversity of backgrounds and an increasing English as an Additional Language (EAL) background enrolment. In 2025, 67% of students had an EAL background and 0% were Aboriginal or Torres Strait Islander. The school has a low level of socio-educational disadvantage. Facilities include classrooms in main buildings and portables, an Administration building, Arts Centre, Library and Computer Lab, a Science building, and literacy spaces for Reading Recovery and English as an Additional Language classes. A full-sized gymnasium and a Performing Arts Centre accommodate assemblies, musical performances as well as music and physical education classes. The 2025 staffing profile of 69.95 staff comprised 59.68 full-time equivalent (FTE) teaching staff and 10.27 full-time equivalent support staff. The teaching staff included the leadership of one Principal, three Assistant Principals, one Leading Teacher, and four Learning Specialists. The school's curriculum framework encompasses the eight learning areas required by the Education and Training Reform Act 2006, aligned with the Victorian Curriculum with an emphasis on literacy and numeracy. An integrated approach to learning is also aligned with the Victorian Curriculum, incorporating the explicit teaching of thinking and problem-solving skills and well-resourced digital technologies programs. Specialist programs include Physical Education and Sport, Music and Performing Arts, Visual Arts and two Languages Other Than English (Mandarin in Foundation to Year 6 and French in Years 5 and 6) and a specialist Science and Technology/Robotics program across the school. Students in years 3, 4, 5 and 6 also attend an annual school camp in Victoria. A team of 16 students from years 4, 5 and 6 participated in the annual State Schools Spectacular in September. In November, 22 students represented our school in the National ROBO-CUP Championship in Canberra and in December, our four school VEX Robotics teams comprising 18 Year senior school students, represented Victoria in the 2025 VEX Robotics National Championship in Adelaide.

Our Speech Pathologist (0.6) works with our Assistant Principal (Wellbeing), staff and identified students across the school along with our part-time (0.6) School Psychologist .

Support and enrichment programs are offered both within and outside school hours. These include dance, Chess, sports and music.

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

### Learning

We continued our emphasis on student learning with a focus on numeracy, literacy, and student well-being. The implementation of our differentiated curriculum across the school was supported by programs in tutoring, student support, and extension programs for identified groups of students. The school's Instructional Model was finalised and well used by teachers. Teachers continued to use the 'Elastik' data collation program to assist with student achievement data analysis in their formative and summative assessments. The wellbeing and engagement of students and staff, communication with families and students, use of technology (via the Google platform), and our online assessment platform was also maintained at a high level. Learning Specialist teachers worked with teaching teams on their planning documents and assessment data each term, mentoring staff, and modeling teaching practices in the classrooms throughout the year. This and other learning support and extension programs continued to be impacted by a continued high level of staff absence, budgetary constraints and a continued severe shortage of CRTs (replacement staff) which resulted in many of our additional support and extension programs being cancelled regularly to provide each class with a teacher. There were also many days when classes had to be split for a day across their year level. Our Victorian Curriculum standards teacher judgment data for 2025, Prep (Foundation) to Year 6, was as follows: 97.6% (English) and 94.5% (Mathematics) of our students achieved at or above age-expected standards. These results were higher than those of similar schools and the State average. Our school achievement results continue to be above Like and State schools in all areas. NAPLAN 2025 results in the Strong or Exceeding band, were above similar and State schools in all areas in Years 3 and 5. Our School Review in Term 4, 2025, highlighted the high achievement levels of students at our school. The School Review was successful, noting student high achievement and wellbeing, a very positive staff culture and very high parent satisfaction.

These results are excellent and we are very proud of our students and their focus on learning. Teachers utilized their 'Professional Practice Day' to address areas of professional learning need and promote effective planning. Proposed future directions are outlined in our new Strategic Plan, developed following our School Review in Term 4. Our learning focus is on improving EAL student learning, with Professional Development for teachers, and the allocation of an additional full-time teacher in EAL. Classroom teachers will be supported by ongoing Professional Learning in EAL led by three 'middle-level' classroom leaders. Support programs continued to provide targeted learning to those students needing additional small-group assistance. The tutoring program operated successfully for much of the year, assisting student learning in literacy in Year Levels 2-4 overall. Our Speech Pathologist worked with staff, and parents, improving speech and literacy in students. She also worked with teachers, and Foundation students in small groups, on the continued teaching of phonics and expansion of the Little Learners Love Literacy in the Junior School.

## Wellbeing

Students' Sense of Connectedness data for Years 4-6 was 84.2% for 2025, with a four-year average of 89.8%. These results were higher than those of similar schools and the State average in the Student Attitudes to School Survey. Similarly, the Management of Bullying scores for 2025 were above similar schools and the State average at 76.8% with a 4-year average of 84.9%. The Wellbeing program and its implementation by teachers is regularly reviewed by the staff wellbeing committee, led by the Assistant Principal responsible for Wellbeing. Following the School Review in Term 4, 2025, we will be implementing the School-Wide Positive Behaviour program across the school in 2026. The use of SMART technology continues to improve our use of the Google platform. Staff and students can clearly articulate our school values and our overarching value of Respect. Online communication with families continues with the use of Compass, annual online parent information sessions, Transition to Foundation parent sessions in Term 4, and some online School Council meetings. Online evening meetings are convenient for both parents and staff as evidenced by a high attendance. We therefore continue to hold some meetings and parent forums using video conferencing. Parent Student Teacher 3-Way Conferences, scheduled early in Term 3, are held in person to enable the students to present their achievements and future learning plans to both their parents and teachers. The Parent Opinion Survey, 2025, showed that Parent General School Satisfaction was 100% in 2025, higher than the State average of 82%. The school climate, 2025, as ranked by our staff, was 82.5% compared to 77.4% for the State average.

