

2025 Annual Report to the School Community

School Name: Research Primary School (2959)



- 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 06 March 2026 at 12:46 PM by Fiona Vale (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 20 March 2026 at 12:44 PM by Fiona Vale (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

Research Primary School is in semi-rural surroundings on the north-eastern outskirts of Melbourne, within the Shire of Nillumbik. We have a rich history, established in 1889 during the gold mining days. We had a 2025 census enrolment of 244 students. Research Primary School has a strong community atmosphere with a range of great programs for students including art, physical education, library, science technology, Japanese among others. Our extensive grounds and bush surroundings have many interesting areas for creative play such as cubby building and mining and there are several formal games areas. Our \$5.7 million building project was fully completed in 2022.

Our school review in 2023 identified our highlights as community, literacy-reading, team efficacy and trust, and our buildings and grounds.

In 2025 we had the equivalent of 12.2 EFT teaching staff (this includes our learning specialist), 2.7 EFT support staff, an Assistant Principal and a Principal. We also had a psychologist supporting our students one day a week. Our team is hard working and dedicated and we have a fantastic parent community who support us by participation in School Council, the Parents and Friends Community and many other events and activities around the school.

Our attendance is excellent, and our parents and team are happy as reflected in our data which is well above the state average. Our community has high expectations of themselves and others, and wellbeing for learning is paramount at this school. Our school values are community, confidence, ambition and respect.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our strategic plan has a focus on optimising every student's growth in literacy and numeracy. While the teachers continued to embed their previous learning in reading, the focus for 2025 was numeracy. Numeracy PLC's were held weekly. This privileged time was for teachers to unpack cohort data and trial numeracy strategies. Our teams conducted extensive inquiry into the use of concrete, abstract and pictorial materials and altered practice to improve learning outcomes in numeracy. Teachers also focused on rewriting the numeracy curriculum using Mathematics 2.0. Both our teacher judgment and NAPLAN data shows that we consistently perform higher than state average and similar schools in most areas.

Wellbeing

Our strategic plan goal was to enhance student wellbeing for learning with a commitment to seek to understand our students better through student forums. In 2025, health and wellbeing support continued to be prioritised for our students, team members and parents. We had a wide range of professionals including speech pathologists, occupational therapists, psychologists and nurses consulting with students at school. A provisional psychologist worked with our students one day a week on wellbeing for learning.

Teachers were committed to our "start-up" programs which occurred at the start of every term and worked with students to get them prepared to learn. Wellbeing Wednesdays were also highlighted as an opportunity for teachers to address any classroom concerns through weekly class meetings or explicitly teach coping strategies such as the zones of regulation or the features of the learning pit. Our student led lunchtime clubs such as the games, craft, chess and basketball clubs continued to run in 2025. Our culture of wellbeing for learning grew significantly in 2025 and will continue to do so.

Our Assistant Principal holds the portfolio for student wellbeing, and a case management model was used to track each individual student's triggers, needs and support strategies. We had success in gaining additional funding to support our students through the disability inclusion program. Both our parent and staff opinion surveys' results are above 90% which is well above state average and similar schools.

Engagement

Reading conferences supported our strategic plan goal of empowering students to be confident and self-reliant learners. This was achieved through feedback and student goal setting. Teachers began to experiment and inquire into phonics in the junior years (P-2). Our school made great improvements in our student opinion survey results through student feedback, and our attendance data, sense of connectedness and managing bullying data is better than both state and similar school averages.

Our Junior Years students participate in Project Based Learning (PBL) which gives students a learning intention, however, encourages them to achieve the success criteria through a variety of means, chosen by their interests. All students are given the opportunity to apply for the Student Representative Council (SRC) and our year 6 leadership program follows a rigorous and supportive selection process.

