

# 2025 Annual Report to the School Community

School Name: Armadale Primary School (2634)



- 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 09:28 AM by Rochelle Cukier (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 01 April 2026 at 09:35 AM by Rochelle Cukier (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

Armadale Primary School (APS) is located in the inner south-east suburbs of Melbourne, approximately 6.8 kilometres south-east of the CBD in the residential suburb of Armadale. Our school's vision is to be an exemplary learning community. We place the highest value on honouring and developing the whole child with the skills, knowledge and dispositions for a lifetime of inquiry. We strive for a culture of excellence for all learners within a nurturing and inclusive community to create a strong sense of belonging. We value diversity and seek to promote a deeper understanding of our world. Our values are: Relationships; Respect, Responsibility; Resilience and Reflection.

Our intent is to shape the development of each learner enabling them to achieve a strong moral compass and empathic regard for those who they learn, connect and play with. We aspire to enable children to become curious and independent thinkers; active contributors and global participants who flourish and thrive and enjoy both social development, life long friendships and emotional wellbeing. We enact the Victorian 2.0 curriculum meeting the learning needs and interests of children, providing children with authentic, real, challenging and relevant learning opportunities. Our learning ecology at Armadale Primary sets the conditions that builds coherence across the learning areas and spaces in the school, ensuring that our children experience high quality, engagement-rich, action-oriented learning experiences.

Our Instructional model ensures consistency of practice across the school with lesson design ensuring fidelity to those practices that achieve the highest impact on student learning. Our "whole" together with our small instructional group every lesson affords our students mastery of learning, fluency; and differentiation where each child's learning needs are targeted to stretch and challenge their learning, moving their learning forward. Our committed and dedicated staff learn collaboratively across the school, collecting evidence of each child's learning and assessing their growth using learning continuums. This evidence of growth is then published on data walls, ensuring the learning is visible to all. Our pedagogical practices focus on enabling the key dispositions of great learners to develop which will equip students for life in the 21st century.

Specialist curriculum classes P-6 comprises LOTE Italian, Health and Physical Education; STEM; Library; The Arts ( Music, Dance, Drama, Creative and Visual Arts) and our Kitchen Garden Program. Students have the opportunity to lead and participate in the Student Representative Council teams within our leadership program; and other curriculum offerings include choir, orchestra, whole school swimming programs, camps, incursions and excursions, house athletics and swimming Carnivals; Inter- school sports and Gala Days. Our Year 5/6 cohort have the opportunity to cook all of the student's lunches on a Wednesday Whole school events which include Italian Day, Harmony Day and Book Week are highlights of the school calendar every year. Students are also afforded opportunities to participate in a variety of activities in Performing arts; tennis, soccer; instrumental and orchestral music lessons are offered to our students through external providers as extra-curriculum opportunities.

APS offers 265 (136 female, 129 male ) students' excellent educational provision within a heritage listed site. Our overall socio-economic profile remains low. We have 6 students enrolled through the Department's International Educational Division. The staffing profile is made up of 1 Principal,

1 Assistant Principal, 1 learning specialist, classroom and specialist teachers, (15.0 FTE) and 6 Educational Support Staff (6 FTE).

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

### Learning

We are very intentional in the design of our teaching and learning and in the enactment of our curriculum program to ensure that all children are able to grow, thrive and flourish whilst in our care. All teachers know where each child is at through formative and summative assessments, so that the learning can be targeted specifically at each child's point of need and growth is moved forward along the learning continuum. Data walls are highly visible to all and shared with parents, teachers and children at Family Conferences where goals are set as well through formal reporting at the end of each semester.

Children's learning is enabled through our Instructional Model where the whole class experiences mastery and fluency, where a new concept is explicitly taught. Effective strategies are modelled or shared, learning is scaffolded and supported and through our small group instruction in reading and maths where the children are equipped with the skills, knowledge and dispositions to be challenged and stretched in their learning. Through differentiated feedback from their teachers, students know what their next steps are to improve their learning and what strategies they need to implement next to move their learning forward.

Highlights related to learning include our Professional Learning Communities where teachers work collaboratively to share best practices that have the highest impact on achieving student learning growth. Our teachers share and showcase their use of anchor charts and classroom displays; their use of feedback and construction of rubrics; and the use of metacognitive strategies to improve children's thinking about their learning.

