

# 2025 Annual Report to the School Community

School Name: Westall Primary School (4851)



- 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 30 April 2026 at 05:01 PM by Peter Jeans (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 April 2026 at 05:01 PM by Peter Jeans (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

Westall Primary School is a vibrant and multicultural educational institution situated in Clayton South, a bustling suburb located near Monash University and accessible via public transport. At the heart of our school lies a set of values that guides us in everything we do. These values include kindness, excellence, creativity, and fairness, and we strive to embody them in our teaching practices, school culture, and community partnerships.

As a co-located campus with Westall Secondary College and the City of Kingston Community Hub, our school offers a wide range of programs and services that enrich the lives of our students and their families. These include playgroups and kindergarten, child maternal health services, a local library, and access to secondary college courses. With our community partners, we provide a holistic approach to education that focuses on the whole child, from early childhood right through to graduation.

Recently, we completed a capital works upgrade that has transformed our campus into a modern and state-of-the-art learning environment. Our brand-new buildings now include a gymnasium, science and arts facilities, and new junior and senior learning centres. The school was successful in its application for a \$600k+ federal government grant to enhance the schools playgrounds during 2026. These facilities provide students with the resources they need to explore their interests and develop their skills in a safe and supportive setting.

At Westall Primary School, we are committed to providing a safe, caring, and productive environment where students can achieve great life outcomes. Our school has a strong emphasis on improving outcomes in English and Mathematics for all students. We provide a calm and structured learning environment that enables each student to achieve their best, regardless of their background or ability.

In addition, our school hosts an international student program that welcomes students from all over the world. Our international students learn alongside their peers in a safe and supportive environment, where they are encouraged to explore their interests and develop their skills.

Additional support for new arrivals with limited English has been a feature of our 2024-2025 program.

Our staff profile consists of a dedicated team of professionals, including two Principal Class members (Principal and Assistant Principal), 22.2 equivalent full-time teaching staff (including 1 Learning Specialist), and 10.8 EFT education support staff. With a 2025 enrolment of around 300 students, the school experienced steady growth in all year levels as the school is increasingly in demand in the local area and for international students. The Student Family Occupation Education (SFOE) of our school is 0.4269, which reflects the diverse and multicultural nature of the local community that the school is well known for.

At Westall Primary School, we aspire to be a highly organised institution where teamwork, aligned teaching practices, and resources work together to maximize outcomes. Our goal is to create a safe and supportive learning environment where students can thrive.

We provide a range of programs and structured processes that enhance well-being and promote positive behaviour. We also strive to provide a rich internal and external learning environment that connects students to each other, their teachers, the community, and the environment.

Lastly, our school continues to work with the Coleman Foundation to promote the 'Our Place' model of continuity of learning from early childhood right through to graduation. By working together with our community partners, we are able to provide a holistic and inclusive approach to education that benefits all of our students and their families.

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

### Learning

In 2025 Westall Primary Schools NAPLAN results showed that we have reached or exceeded our 4 year targets in Year 3 Writing and Numeracy, and Year 5 Numeracy. The challenge will be to maintain and improve all results - given our diverse and changing population base.

Our 2025 results in all key indicators areas (except % year 3 reading = strong or exceeding) were above schools with similar students.

#### Year 3 NAPLAN

Exceeding or Strong 4Y Goal 2023 2024 2025

Reading	60	56	69.4	51.6
Writing	68	63	82.4	75.8
Spelling		52	66.6	57.6
Numeracy	55	52	50	60.6
Grammar and Punct		56	58.3	57.6

#### Year 5 - NAPLAN

Exceeding or Strong 4Y Goal 2023 2024 2025

Reading	70	67	65	67.7
Writing	75	74	75	71
Spelling		71	74.5	67.7

Numeracy	56	51	64.1	64.5
Grammar and Punct	54	51.3	61.3	
Learning Growth	4Y Goal	2023	2024	2025
Reading		29	36	36
Numeracy		35	41	45
Writing		18	52	36
Spelling		38	46	45
G&P		21	33	36

The school had particular strategies to improve reading via a whole school approach to phonics instruction. This was implemented by an intense professional development program for all staff, and implemented systematically across the whole school site.

Feedback from student, staff and parents was positive, and most students in grades 3-6 were also extended with morphology lessons. Students with additional needs and all students the foundation level - were introduced to a structured approach to early language development via phonemic awareness using the Heggarty Program These positive impacts are continuing, and the full impact of the program will take several years to eventuate.

The school strengthened its approach to teaching numeracy using OCHRE resources and explicit direct instructional approaches as well as rich open ended tasks. These approaches have catered for students of all ability levels and increased the engagement in mathematics, as well as further strengthened students' mathematical and problem solving skills.

The tutor learning initiative (TLI) was successfully delivered, focusing on early years literacy and numeracy both supporting the planning and in-class instruction for student needing extra support, as well as withdrawal sessions for students who needed intensive support in this area, including newly arrived students from overseas with limited English language skills through a new arrivals program.

## Wellbeing

Westall Primary School strongly prioritises student, staff and parent wellbeing. The school also emphasised its behaviour expectations around Respectful, Responsible and Safe behaviour, and implemented a behaviour management rubric to respond to and reduce the prevalence of un-regulated behaviour. Individual students with additional needs were identified for further supports, and support plans developed to assist students to have positive and settled experience at school. The school also partnered with Universities and arranged for the placement of graduate Master of

Counselling, and Occupational Therapy students to be onsite to support students across the year. Additionally the school employed a 0.8 EFT counsellor to further support individual and groups of students through individual support and group sessions using two fully furnished wellbeing rooms for therapy sessions.