Other highlights from the school year

Our school prides itself on being a small community school where every student is noticed. We offer a range of different experiences for our students with the aim of "value adding" to their education. Our students love to learn together, and we encourage these experiences through our

multi age grouped incursions, community days, productions, team vs student sports matches and the buddy program to name a few. We work closely with the preschools in the area and offer the opportunity for them to be involved in our programs. We also offer a school holiday program as well as before and after school care.

Our buildings and grounds continued to be improved through fundraising efforts and the K'gari project which aims to "make our school paradise". Our enrolments continue to grow.

Financial performance

As of 31st December 2025, the school had a surplus, with some of this earmarked for future school improvements, such as upgrading classroom IT / AV, and resources like phonics kits. Our school costs are high due to our number of experienced teachers, and large grounds and new buildings that require extensive and regular works to maintain. The school's equity funding amount of \$5000 was used towards the library program which supports our reading goals. We are scheduled to receive another double portable and toilet block at the start of next year to alleviate enrolment pressure. The school rebuild still sparks much interest in the local community and surrounding suburbs, as does our above state average results. Consequently, we have seen a huge rise in enrolments.

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


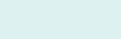

A total of 219 students were enrolled at this school in 2025, 121 female and 97 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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


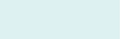

Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	95.0%	
	Similar schools	80.9%	
	State	82.0%	

School Staff Survey


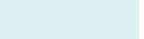


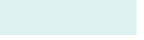

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	94.2%	
	Similar schools	78.2%	
	State	77.4%	

LEARNING




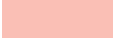
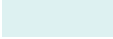


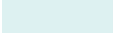


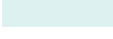

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	94.4%	
	Similar schools	89.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.4%	
	Similar schools	88.3%	
	State	84.2%	

NAPLAN

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


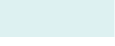


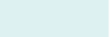

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	71.8%	 76.2%
	Similar schools	75.5%	 75.2%
	State	69.5%	 69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	87.5%	 91.9%
	Similar schools	82.4%	 83.3%
	State	73.9%	 74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	64.1%	 75.0%
	Similar schools	72.8%	 73.9%
	State	66.2%	 66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	87.0%	 80.3%
	Similar schools	75.9%	 74.9%
	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	87.0%	
	Similar schools	75.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	63.6%	
	Similar schools	70.8%	
	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	78.6%		66.4%
	Similar schools	75.0%		74.5%
	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	78.9%		64.4%
	Similar schools	75.6%		74.4%
	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	18.2	20.3
	Similar schools	20.7	21.4
	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	91.2%	
Year 1	School	91.8%	
Year 2	School	90.7%	
Year 3	School	91.0%	
Year 4	School	91.4%	
Year 5	School	90.0%	
Year 6	School	88.7%	

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	\$2,250,370
Government Provided DET Grants	\$384,422
Government Grants Commonwealth	\$7,650
Government Grants State	\$0
Revenue Other	\$37,045
Locally Raised Funds	\$348,232
Capital Grants	\$0
Total Operating Revenue	\$3,027,719

Equity	Actual
Equity (Social Disadvantage)	\$6,063
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$6,063

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

Expenditure	Actual
Student Resource Package ¹	\$2,126,639
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$104,914
Communication Costs	\$2,481
Consumables	\$51,036
Miscellaneous Expenses ²	\$10,470
Agency Staff	\$0
Professional Development	\$2,909
Equipment/Maintenance/Hire	\$16,380
Property Services	\$92,843
Salaries & Allowances ³	\$89,230
Support Services	\$84,190

Expenditure	Actual
Trading & Fundraising	\$59,805
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,205
Total Operating Expenditure	\$2,678,102
Net Operating Surplus/-Deficit	\$349,618
Asset Acquisitions	\$43,118

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	\$867,273
Official Account	\$22,045
Other Accounts	\$346
Total Funds Available	\$889,663

Financial Commitments	Actual
Operating Reserve	\$91,911
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$120,000
School Based Programs	\$40,700
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	\$252,611

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.