

2025 Annual Report to the School Community

School Name: Strathmore Primary School (4612)



- 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 27 February 2026 at 01:54 PM by Jason Vandy (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 24 March 2026 at 09:29 AM by Jason Vandy (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

Strathmore Primary School, established in 1944 with 42 students, is located eleven kilometres north-west of Melbourne in a leafy residential area near the Tullamarine Freeway and well serviced by public transport. In 2025, approximately 309 students were enrolled from Foundation to Year 6 across composite classes (Foundation, 1/2, 3/4 and 5/6). The school community reflects cultural and socio-economic diversity, with high expectations for student learning and achievement.

Students access specialist programs including Visual Arts, Performing Arts, Library, Italian and Physical Education. A strong camping program includes a Year 2 sleepover, Year 3/4 camp and Year 5/6 camp. Longstanding traditions such as House Swimming, Athletics and Cross Country Carnivals and the Specialist Showcase promote school pride and parent involvement.

Staffing comprises 16.0 FTE teachers, 5.6 FTE education support staff, two Assistant Principals and a Principal. A low SFOE index reflects low levels of social disadvantage.

In term 4, Strathmore Primary School had its 4 year cyclic School Review. We are an inclusive, future-focused learning community committed to lifelong learning. Guided by our core values of **Character, Inspiration, Connection** and **Endeavour**, we foster a safe, supportive environment where students learn best when they are happy. A strong School Council and dedicated Parents' Club contribute to a vibrant community spirit and embedded culture of parent participation.

Progress towards strategic goals, student outcomes and student engagement

Learning

Strathmore PS continued to progress its learning goals through a sustained focus on high-quality teaching, positive learning environments, and data-informed practice to improve student learning outcomes. Student learning outcomes remained in the **High** category in the 2025 School Performance Report, reflecting strong teaching and learning practices across the school. The School Review found mixed results against the previous School Strategic Plan due to goals being non measurable (changes to NAPLAN) and exceedingly aspirational.

Student engagement and learning culture remained a strength. The 2025 Attitudes to School Survey (AtoSS) showed positive endorsement for academic emphasis at 70% and stimulating learning environments at 84%. These results were supported by classroom observations during the 2025 School Review, where students were observed actively engaged in learning tasks, demonstrating positive relationships with staff, and displaying strong self-management skills during independent and group learning activities.

Teaching quality continued to strengthen through the use of explicit teaching practices across Foundation to Year 6 in Mathematics and English. This was supported by 2025 NAPLAN data, with over 85% of Year 3 and 5 students in the strong or exceeding categories for Reading, over 80% for Mathematics, and over 90% for Writing. Students demonstrated strong understanding of learning intentions and expectations.

The school's assessment and data practices supported monitoring of student progress. A whole-school assessment schedule enabled consistent data collection and planning. Staff reported strong use of data to inform teaching practice, with positive endorsement for moderate assessment (86%) and understanding formative assessment (71%).

Collaborative planning supported curriculum delivery, with staff valuing dedicated planning time through a structured whole-school timetable. Future priorities include strengthening whole-school scope and sequence documentation to further support curriculum consistency and student learning progression.

Wellbeing

Strathmore Primary School was rated in the Medium category in the 2025 School Performance Report for wellbeing outcomes. The school continued to progress its wellbeing goals through a strong focus on positive relationships, inclusive practices, student voice and agency, and targeted support for attendance and engagement.

Student wellbeing and connection to school remained a key strength. The 2025 Attitudes to School Survey (AtoSS) showed strong positive endorsement for school connectedness at 81%, exceeding similar schools at 76%. Students consistently reported that the school is a safe and supportive learning environment, which was supported through student forums and classroom observations during the 2025 School Review. Observations showed strong student-to-teacher relationships and positive peer interactions across the school.