The school also instigated a range of wellbeing programs to better engage students including;

- equine therapy program
- regular breakfast club
- leadership programs

The school also ran a range of lunchtime activities programs to cater for diverse student needs including:

- choir
- dance club
- computer club
- play leaders
- craft club

## Engagement

Student attendance over the year was similar in comparison to previous years with a slight decrease in attendance despite renewed efforts from the school to encourage student attendance including:

- individual parent meetings with parents of enrolling preps
- individual parent/student coaching sessions for those with poor attendance
- development of a parent pledge
- regular posting of attendance data to the school community
- lunch activities and clubs
- an after school sport programs
- sports equipment for all classrooms
- revitalising some playground areas

The school also formed partnerships with local sporting clubs to hire the school gymnasium out of school hours for volleyball, taekwondo and basketball. The school also connected with the Westall Hub, Westall Kinder, and Westall Secondary College to coordinate activities and processes including maths extension classes and transition events.

We further implemented the Our Place approach through:

- reciprocal visits to Westall Kindergarten for staff and students,
- a 5 week transition program for both in-coming prep students as well as their parents

- regular morning tea for kinder and prep parents
- development of a parent craft club
- better collection of student data to support the transition process.
- working with Our Place team to strengthen family connection to support services - and running Kinder Connect sessions with many kindergartens in the local area.
- developed regular programs with the City of Kingston public library across a number of year levels including a Friday reward program.

## Financial performance

### 2025 Financial Summary – EOY position

- Deficit at the end of 2025 Reconciliation -43,208 (as we've been waiting for DI funding)
- Bank account balance as at 31.12.2025 \$320,266.07
- Total Cash SRP grant \$414,686 including various funding programs as follows
- Respectful Relationships 2,200
- National Student Wellbeing Program 20,280
- Student Excellence Program 7,415
- Schools Mental Health Fund 10,489

### Other Grants

- Sporting grant \$3,600
- Animal Assisted program grants \$5452.73

### Fundraising Activities: Total raised \$4,859.58

- Cadbury chocolate fundraising \$2,393 for student welfare
- Mother's Day fundraising \$828.07 for student welfare
- Cake Sale fundraising \$ 1,067.51 for Y6 graduation activities
- Ice Cream sale \$571 for Y6 graduation activities

### Donations

- Springvale RSL \$7000 --- \$2,000 for G6 graduation and \$5,000 for student welfare activities
- Clayton RSL \$3,640 for student welfare

## 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 300 students were enrolled at this school in 2025, 143 female and 157 male. 67% had English as an additional language and 3% 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**.

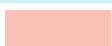


### Parent Satisfaction Summary

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	70.6%	
	Similar schools	89.8%	
	State	82.0%	

### School Staff Survey


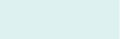


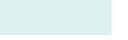

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	69.2%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>81.2%</b>	
	Similar schools	78.2%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>76.9%</b>	
	Similar schools	73.6%	
	State	84.2%	

## NAPLAN

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


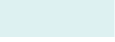




		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>51.5%</b>	 <b>59.4%</b>
	Similar schools	57.9%	 56.6%
	State	69.5%	 69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>67.7%</b>	 <b>66.4%</b>
	Similar schools	61.4%	 62.0%
	State	73.9%	 74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>60.6%</b>	 <b>54.2%</b>
	Similar schools	50.4%	 49.2%
	State	66.2%	 66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>64.5%</b>	 <b>59.5%</b>
	Similar schools	54.2%	 54.3%
	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>95.5%</b>	
	Similar schools	74.7%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>90.9%</b>	
	Similar schools	76.9%	
	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>73.1%</b>		<b>76.8%</b>
	Similar schools	80.1%		79.5%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>68.0%</b>		<b>68.8%</b>
	Similar schools	80.7%		77.9%
	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
<b>Prep - 6</b>	<b>School</b>	<b>26.2</b>	<b>26.4</b>
	Similar schools	22.1	22.2
	State	21.5	21.7

### Attendance rate

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

		2025	
<b>Prep</b>	<b>School</b>	<b>86.3%</b>	
<b>Year 1</b>	<b>School</b>	<b>86.1%</b>	
<b>Year 2</b>	<b>School</b>	<b>83.3%</b>	
<b>Year 3</b>	<b>School</b>	<b>88.0%</b>	
<b>Year 4</b>	<b>School</b>	<b>87.6%</b>	
<b>Year 5</b>	<b>School</b>	<b>88.4%</b>	
<b>Year 6</b>	<b>School</b>	<b>88.0%</b>	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,688,689
Government Provided DET Grants	\$889,338
Government Grants Commonwealth	\$8,032
Government Grants State	\$0
Revenue Other	\$30,752
Locally Raised Funds	\$142,954
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,759,765</b>

Equity	Actual
Equity (Social Disadvantage)	\$227,070
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$227,070</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>	\$4,003,311
Adjustments	\$0
Books & Publications	\$71
Camps/Excursions/Activities	\$83,079
Communication Costs	\$3,739
Consumables	\$132,514
Miscellaneous Expenses <sup>2</sup>	\$45,830
Agency Staff	\$289,392
Professional Development	\$20,918
Equipment/Maintenance/Hire	\$82,637
Property Services	\$106,547
Salaries & Allowances <sup>3</sup>	\$21,874
Support Services	\$104,393

Expenditure	Actual
Trading & Fundraising	\$13,985
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,749
<b>Total Operating Expenditure</b>	<b>\$4,955,040</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$195,274)</b>
<b>Asset Acquisitions</b>	<b>\$70,710</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	\$284,508
Official Account	\$35,758
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$320,266</b>

Financial Commitments	Actual
Operating Reserve	\$158,621
Other Recurrent Expenditure	\$6,665
Provision Accounts	\$0
Funds Received in Advance	\$3,384
School Based Programs	\$1,995
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	\$18,182
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$188,848</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.*