

2025 Annual Report to the School Community

School Name: Glengala Primary School (5050)



- 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 31 March 2026 at 10:43 AM by Kristy Herridge (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 31 March 2026 at 10:44 AM by Kristy Herridge (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

Glengala Primary School is located in Sunshine West in Melbourne's west. We are a small, community-focused school situated on a well-maintained site close to local community facilities, public transport and early childhood services. In 2025, we had 141 students enrolled from Foundation to Year 6. Our school community reflects the rich cultural diversity of the local area, with almost half of our students having English as an additional language. Our overall socio-educational profile is classified as High, meaning we serve a community experiencing significant socio-educational disadvantage.

Our vision is to provide a positive, safe and supportive environment where all members of our community are valued and respected. At Glengala, we are PROUD: Passionate, Respectful, Open to Learning, Understanding and Driven. These values underpin our work in classrooms, our relationships with families and our expectations for student learning and behaviour.

We provide a broad curriculum aligned to the Victorian Curriculum, including specialist programs in Physical Education, The Arts and Languages. Our staff profile includes a Principal, Assistant Principal, leading teacher, classroom teachers, education support staff and office staff who work collaboratively in Professional Learning Communities (PLCs). As a small school, we know our students and families well and prioritise strong partnerships.

In recent years, the school has undergone leadership renewal and focused deliberately on strengthening teaching consistency, curriculum documentation and whole-school systems. Our current work is centred on improving early reading outcomes and strengthening attendance processes to ensure every student has the opportunity to succeed.

Progress towards strategic goals, student outcomes and student engagement

Learning

Improving student learning growth and achievement in Literacy and Numeracy remains our core strategic priority.

In 2025, our teacher judgement data showed that 59.8% of students were working at or above age expected standards in English and 50% in Mathematics. While this is below similar schools and state averages, our NAPLAN relative growth data indicates positive momentum. In Numeracy, 73.3% of students in Years 3 to 5 achieved medium or high relative growth, slightly above the state average. Reading relative growth sat at 64.3%, showing steady progress and highlighting the importance of strengthening early literacy foundations.

Throughout 2025, we focused on building a more consistent whole-school instructional approach aligned to the Victorian Teaching and Learning Model (VTLM 2.0). Learning walks and PLC cycles

supported teachers to strengthen learning intentions, explicit modelling and guided practice. This work laid the groundwork for our 2026 focus on Foundation to Year 2 Reading.

In the middle and senior years, Year 5 Reading proficiency (50% strong or exceeding) showed improvement compared to the three-year average, demonstrating that sustained focus on explicit teaching and collaborative planning is beginning to translate into stronger outcomes.

Our key learning highlight has been establishing clearer curriculum documentation and more structured PLC inquiry cycles. These systems are increasing staff confidence and creating stronger alignment between planning, teaching and assessment.

While there is more work to do, particularly in lifting the proportion of students achieving in the strong and exceeding bands, 2025 saw important foundations strengthened to support continued improvement.

Wellbeing

Student wellbeing continues to be a strong feature of Glengala Primary School.

In 2025, 87.3% of students in Years 4–6 reported a positive Sense of Connectedness, well above similar schools (80.5%) and the state average (77.1%). Similarly, 88.5% of students reported positive endorsement in the Management of Bullying factor, again significantly above similar schools and the state.

These results reflect our deliberate focus on creating a safe, inclusive and respectful school culture aligned to our PROUD values. Throughout the year, we strengthened consistent expectations for behaviour and continued building relational practices across classrooms and playgrounds. Students increasingly report that they feel known, supported and safe at school.

Our wellbeing approach integrates classroom routines, explicit teaching of expected behaviours, and targeted support for students requiring additional assistance. The school worked to improve the clarity and consistency of processes so that students and families experience predictable, fair and supportive responses.

Staff School Climate results (83.7% positive endorsement) were also above similar schools and the state, indicating that adults in the school feel increasingly aligned and supported in their work. A positive staff climate is essential to maintaining strong student wellbeing outcomes.

While wellbeing data is a strength, we recognise the link between attendance and wellbeing. Strengthening attendance systems and ensuring early intervention for vulnerable students is a continued priority.

Overall, our 2025 wellbeing outcomes demonstrate that Glengala provides a safe and connected environment for students, which forms a strong platform for academic improvement.

Engagement

Student engagement, particularly attendance, remains an area requiring focused improvement.

In 2025, the average absence rate was 30.2 days per student, higher than similar schools (23.9 days) and the state average (21.5 days). Our overall attendance rate sat in the mid-80% range across most year levels. While Year 5 attendance was comparatively stronger at 89.7%, most other year levels were below desired benchmarks.

Reducing chronic absence is a key focus moving forward. During 2025, we strengthened communication with families, clarified attendance follow-up processes and began refining staged responses to emerging concerns. However, monitoring identified variability in how consistently processes were applied.