A second wellbeing highlight was the continued implementation of programs to support student voice, wellbeing regulation, and engagement. In 2025, the school continued to run the Voice and Agency Student Team (VAST), provide continued professional learning to staff on multi-tiered support approaches, and continued implementing SWPBS initiatives which included, but not limited to, CONNECT play opportunities to support structured social interaction during recess and lunchtime. These initiatives saw highlighted improvements in AtoSS wellbeing indicators, including emotional awareness and regulation (76%), managing bullying (77%), student voice and agency (67%), and stimulating learning environments (84%).

The school also focused on strengthening school climate and staff collective responsibility for wellbeing. The 2025 School Staff Survey showed positive endorsement for collective efficacy at 75% and collective responsibility at 83%.

Engagement

Strathmore Primary School continued to strengthen student engagement through a strong focus on student voice and agency, inclusive practices, and strong partnerships with families. These

strategies supported both student learning and wellbeing in alignment with the Framework for Improving Student Outcomes (FISO 2.0).

Student attendance remained an ongoing focus. In 2025, 37% of students recorded 20 or more absence days, slightly above similar schools. The school actively monitors attendance patterns and implements targeted follow-up strategies to support regular attendance and student connection to learning. Strong partnerships with families and external services support early intervention and attendance improvement initiatives. Parent feedback supported these efforts, with 88% positive satisfaction reported in the 2025 Parent Opinion Survey, reflecting strong school–community relationships.

Student voice and leadership represented a key engagement highlight. Strathmore Primary School continued to promote student voice and agency through programs such as the VAST (Voice and Agency Student Team), providing students with meaningful opportunities to contribute feedback that informs school decision-making. Students demonstrated strong sense of connectedness, supported by the 2024 and 2025 Attitudes to School Survey results, which showed outstanding results in teacher–student relationships, learner characteristics, and cognitive engagement.

Teaching and learning practices also supported engagement through the use of rich, open-ended learning tasks that catered to diverse student needs. Respectful cultural inclusion and strong relationships between staff, students, and families further strengthened school engagement and belonging.

Communication with families was maintained through platforms such as Compass and Strathmore Scoop, supporting timely sharing of information about student learning and school events.

Future priorities include strengthening attendance improvement strategies and continuing to enhance student engagement through wellbeing and learning support initiatives.

Other highlights from the school year

In 2025, Strathmore Primary School continued to strengthen its community engagement and enrichment opportunities to support student learning, wellbeing, and school connectedness. The school provided a range of programs, events, and experiences that promoted student engagement, community partnerships, and pride in achievement.

Family engagement in student learning was strengthened through initiatives such as Marvellous Maths and Community Reading programs, which provided opportunities for families to actively participate in learning activities alongside students. The school also continued to build a strong sense of community through weekly assemblies, which celebrated student achievements, leadership, and school values, supported by an active Parent Club that contributed to school events and raised valuable funds for the school.

Literacy engagement was enhanced through Book Week celebrations, including author visits and whole-school activities that promoted reading for enjoyment. Student learning was further enriched through curriculum-linked incursions and excursions, providing authentic learning experiences that supported classroom learning.

Student wellbeing, independence, and social development were supported through a range of sporting and outdoor education opportunities. Students participated in athletics events, sports gala

days, Hooptime competitions, and swimming carnivals. Camps and outdoor experiences were also a highlight, including the Year 2 sleepover, Years 3–4 camp to Camp Weekaway, and Years 5–6 camp to Queenscliff, which supported resilience, teamwork, and independence.

The school continued to strengthen partnerships with families through parent-teacher interviews, supporting open communication about student learning progress and wellbeing.

Overall, 2025 was a successful year in strengthening community partnerships and providing diverse learning opportunities for students.

Financial performance

Financial position:

At the beginning of 2025, Strathmore Primary School was managing a deficit of approximately \$307,000. Through careful financial planning and expenditure management, the 2025 Student Resource Package (SRP) closed with a surplus of approximately \$90,000, which will be carried forward into 2026 to support ongoing programs and operational needs.