The teacher judgement learning data shows that **97.8%** of all children In Prep to Year 6 in English are performing at or above age expected standard, with similar schools at 94.5%. We are also sitting at 11.5% above the state average for this measure. Similarly for Mathematics, **99.2%** of children are performing at or above age expected standards, similar schools are at 93.9% and the state is at 84.2%. These are incredible results that our community deservedly should be proud of. In NAPLAN, in Reading at Year 3, 82.9% of our students were in the top 2 proficiency levels (exceeding or strong) slightly under similar schools, but well above the state data at 69.5%. For Reading in Year 5, **90.3%** of our students are in the top 2 proficiency levels, placing us above similar schools at 87.6% and significantly above the state average by 16.4%. Our Numeracy results in NAPLAN for both Year 3 show a slight dip in % of students achieving in the top two bands at 76.5 %, whereas the Year 5 result, shows **87.1 %** of our students in the top 2 proficiency levels, placing us above similar schools and 18% above the state average. Data from the 2025 NAPLAN test allows schools to look at the Relative growth of students from Year 3 to Year 5, that is the growth in the same cohort of students over 2 years who sat the NAPLAN test. This data clearly demonstrates that our school has added value to student learning over their 2 years. In Reading, **92.3 %** of students achieved high or medium growth, and in Numeracy, **81.5%** of

students achieved high or medium growth. Once again this places us above the results achieved in similar schools and across the state.

## Wellbeing

The wellbeing of all APS students is of the highest priority to the school and is reflected in our whole school approach to student wellbeing, which is not implemented separately to the learning curriculum, but sits at our core. Relationships, enacting our values and creating a strong sense of belonging, are at the cornerstone of our culture. Ongoing successful embedding of daily practices of circle time, class meetings, restorative practices; and other pro-social designs, are an integral part of our nurturing and inclusive culture.

In 2025 we continued with our wellbeing program; UR strong Friendology which teaches children about the importance of friendships and what can happen when we experience friendship fires. UR Strong Friendology also offers our parents access to resources and workshops to assist them when there maybe friendship issues or concerns. Both these strategies assist children to restore their friendships and relationships with others We also use " Open Parachute" which is a program focussing on student's mental -health and wellbeing. We continued to implement a positive psychology education program with themes of resilience, gratitude and kindness, through our Big Idea. Circle time provides the opportunity to discuss issues, areas of concern and brainstorm ways in which children can be more connected across the school. Our Buddy and Leadership Program enables connection across the school with the children and sets them up to experience success in a safe and nurturing environment. In 2025 , "Harmony Day" celebrated our multicultural heritage, inclusiveness and appreciation of cultural diversity to create a sense of belonging. To help with transitions into the next year level at the end of the year, students were introduced to the "Why worry Wally " workshops which addressed concerns that the children may have about moving classrooms, connecting with new teachers and classmates.

The ATOSS data in 2025, shows that the children's sense of connectedness from all children in Year's 4-6 has a school percentage endorsement of **82.9%** with similar schools only ranking at 77.9% and the state average is at 77.1%. The other measure reported is on the management of bullying, with APS having a positive endorsement of 85.5% compared to similar schools ranking at 75.7% and a state average of 76.4%. These measures both reflect and endorse the schools' very positive student's wellbeing outcomes experienced at APS.

## Engagement

In 2025, overall student absences are less than the state median, with family holidays both interstate and overseas being the main reason for extended absences. The school average number of absence days for children in Years Prep to 6 was 19.7, with similar schools having 18.0 and the state average was 21.5. To improve our absence rate, we will continue to strengthen the overall engagement and partnership with our community. The philosophy of honouring the whole child continues to underpin the school's approach to student wellbeing and engagement. The

emphasis on partnering to learn with our children and our community enables children to feel empowered as learners and parents as partners in each child's journey.

Family Conferences provide wonderful opportunities for children to showcase their learning and growth and to articulate their learning growth and goals for the next semester. Our very successful Year 6 leadership program enables our Year 6 students to demonstrate voice and agency and their desire to contribute to their school through our SRC executive teams. The most successful fundraiser in 2025 was the student dance-a-thon; a student driven and led initiative that in one day raised nearly \$12,000.00 for our school. The Kitchen Garden program across the whole school where children in Prep-Year 6 cook meals to enjoy in the kid's kitchen, our Snackadillo on a Wednesday allows the whole school to order gourmet cooked lunches delivered to their classrooms, having been prepared and cooked by the Year 5 and 6 students all increases the engagement of students at APS.

Our results from our Student Attitudes to School Survey continue to be outstanding and place us at the highest level against all other schools in our network. This is again testament to the work of all of our teachers, the relationships that they have and the very positive learning culture obvious at our school. Students in Years 4-6 in 2025 have positively endorsed once again how they feel about the learning environment at APS in the following variables: Effective teaching practice for cognitive engagement - stimulated learning: APS **91%**, similar schools 77% Emotional awareness and regulation APS 82% ; similar schools 74% ; Student voice and agency: APS 86%; 66% similar schools . It is incredibly rewarding for our teachers and gratifying for all their commitment and endeavour to have such highly engaged and motivated students at our school.