Attendance is closely linked to learning growth. Even strong instructional practice cannot have maximum impact if students are not present consistently. As a result, attendance improvement will remain a priority in 2026, with a clearer whole-school approach aligned to Every Day Counts and culturally responsive engagement practices.

Beyond attendance, student engagement was supported through structured classroom routines, student leadership opportunities and whole-school events that reinforced belonging. Students' high Sense of Connectedness results indicate that while attendance requires attention, students who attend feel positively connected to their school.

Our focus moving forward is to strengthen both the relational and operational aspects of attendance so that improved engagement translates into improved learning outcomes.

Other highlights from the school year

2025 was a year of consolidation and renewed energy for Glengala Primary School.

Students participated in a range of sporting events, interschool competitions and community celebrations that strengthened school pride and teamwork. Whole-school events reinforced our PROUD values and celebrated cultural diversity within our community.

Our partnership work with local early childhood services continued to strengthen transition processes into Foundation, ensuring students begin school feeling confident and supported. Family engagement activities were expanded, creating further opportunities for connection between home and school.

Staff professional learning remained a strong focus, particularly in the areas of explicit teaching, reading instruction and collaborative planning. The development of clearer curriculum documentation has provided greater consistency for students across year levels.

As we prepare for School Review in 2026, the school community remains committed to continuous improvement and ensuring every student achieves success more consistently.

Financial performance

Total operating revenue for the year was approximately \$2.99 million, with the majority received through the Student Resource Package. The school also received equity funding of approximately

\$428,000 to support students experiencing socio-educational disadvantage. Additional funding sources included locally raised funds and government grants.

Total operating expenditure was approximately \$3.09 million, resulting in a modest operating deficit of \$94,455. This reflects planned investment in staffing, curriculum resources and school improvement priorities.

At the end of 2025, the school held funds of approximately \$1.33 million, with financial commitments of approximately \$593,000 allocated to future operational and capital needs. These commitments include planned building and grounds works and funds repayable to the Department.

All funds were expended or committed in line with Department policy and School Council approval to support improved educational outcomes. The school continues to manage its resources strategically to support teaching quality, student wellbeing and attendance improvement priorities.

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 142 students were enrolled at this school in 2025, 66 female and 76 male. 48% had English as an additional language and 5% 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 **High**.




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	90.0%	
	Similar schools	89.7%	
	State	82.0%	

School Staff Survey


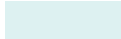




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	83.7%	
	Similar schools	76.1%	
	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	59.8%	
	Similar schools	76.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	50.0%	
	Similar schools	69.9%	
	State	84.2%	

NAPLAN

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


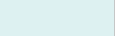


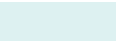

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	38.1%		46.6%
	Similar schools	56.0%		53.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	50.0%		41.7%
	Similar schools	60.0%		60.1%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	47.6%		39.0%
	Similar schools	48.0%		46.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	43.8%		39.4%
	Similar schools	49.7%		49.9%
	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	64.3%	
	Similar schools	74.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	73.3%	
	Similar schools	76.3%	
	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	87.3%		80.4%
	Similar schools	80.9%		81.0%
	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	88.5%		79.3%
	Similar schools	80.5%		79.1%
	State	76.4%		75.8%

ENGAGEMENT




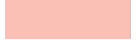



Average absence days per student

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	30.2	27.9
	Similar schools	23.9	24.1
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	85.3%	
Year 1	School	84.3%	
Year 2	School	82.2%	
Year 3	School	82.3%	
Year 4	School	82.6%	
Year 5	School	89.7%	
Year 6	School	86.6%	

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	\$2,385,799
Government Provided DET Grants	\$454,695
Government Grants Commonwealth	\$11,169
Government Grants State	\$0
Revenue Other	\$57,530
Locally Raised Funds	\$81,758
Capital Grants	\$0
Total Operating Revenue	\$2,990,950

Equity	Actual
Equity (Social Disadvantage)	\$428,117
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$428,117

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

Expenditure	Actual
Student Resource Package ¹	\$2,527,525
Adjustments	\$0
Books & Publications	\$2,372
Camps/Excursions/Activities	\$41,758
Communication Costs	\$2,654
Consumables	\$66,271
Miscellaneous Expenses ²	\$46,270
Agency Staff	\$103,560
Professional Development	\$10,923
Equipment/Maintenance/Hire	\$33,678
Property Services	\$61,393
Salaries & Allowances ³	\$114,889
Support Services	\$30,905

Expenditure	Actual
Trading & Fundraising	\$15,457
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,751
Total Operating Expenditure	\$3,085,405
Net Operating Surplus/-Deficit	(\$94,455)
Asset Acquisitions	\$6,220

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	\$1,325,347
Official Account	\$8,514
Other Accounts	\$0
Total Funds Available	\$1,333,860

Financial Commitments	Actual
Operating Reserve	\$92,980
Other Recurrent Expenditure	\$1,207
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$35,335
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$477,390
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$29,059
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	\$635,971

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.