2025 Annual Report to the School Community

School Name: Belgrave South Primary School (3551)

- 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 01 April 2026 at 04:16 PM by Stuart Boyle (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 22 April 2026 at 02:28 PM by Stuart Boyle (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

For over 100 years, Belgrave South Primary School has been at the heart of the local community, providing excellence in teaching and learning within the stunning natural surrounds of Melbourne's Dandenong Ranges. Nestled in a peaceful, semi-rural setting, our school offers families a nurturing, community-focused environment where children feel known, supported and inspired to grow with confidence and curiosity.

Our beautiful natural landscape is more than a backdrop — it is embedded in the culture of our school. Outdoor learning, environmental awareness, sustainability and hands-on exploration are woven into everyday experiences, helping students develop responsibility, resilience and a deep connection to the world around them.

Strong Foundations for Lifelong Learning

At Belgrave South Primary School, we are committed to high-quality teaching and strong academic foundations. Literacy and numeracy sit at the core of our curriculum, delivered through explicit teaching, skill development and a clear focus on individual growth. Teachers work closely with each child to understand their strengths and areas for development, ensuring every student is both supported and appropriately challenged.

Our commitment to high achievement is reflected in the strong results our students consistently attain. Well-equipped facilities, innovative learning spaces and state-of-the-art technology enhance teaching and learning across the school. Students benefit from dedicated spaces such as our Science and Inquiry Learning Centre and Maker Space, where they develop critical and creative thinking skills through problem-solving, experimentation and collaboration.

A Broad and Engaging Curriculum

We believe in educating the whole child. Alongside Literacy and Numeracy, students engage in a rich and balanced curriculum that includes:

- Science & Digital Technology / Multimedia
- Creative & Performing Arts (Music/Dance/Drama)
- Physical Education
- Japanese & AUSLAN
- Environmental Education & Sustainability
- Hospitality & Horticulture
- Student Leadership & Community Engagement

Our specialist programs nurture creativity, teamwork, physical wellbeing and self-belief — qualities that are just as important as academic success.

A Supportive and Inclusive Community

A defining feature of Belgrave South Primary School is our strong sense of community. We value genuine partnerships between home and school and warmly welcome families as active

participants in school life. Whether through classroom involvement, community events or fundraising initiatives, parents and carers help shape a connected and supportive environment.

We understand that starting school is a significant milestone. Our Foundation Transition Program begins in late July for enrolled students, providing specialist learning experiences and play-based sessions that help children build confidence, familiarity and a strong sense of belonging before their first day. Our close connections with local preschools further support a smooth and positive transition into primary school.

Student wellbeing is central to everything we do. Through respectful relationships, clear expectations and supportive guidance, we foster empathy, independence and a growth mindset. Students learn to become thoughtful learners, capable problem-solvers and kind, engaged members of their community.

Extensive Opportunities for Families

To support busy families, we offer before and after-school care, holiday care and a range of extra-curricular activities that provide enriching experiences beyond the classroom.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2025 NAPLAN results in Reading demonstrate continued strong performance across the school. Our Year 3 cohort is performing well above both state and similar school measures with the majority of students achieving in the top two proficiency bands. Our Year 5 cohort also remain well above state benchmarks with results sitting slightly below similar schools in Reading supporting this as a current area of focus within our Professional Learning Teams.

Teacher judgement data in Literacy shows a significant proportion of students achieving at or above the expected level, well exceeding similar school and state measures. Alignment between performance measures reflect a trend of high-performing student cohorts and is evidence of consistent instructional practice across the school. Strengthening the proportion of students achieving high relative growth is an area of focus for our Curriculum Leadership Team , the challenge being maintaining high growth for students already performing well above the expected level in Grade 3 as they move to Grade 5.

