2025 Annual Report to the School Community

School Name: Glenferrie Primary School (1508)

- 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 05:12 PM by Tanya Gurney (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 05:12 PM by Tanya Gurney (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

Glenferrie Primary School (GPS) is located in the heart of the City of Boroondara, within the inner-eastern residential area of Hawthorn. Conveniently close to public transport and surrounded by a variety of Government, Independent schools, and Tertiary Institutions, GPS has been a cornerstone of the local community since its establishment in 1875.

At GPS, we are committed to fostering the development of active, compassionate, and lifelong learners who embody our core values: excellence, confidence, respect, and resilience.

Our Aims:

· To create a welcoming, friendly environment where students feel safe and secure.

· To promote a positive, supportive working and learning atmosphere for both staff and students.

· To provide comprehensive and responsive learning programs that encompass the Victorian Curriculum 2.0.

· To inspire students to reach their full potential, appreciate their learning, and support one another.

· To cater to a wide range of abilities and special needs, including an active inclusive curriculum.

· To embrace the principles of equal opportunity, merit, equity, and multiculturalism within the life of the school.

· To involve parents in the school community and foster a mutually beneficial relationship with the local community.

2025 School Profile: In 2025, GPS enrolled 250 students, including 24 international students. Our staff profile includes:

· 11 class teachers

· 4 integration aides

· 4 specialist teachers (Art, Visual and Performing Arts, Physical Education, Wellbeing - The Resilience Project, and Italian)

· 2 administration staff

· A Principal and an Acting Assistant Principal 0.8

· A Tutor working with junior school students as part of our dedicated program for those identified as below benchmark.

International Baccalaureate (IB) Primary Years Program (PYP): GPS is an accredited International Baccalaureate (IB) school, delivering the Primary Years Program (PYP). The IB principles ensure that literacy and numeracy are integrated authentically into the curriculum, learning has a real-world context, and metacognitive pedagogy is promoted through our inquiry-

based approach. This results in a holistic, challenging, inquiry-driven curriculum with meaningful assessments that guide differentiated learning.

Together with our dedicated parents, staff, and students, GPS provides a caring, culturally diverse, and inclusive community. We focus on the development of international-mindedness, enabling our students to feel a sense of belonging, contribute positively to their school, and make a meaningful difference in the wider world.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Glenferrie Primary School (GPS) maintained a strong focus on providing learning opportunities that support students' academic, social, and emotional development. Teachers utilised pre-assessments to identify individual learning needs and post-assessments to measure student growth. A whole-school data page was implemented to track progress across the year, complemented by an online data portal to support ongoing monitoring and planning. The GPS Instructional Model remained central to our teaching practice, with clear learning intentions and success criteria guiding both teaching and student achievement.

Individual Education Plans (IEPs) were developed and regularly reviewed, with teachers meeting with parents to collaboratively set and monitor student goals. The Tutor Learning Initiative continued to provide targeted support for students working towards expected learning levels, with all participating students demonstrating measurable growth. Parent-teacher conferences provided valuable opportunities to celebrate progress and discuss strategies for continued improvement.

Literacy Focus and Achievements
Staff worked collaboratively to assess and plan targeted literacy instruction based on individual student needs. Data from PAT assessments and formative reading assessments informed teaching practices.

In 2025, 81% of Year 5 students achieved "exceeding" or "strong" results in NAPLAN reading, well above the state average of 74%. In writing, 89% of Year 5 students achieved "exceeding" or "strong" results, significantly exceeding the state average of 72%. These outcomes reflect a consistent, whole-school approach to reading instruction, supported by ongoing professional learning. In writing, a clearly embedded whole-school strategy has established a shared language, consistent teaching practices, and aligned assessment approaches.

Numeracy Focus and Achievements
GPS continued to prioritise evidence-based approaches to numeracy teaching, ensuring instruction was responsive to individual student needs. Teachers engaged in regular professional learning through our regional network to strengthen their practice.

In 2025, 89% of Year 5 students achieved "exceeding" or "strong" results in NAPLAN numeracy, compared to the state average of 72%. These strong results reflect the effective use of pre-assessment data to inform teaching, the consistent application of High Impact Teaching

Strategies, and a strong culture of collaborative planning. GPS remains committed to building on this success in 2026 to further enhance student outcomes.

Wellbeing

The wellbeing of all students at Glenferrie Primary School remained a key priority in 2025. Our commitment to fostering respectful relationships continued through a consistent, whole-school approach, with community circles embedded as a regular classroom practice. These circles provide valuable opportunities for students to build strong, positive relationships with both their teachers and peers. This approach is further supported by the development of Essential Agreements in each classroom, guiding behaviour and reinforcing our shared values.