At the beginning of 2025, the school received approximately \$217,000 in PSD/Tier 3 funding. By the end of the year, this had increased to approximately \$335,000 to support 10 students with individual learning needs. This funding enabled the provision of targeted education support staffing, specialist programs and appropriate adjustments to ensure these students were fully supported in their learning.

Revenue/Expenditure:

In addition to the Student Resource Package, the school generated revenue through its agreement with TheirCare for the provision of before and after school care, and through the hire of the school gymnasium to Alberfeldie Jets and the Keilor Basketball Association. The Parents' Club also contributed significant funds through extensive and well-supported fundraising initiatives across the year. Voluntary parent contributions continued to support school programs, with approximately 45% of families making contributions in 2025.

Expenditure throughout 2025 was primarily directed towards staffing, including education support staff and specialist teachers, targeted intervention and wellbeing programs, classroom resources, curriculum delivery, and the maintenance and upkeep of school facilities. Furthermore, \$169,000 was repaid to 2024 deficit. No extraordinary expenditure items were recorded beyond planned program and staffing commitments.

**For more detailed information regarding our school please visit our website at
<https://strathmoreps.vic.edu.au/>**

PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 307 students were enrolled at this school in 2025, 131 female and 176 male. 14% 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	82.5%	
	Similar schools	81.8%	
	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	68.2%	
	Similar schools	79.6%	
	State	77.4%	

LEARNING

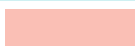
Teacher Judgement of student achievement against the Victorian Curriculum

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	87.5%	
	Similar schools	91.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	84.6%	
	Similar schools	90.1%	
	State	84.2%	

NAPLAN

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

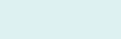
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	90.0%		86.7%
	Similar schools	80.3%		80.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	81.1%		88.6%
	Similar schools	85.1%		85.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	77.5%		80.2%
	Similar schools	78.5%		78.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	78.8%		79.9%
	Similar schools	80.3%		79.4%
	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	78.0%	
	Similar schools	79.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	85.1%	
	Similar schools	73.8%	
	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	80.7%		82.4%
	Similar schools	76.4%		76.4%
	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	77.0%		80.2%
	Similar schools	75.4%		75.0%
	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	20.2
	Similar schools	19.0	19.3
	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	90.0%	
Year 1	School	86.6%	
Year 2	School	90.4%	
Year 3	School	89.1%	
Year 4	School	89.3%	
Year 5	School	91.2%	
Year 6	School	87.2%	

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	\$3,162,682
Government Provided DET Grants	\$206,239
Government Grants Commonwealth	\$9,414
Government Grants State	\$0
Revenue Other	\$28,014
Locally Raised Funds	\$395,164
Capital Grants	\$0
Total Operating Revenue	\$3,801,513

Equity	Actual
Equity (Social Disadvantage)	\$18,548
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$18,548

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

Expenditure	Actual
Student Resource Package ¹	\$3,081,596
Adjustments	\$0
Books & Publications	\$12,893
Camps/Excursions/Activities	\$128,358
Communication Costs	\$6,095
Consumables	\$59,085
Miscellaneous Expenses ²	\$184,590
Agency Staff	\$167,223
Professional Development	\$10,990
Equipment/Maintenance/Hire	\$35,344
Property Services	\$56,482
Salaries & Allowances ³	\$79,088
Support Services	\$17,765

Expenditure	Actual
Trading & Fundraising	\$10,741
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$0
Utilities	\$35,221
Total Operating Expenditure	\$3,885,534
Net Operating Surplus/-Deficit	(\$84,021)
Asset Acquisitions	\$10,200

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	\$191,040
Official Account	\$2,572
Other Accounts	\$17,808
Total Funds Available	\$211,420

Financial Commitments	Actual
Operating Reserve	\$133,990
Other Recurrent Expenditure	\$1,290
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$56,271
Beneficiary/Memorial Accounts	\$7,319
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	\$6,061
Maintenance - Buildings/Grounds < 12 months	\$8,982
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$213,912

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.