In Numeracy, our 2025 NAPLAN results for both Year 3 and Year 5 demonstrate sustained strong performance, exceeding benchmarks set by similar schools and state measures. These results reflect the positive impact of our transition to the implementation of Maths 2.0 which has been the focus of our Professional Learning Community and teacher-led reading and research. This has further strengthened consistency in instructional practice and sharpened our focus on high-impact targeted teaching in Numeracy.

Teacher judgement data in Numeracy further reinforces this strong performance with the proportion of students achieving at or above the expected level considerably higher than similar school and state measures. This highlights both the strength of student achievement within a high performing culture and the consistency of teaching practice across the school.

A key element of this work has been the deliberate emphasis on problem solving and adaptive reasoning aligned with the work of Professor Ryan Dunn. Through targeted professional learning and coaching, teachers have deepened their capacity to design purposeful and cognitively demanding tasks that promote flexible thinking and mathematical reasoning.

This approach is supported through ongoing collaboration with our Mathematics coach, Andrew Lorimer who works alongside teachers to build instructional capability through modelling, observation and feedback. As a result, we are seeing a continued strengthening of student outcomes, alongside continued growth in students' productive dispositions towards mathematics.

Our current work is focused on strengthening applied learning, refining explicit instruction and assessment practices in alignment with the VTLM 2.0. This includes a clear and shared approach to targeted teaching at the point of need ensuring that all students, particularly those achieving at high levels, are consistently extended through responsive, data-informed practice.

Wellbeing

Student Wellbeing continues to be a central priority, with a strong focus on fostering a safe, inclusive and connected environment where all students can truly thrive. Having a consistent whole school approach underpins this work. We have an emphasis on positive relationships, student voice and providing proactive support within all classrooms.

In 2025 the school continued the work on its multi-tiered approach to wellbeing, ensuring high quality Tier 1 practices alongside targeted Tier 2 and 3 supports. The Mental Health and Wellbeing Leader played a role in building staff capacity through coaching and mentoring, supporting teachers to create inclusive environments and respond effectively to student needs.

Through ongoing professional development, we continued to embed and refine our whole school approaches such as CASEL5 Framework, The Resilience Project, Respectful Relationships and Berry Street. Targeted programs further supported students, such as Uniting who delivered the 'Being Me: Pathways to Resilience program for the Year 5 students. This program addresses identifying needs in social skills and resilience. The School of Play also supported senior students' social and emotional development and leadership skills.

The Wellbeing Team met regularly to review data and coordinate supports. We also enhanced the use of Compass chronicle entries which has strengthened tracking of wellbeing, minor and major impacts (derived from SWPBS) and allied health involvement. Students needing additional support received continued care by our school chaplain and mental health clinician, providing targeted ongoing care. Student voice has also been strengthened, with Year 6 students contributing to the defined role descriptions for the 2026 Grade 6 leadership positions.

These approaches are reflected in AtoSS data with strong results in School Safety, Community Connection and reduced experiences of Bullying. Areas for continued focus include Help Seeking, Emotional Regulation and Resilience.

Moving forward, the focus for 2026 will be to refine the wellbeing scope and sequence to ensure a clear, consistent approach that is responsive to cohort needs. A strengthened focus on IEPs, ILPs and SSGs will support targeted panning for students, alongside continued professional learning, to ensure teaching is responsive and effective.

Engagement

The strong partnership between families and the school remains a key strength, fostering high levels of student participation, inclusion and engagement across all aspects of school programs and community life.

Attendance data remains consistent with previous years and we are above similar schools, network and state, reflecting the impact of illness, family holidays and parent choice.

When students are absent for two consecutive days, staff contact families to offer support. For those attending family holidays, teachers provide individual absence plans to maintain engagement and connection with school.

Reducing the proportion of students with twenty or more days absent remains a priority, with our average attendance currently just below 90%.

We use structured interventions to support student learning and wellbeing and where needed implement re-engagement strategies that focus on building positive relationships, supporting families and building the social and emotional capacity of students.