## Other highlights from the school year

Highlights of 2025 are many and varied. Already mentioned is our Kitchen Garden Program, which continues to be an amazing asset for our school and wider community. Children across all year levels have had the opportunity to cook in the kitchen, follow procedural recipes, cook from our school's community cookbook, harvest produce from our kitchen garden and use the space to collaborate and cook a 3 course meal together and then consume it with relish. SNACKADILLO which occurs once a week involves the Year 5/6 classes cooking bespoke lunches for the entire school that have been ordered online through COMPASS. The children cook and serve the ordered lunches hot and tasty to each classroom. Both the BOOK WEEK and Harmony Day celebrations attracted wonderful community involvement and engagement. Both Year 5/6 students and Year 3/4 enjoy a fabulous camp program. The Year 5/6 students enjoyed a Life Saving camp at The Penninsula Camp site on the Mornington Penninsula, whilst the Year 3/4 students enjoyed a 3 day historical gold rush immersion and experience offered at Sovereign Hill, Ballarat. Facilities upgrades in the school grounds saw the addition of our new futsal / soccer court was incredibly popular with all the students, both before school and after school as well. The new seats and tables with umbrellas adjacent to the futsal courts were welcomed by both the students and parents/ carers. The transformation of our new front garden into a citrus orchard and garden has been an amazing additional space for the children and will be fitted out with a new table in 2026.

## Financial performance

Armadale Primary School maintained a very sound financial position throughout 2025 and we ended the year with a net operating surplus of \$102,015 . The decision to maintain 3 small Prep classes to help young children transition into Prep, is also a costly one, however it is of great benefit for the children's transition into primary school and their social and emotional wellbeing. The school also received a very small amount of Equity Funding, which contributed towards the resources to support children with learning difficulties and diverse needs. The school has not been in receipt of any other State or Commonwealth funding beyond the SRP. The maintenance of a 141 year old significant heritage building ( Block A -main Building) as well as another 124 year old significant heritage building ( Block B -Infant building) continues to be a challenge for our school's finances.

## 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 255 students were enrolled at this school in 2025, 132 female and 123 male. 16% 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**.


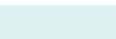

### Parent Satisfaction Summary

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	73.1%	
	Similar schools	77.8%	
	State	82.0%	

### School Staff Survey





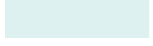

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	80.7%	
	Similar schools	79.6%	
	State	77.4%	

## LEARNING





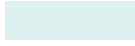


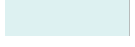




### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>97.8%</b>	
	Similar schools	94.5%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>99.2%</b>	
	Similar schools	93.9%	
	State	84.2%	

## NAPLAN

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


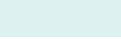


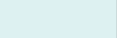

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>82.9%</b>		<b>82.8%</b>
	Similar schools	84.8%		84.2%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>90.3%</b>		<b>86.1%</b>
	Similar schools	87.6%		88.7%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>76.5%</b>		<b>81.7%</b>
	Similar schools	81.5%		81.6%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.1%</b>		<b>84.6%</b>
	Similar schools	84.5%		83.7%
	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.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>92.3%</b>	
	Similar schools	80.5%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>81.5%</b>	
	Similar schools	75.9%	
	State	74.0%	

## WELLBEING

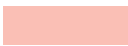


### Student Attitudes to School – Sense of Connectedness

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>82.9%</b>		<b>87.1%</b>
	Similar schools	77.9%		78.0%
	State	77.1%		77.3%

### Student Attitudes to School – Managing Bullying

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

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>85.5%</b>		<b>86.0%</b>
	Similar schools	75.7%		76.0%
	State	76.4%		75.8%

## ENGAGEMENT



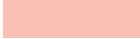




### Average absence days per student

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	19.7	19.6
	Similar schools	18.0	18.3
	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	92.6%	
Year 1	School	90.8%	
Year 2	School	89.6%	
Year 3	School	88.5%	
Year 4	School	88.8%	
Year 5	School	91.5%	
Year 6	School	86.0%	

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$2,684,817
Government Provided DET Grants	\$340,410
Government Grants Commonwealth	\$48,422
Government Grants State	\$0
Revenue Other	\$17,357
Locally Raised Funds	\$421,582
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,512,589</b>

<b>Equity</b>	<b>Actual</b>
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

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

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>1</sup>	\$2,586,399
Adjustments	\$0
Books & Publications	\$4,203
Camps/Excursions/Activities	\$159,528
Communication Costs	\$3,571
Consumables	\$81,414
Miscellaneous Expenses <sup>2</sup>	\$26,702
Agency Staff	\$75,234
Professional Development	\$8,830
Equipment/Maintenance/Hire	\$21,162
Property Services	\$130,356

Expenditure	Actual
Salaries & Allowances <sup>3</sup>	\$235,978
Support Services	\$15,893
Trading & Fundraising	\$27,977
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,327
<b>Total Operating Expenditure</b>	<b>\$3,410,574</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$102,015</b>
<b>Asset Acquisitions</b>	<b>\$13,345</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	\$302,569
Official Account	\$19,675
Other Accounts	\$46,549
<b>Total Funds Available</b>	<b>\$368,793</b>

Financial Commitments	Actual
Operating Reserve	\$137,362
Other Recurrent Expenditure	\$2,115
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$39,700
Beneficiary/Memorial Accounts	\$12,000
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	\$38,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$279,177</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.*