The use of Compass Chronicles has been instrumental in identifying behavioural patterns, enabling staff to respond promptly and with the support of leadership where required. In addition, we introduced a dedicated one-hour weekly wellbeing lesson, explicitly focused on the principles of The Resilience Project, including Gratitude, Empathy, Mindfulness, and Emotional Literacy. Students participated in these sessions with a specialist Wellbeing teacher in a purpose-designed wellbeing space, engaging in structured lessons and practical activities.

Engagement with external agencies has continued to play an important role in supporting students and families, providing access to a range of allied health professionals. The school also maintains regular fortnightly contact with our Department of Education liaison, ensuring ongoing support for the wellbeing needs of our students.

Student Wellbeing Data and Achievements:

Our 2025 Student Attitudes to School survey showed positive results, particularly among our Year 4 to 6 students. Notably:

· **91%** of these students expressed strong confidence in themselves as learners, well above the state average of **78%**.

· **90%** demonstrated a strong sense of emotional awareness and regulation, exceeding the state average of **74%**.

· **95%** felt a strong sense of connectedness to their school, also surpassing the state average of **77%**.

These results reflect the positive impact of our wellbeing programs and the overall supportive environment at GPS.

Engagement

In 2025, as an IB PYP school, fostering student engagement remained a central priority at Glenferrie Primary School. Our strong attendance data reflects the positive and supportive environment we have worked to build. The Student Attitudes to School Survey, completed by all students in Years 4–6, highlighted exceptionally positive outcomes.

A key highlight from the survey was that 94% of students endorsed “Stimulated Learning,” indicating high levels of engagement in their learning. This result is significantly above the state

average of 78% and reflects our commitment to providing authentic, meaningful learning experiences. It also demonstrates the active role students take in their own learning, supported by a dedicated team of teachers who prioritise engaging and purposeful lesson design.

Another notable result was in “Student Voice and Agency,” with 89% of students expressing a positive attitude towards having a say in their learning, well above the state average of 68%. This outcome is strongly aligned with our IB PYP approach, which fosters globally minded learners through inquiry-based learning, and is further supported by our Year 6 leadership program, empowering students to take on meaningful roles within the school community.

Our Student Attitudes to School data also indicates that 98% of students in Years 4–6 reported a “Positive Attitude to Attending School.” This is significantly above the state average of 85% and reflects a strong sense of connection to school among our students, as well as the value our families place on education and regular attendance.

In 2025, our attendance data showed that 73% of our students had a 90% or higher attendance rate. This level of consistent attendance supports stronger academic outcomes, builds positive routines, and helps students maintain meaningful connections with their peers and teachers.

Other highlights from the school year

Glenferrie Primary School takes great pride in offering students a wide range of extracurricular opportunities that help foster resilience, independence, and a sense of belonging within the community. These opportunities were provided through various activities, including the 3/4 and 5/6 camps, as well as incursions and excursions linked to our units of inquiry.

In celebration of Glenferrie Primary School’s 150-year anniversary, the school community came together for a special Celebration Day—an event centred on connection, reflection, and remembering. It was a meaningful opportunity for past and present students, families, staff, and community members to come together and honour the rich history of the school. Throughout the day, guests shared memories, explored historical displays, and reflected on the generations of learning that have taken place within the school. A range of fun and exciting activities were also enjoyed, adding to the festive atmosphere and helping create a wonderful day of community connection and celebration. The event highlighted the strong sense of community that continues to define Glenferrie Primary School, while also acknowledging the many people who have contributed to its story over time. It was a proud and memorable occasion that reinforced the enduring spirit and values of the school.

Harmony Day at Glenferrie Primary School was a vibrant celebration of cultural diversity, connection, and belonging across the school community. Throughout the day, students engaged in a range of classroom and whole-school activities designed to promote cultural understanding, respect, and appreciation of differences. Classrooms became spaces of sharing and learning, where students explored their own cultural backgrounds as well as those of others, fostering empathy and curiosity. Across the school, the spirit of Harmony Day was evident in the celebration of inclusivity and the strengthening of relationships between students, staff, and families. It was a meaningful opportunity to reinforce the importance of respect and to celebrate the richness that diversity brings to our school community.

Continued efforts have been made throughout 2025 to enhance and beautify the school grounds through the establishment of garden beds, supported by a small working party of dedicated

parents and our EPO's (Environmental Protection Officers). This collaborative initiative has helped to create more inviting and engaging outdoor spaces for students to enjoy. A highlight of this project has been the inclusion of a mural in the Wattle Road garden, which adds colour and creativity to the area. Together, these improvements reflect a shared commitment to creating a welcoming and inspiring environment for the whole school community.