Our student inclusion programs are designed to provide suitable adjustments to foster student success, provide targeted individual support and to build independence in our students. Pivotal to this is the creation of a safe and supportive learning environment.

Fortnightly assemblies recognise the skills and attributes of members of a positive learning community which is the focus of our work in school-wide positive behaviour support.

Student leadership roles have been redesigned to strengthen authentic student voice and agency, offering meaningful opportunities for responsibility both within and beyond the classroom . These initiatives help students develop pride and ownership over school programs and environments.

Strong communication between parents and staff ensures regular dialogue about students' academic, social and emotional development. Relationships are at the core of our approach to community engagement. Parent satisfaction continues to exceed similar schools and equal state measures, reflecting the strength of these partnerships.

Financial performance

The school continues to enhance its educational programs and facilities through the purchase of additional equipment and resources to increase and support student learning and engagement.

The schools financial position allows us to employ additional staff to provide further support to our students in the areas of Literacy, Numeracy, ICT, Science and Student Wellbeing. State funding was provided to support our role as the coordinating school for School Sport Victoria. Additional Commonwealth funding was received to continue the Chaplain's in School program. Drawing on locally raised funds and funds carried forward from the previous year, our planned operating deficit was the result of the school continuing to contribute extensive locally raised funds to improve facilities across the campus and the investment in additional allied health support staff.

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 363 students were enrolled at this school in 2025, 167 female and 196 male. NDP had English as an additional language and 2% 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**	**82.4%**
	Similar schools	78.0%
	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**	**79.9%**
	Similar schools	78.7%
	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**	**93.1%**
	Similar schools	90.5%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**92.5%**
	Similar schools	89.3%
	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**	**87.2%**	**79.0%**
	Similar schools	75.1%	75.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**78.0%**	**80.9%**
	Similar schools	80.4%	81.5%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**84.4%**	**80.6%**
	Similar schools	72.9%	73.7%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**75.6%**	**78.8%**
	Similar schools	74.7%	74.4%
	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**	**60.0%**
	Similar schools	72.8%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**62.5%**
	Similar schools	70.2%
	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**	**80.4%**		**80.5%**
	Similar schools	77.1%		77.6%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**82.3%**		**80.5%**
	Similar schools	78.7%		78.3%
	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**	**21.3**	**21.3**
	Similar schools	20.0	20.7
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	**School**	**89.3%**	
Year 1	**School**	**90.2%**	
Year 2	**School**	**89.4%**	
Year 3	**School**	**90.0%**	
Year 4	**School**	**89.2%**	
Year 5	**School**	**87.8%**	
Year 6	**School**	**88.4%**	

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	$3,884,190
Government Provided DET Grants	$520,398
Government Grants Commonwealth	$9,699
Government Grants State	$0
Revenue Other	$48,280
Locally Raised Funds	$406,916
Capital Grants	$0
Total Operating Revenue	**$4,869,483**

Equity	Actual
Equity (Social Disadvantage)	$27,640
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$27,640**

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

Expenditure	Actual
Student Resource Package[1]	$3,878,123
Adjustments	$0
Books & Publications	$1,753
Camps/Excursions/Activities	$138,875
Communication Costs	$4,332
Consumables	$69,905
Miscellaneous Expenses[2]	$51,705
Agency Staff	$79,929
Professional Development	$12,505
Equipment/Maintenance/Hire	$85,063
Property Services	$216,551
Salaries & Allowances[3]	$165,391
Support Services	$100,310

Expenditure	Actual
Trading & Fundraising	$22,126
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$41,154
Total Operating Expenditure	**$4,867,721**
Net Operating Surplus/-Deficit	**$1,762**
Asset Acquisitions	**$0**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$29,821
Official Account	$35,187
Other Accounts	$11,356
Total Funds Available	**$76,364**

Financial Commitments	Actual
Operating Reserve	$164,933
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$36,051
School Based Programs	$11,536
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$7,851
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$20,926
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$241,297**

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.