## Engagement

Student agency and engagement continued as a high priority throughout 2025. We worked hard to provide an interesting, relevant and differentiated learning program while monitoring student progress, engagement, and well-being. Teachers continued to include student goal setting, feedback (teacher, self, and peer), and student-guided inquiry in their planning documentation. The leadership team, in consultation with staff, refined the school's Instructional Model, which was used by staff. The student attendance in 2025 ranged between 91.8% in Year 6 to 93% in Year 5. Families continued to take extended travel overseas during term times to visit relatives or attend cultural celebrations and holidays in their country of origin which affects the student absence data. On these occasions, students miss weeks of school, often being immersed in a language other than English during their time away. The school's average absence rate, however, continued to remain below that of similar schools. We promote student agency in teaching and learning programs and also with specific programs including our student leadership program for all student Captains, SRC (Student Representative Council) and JEM (Joint Environmental Mission - sustainability) groups.

## Financial performance

Glendal Primary School continued to make very sound financial decisions, maintaining good financial management throughout 2025. The 2025 Annual Implementation Plan, based on the current School Strategic Plan, was reviewed in Term 4, 2025. The focus on student wellbeing and numeracy continued to provide the framework for the School Council allocation of funds to support school programs and priorities. Funds were allocated to annual scheduled hall floor maintenance and replacement of old non-functioning air-conditioners. Additional costs included payment of quarterly leases (for computers/photocopiers) and ongoing school expenses for January 2026.

Ongoing maintenance and repairs together with rectification works from annual inspections audits formed a substantial amount of available funds. Grounds work has centred around maintenance and general grounds improvements, planting, tree maintenance and regeneration of garden areas. Funds from fundraising activities are allocated to play equipment (including an outdoor table tennis table in 2025 and the installation of a new play equipment in the Y3/4 area to be installed in January 2026).

Equity funding for 2025 was spent on literacy support.

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

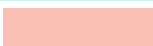


A total of 885 students were enrolled at this school in 2025, 418 female and 467 male. 67% had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.




### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
<b>% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)</b>	<b>School</b>	<b>100.0%</b>	
	Similar schools	86.1%	
	State	82.0%	

### School Staff Survey


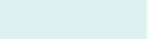


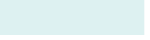

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
<b>% positive endorsement School Climate (School Staff Survey)</b>	<b>School</b>	<b>82.5%</b>	
	Similar schools	79.3%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>97.6%</b>	
	Similar schools	94.9%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>94.5%</b>	
	Similar schools	93.7%	
	State	84.2%	

## NAPLAN

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


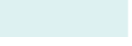


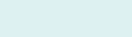

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>88.8%</b>	<b>88.9%</b>
	Similar schools	85.8%	86.3%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>90.3%</b>	<b>93.6%</b>
	Similar schools	89.3%	89.7%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>86.8%</b>	<b>88.2%</b>
	Similar schools	84.8%	85.2%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>96.1%</b>	<b>94.8%</b>
	Similar schools	89.7%	89.1%
	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'.


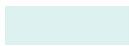

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>86.0%</b>	
	Similar schools	82.9%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>91.8%</b>	
	Similar schools	86.8%	
	State	74.0%	

## WELLBEING


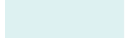

### Student Attitudes to School – Sense of Connectedness

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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>84.2%</b>		<b>89.8%</b>
	Similar schools	81.4%		82.2%
	State	77.1%		77.3%

### Student Attitudes to School – Managing Bullying

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

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>76.8%</b>		<b>84.9%</b>
	Similar schools	77.5%		77.7%
	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	14.6	15.9
	Similar schools	17.0	17.8
	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	92.9%	
Year 1	School	92.6%	
Year 2	School	92.5%	
Year 3	School	92.9%	
Year 4	School	92.5%	
Year 5	School	93.0%	
Year 6	School	91.8%	

## 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	\$7,632,668
Government Provided DET Grants	\$1,437,003
Government Grants Commonwealth	\$13,569
Government Grants State	\$0
Revenue Other	\$31,300
Locally Raised Funds	\$870,997
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,985,537</b>

Equity	Actual
Equity (Social Disadvantage)	\$7,434
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,434</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$7,494,567
Adjustments	\$0
Books & Publications	\$15,300
Camps/Excursions/Activities	\$359,534
Communication Costs	\$6,385
Consumables	\$265,762
Miscellaneous Expenses <sup>2</sup>	\$54,209
Agency Staff	\$989,894
Professional Development	\$54,687
Equipment/Maintenance/Hire	\$202,878
Property Services	\$235,365
Salaries & Allowances <sup>3</sup>	\$11,306
Support Services	\$33,033

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$17,761
Motor Vehicle Expenses	\$69
Travel & Subsistence	\$5,339
Utilities	\$76,934
<b>Total Operating Expenditure</b>	<b>\$9,823,021</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$162,516</b>
<b>Asset Acquisitions</b>	<b>\$9,178</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$217,361
Official Account	\$82,234
Other Accounts	\$34,845
<b>Total Funds Available</b>	<b>\$334,440</b>

Financial Commitments	Actual
Operating Reserve	\$388,076
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$8,022
School Based Programs	\$17,007
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$27,239
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
<b>Total Financial Commitments</b>	<b>\$440,344</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*