Glenferrie Primary School continues to be proud of our students' involvement in sport and active participation across a range of events. Students took part in intra-school activities such as the Senior and Junior School House Cross Country, House Athletics, and a whole-school Footy Day, all of which fostered teamwork, school spirit, and healthy competition. In addition, Year 5/6 students participated in inter-school sports, competing against other local schools and demonstrating resilience, sportsmanship, and pride in representing Glenferrie Primary School.

Financial performance

In 2025, Glenferrie Primary School maintained strong financial management and effective internal controls, finishing the year in a stable and sustainable position. Careful budgeting, transparent governance, and strategic planning ensured resources were aligned to our core priority — our students.

Expenditure was closely aligned with educational priorities, balancing immediate needs with future planning. This approach enabled continued investment in programs that directly support student learning and wellbeing, including:

- Tutoring services
- Literacy and numeracy support
- Speech and occupational therapy
- Wellbeing initiatives
- EAL (English as an Additional Language) support

Steady enrolment growth strengthened the school's financial base, while parent contributions through School Contributions, the Building Fund, and the ICT/Library Fund enhanced our capacity to invest in infrastructure and learning resources.

The Parents & Friends Association raised $21,000 in 2025, including $7,650 from the Colour Run. The school also secured a $2,590 Sporting Schools Grant.

Strategic capital investments included:

- New Prep and Year 5/6 furniture — $71,430
- 185 4th Gen iPads (lease) — $105,560
- New IT server — $6,800
- Car park boom gate — $18,040
- Garden beautification (Lorikeet mural) — $5,490
- Library books and maths resources — $8,050

- Garden retaining wall — $16,360
- First Aid room cabinetry — $2,530
- Line marking and playground games — $9,920

All expenditure was assessed for value, sustainability, and impact on student learning.

With disciplined financial controls and clear strategic priorities, GPS remains well placed to meet future needs. We thank our students, staff, parents, and supporters for their continued partnership in strengthening our school and investing in every child's success.

For more detailed information regarding our school please visit our website at https://glenferrieps.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 245 students were enrolled at this school in 2025, 128 female and 117 male. 27% had English as an additional language and NDA 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**	**81.0%**
	Similar schools	78.8%
	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**	**92.3%**
	Similar schools	78.1%
	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**	**93.3%**
	Similar schools	93.5%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**91.3%**
	Similar schools	92.9%
	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**	**78.4%**	**83.7%**
	Similar schools	83.7%	83.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**81.1%**	**88.5%**
	Similar schools	86.6%	87.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**86.5%**	**84.6%**
	Similar schools	81.7%	81.9%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**83.8%**	**90.7%**
	Similar schools	85.9%	84.5%
	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**	**77.8%**
	Similar schools	80.1%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**63.0%**
	Similar schools	78.0%
	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**	**95.2%**	**92.8%**
	Similar schools	78.6%	78.3%
	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**	**90.9%**	**90.2%**
	Similar schools	76.7%	76.4%
	State	76.4%	75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	**School**	**15.8**	**18.9**
	Similar schools	17.6	18.0
	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**	**93.4%**	
Year 1	**School**	**91.5%**	
Year 2	**School**	**91.5%**	
Year 3	**School**	**93.3%**	
Year 4	**School**	**89.9%**	
Year 5	**School**	**92.5%**	
Year 6	**School**	**91.9%**	

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	$2,301,692
Government Provided DET Grants	$448,466
Government Grants Commonwealth	$2,591
Government Grants State	$0
Revenue Other	$47,590
Locally Raised Funds	$475,355
Capital Grants	$0
Total Operating Revenue	**$3,275,694**

Equity	Actual
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$5,000**

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

Expenditure	Actual
Student Resource Package[1]	$2,390,404
Adjustments	$0
Books & Publications	$6,554
Camps/Excursions/Activities	$159,500
Communication Costs	$5,110
Consumables	$47,694
Miscellaneous Expenses[2]	$50,241
Agency Staff	$152,326
Professional Development	$10,640
Equipment/Maintenance/Hire	$97,592
Property Services	$166,296
Salaries & Allowances[3]	$37,343
Support Services	$20,001

Expenditure	Actual
Trading & Fundraising	$33,775
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$31,089
Total Operating Expenditure	**$3,208,565**
Net Operating Surplus/-Deficit	**$67,128**
Asset Acquisitions	**$6,797**

[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	$724,356
Official Account	$125,145
Other Accounts	$107,742
Total Funds Available	**$957,243**

Financial Commitments	Actual
Operating Reserve	$136,360
Other Recurrent Expenditure	$71,433
Provision Accounts	$0
Funds Received in Advance	$107,742
School Based Programs	$32,745
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$495,323
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$250,000
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	**$1,093,603**

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.