

2025 Annual Report to the School Community

School Name: Glenroy West Primary School (4809)



- 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 31 March 2026 at 12:30 PM by Pamela Streete (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 12:32 PM by Pamela Streete (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

Glenroy West Primary School was built in 1958 and is located 16km north of metropolitan CBD. There are excellent facilities and large grounds that provide for active play, adventure playgrounds, running track and oval, gymnasium, basketball courts, additional playgrounds, down-ball courts, two kindergarten rooms surrounded by native gardens.

Glenroy West Primary School received \$18.12 million to upgrade and modernize the school, including new facilities to meet enrolment growth for the 2025 school year and beyond.

The school currently has 333 students with an expected increase in capacity for enrolment in the near future. The school has a proud tradition of education in the City of Merri-Bek. The student population is diverse with thirty languages represented at the school and many students coming from a home where English is not the main language. The school has a SFOE Low- Medium band value. The staffing profile in 2025 comprised of the Principal and Assistant Principal, two Leading Teachers, one Learning Specialist, nineteen Teacher Class, seventeen Education Support staff. The school had a total of forty-three staff, with some staff working part time and flexible working hours in administration and educational support.

The school has two kindergarten buildings on site called York Street Kindergarten operational from 2014 under the banner of the Northern Schools Early Years Cluster. The York Street Kindergarten has an excellent educational program for both three- and four-year-old in the Glenroy area. There is a strong link between the playgroup, kindergarten and school to ensure a seamless continuum of learning and transition in the Early Years and beyond.

The curriculum provides explicit teaching and learning in literacy and numeracy based on the Victorian Curriculum. Specialist programs include Physical Education, The Arts, STEM, Music and LOTE (Spanish). EAL (English as an additional language) is taught as an additional curriculum area across the school. The school offers extra Homework Club as an extracurricular subject and the High Ability Program is also offered for students requiring extension as well as additional support for students in both literacy and numeracy.

Our staff are highly trained, dedicated and professional in upholding high academic, social and personal standards. We adopt a forward-thinking approach to curriculum development and delivery so that all students will be engaged in a curriculum that prepares them for the present and future. We are committed to the development of whole school effective teaching and learning practices to best support children in our care as well as achieving excellent academic results.

The focus continues to be on 21st century learning with the use of flexible learning spaces, high quality teaching standards and working collaboratively with other schools in the Merri- Bek Hume Network in partnership and across the wider system.

At Glenroy West Primary School, our vision is to provide quality stimulating programs to ensure every student achieves strong literacy and numeracy outcomes. Students are encouraged to become problem solvers, reflective learners who are flexible in their approach to education. Our programs aim to develop behaviors that encourage a healthy, balanced lifestyle, lifelong learning and responsible citizenship in a multicultural society.

Our values are:

- Respect
- Integrity
- Excellence
- Responsibility

In 2024, the school undertook a rigorous four-year Strategic Review which involved extensive community consultation and collaboration and culminated in the development of the School Strategic Plan which has the following areas of focus:

- Refine and enhance a culture of staff collaboration and inquiry
- Enhance and embed staff capability to consistently implement agreed pedagogical and evidence-based teaching and learning practices.
- Build and enhance staff capacity to use data and assessment practices to inform teaching and learning, at the student's point of need.
- Build a shared understanding of student agency in learning and wellbeing
- Continue to enhance the school's approach for supporting inclusion, health and wellbeing
- Enhance partnerships and engagement with parents, carers and families.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Glenroy West Primary School, the school community remains committed to improving learning outcomes for every student while ensuring students are active, engaged learners who develop strong social and emotional skills that support their wellbeing. The school fosters a positive learning culture grounded in collaboration, trust, professional inquiry and reflective practice, where staff are encouraged to take informed risks and continually improve teaching and learning practices.

In 2025, the school maintained high expectations for student achievement, particularly in literacy and numeracy, with strong outcomes evident across multiple data sources.

NAPLAN results demonstrated positive achievement in both Year 3 and Year 5. In Year 3 Reading, 63.6 per cent of students achieved results in the Strong or Exceeding proficiency levels, which was above similar schools. In Year 3 Numeracy, 60.0 per cent of students achieved Strong or Exceeding, again exceeding the performance of similar schools.

Year 5 results reflected continued growth, with 76.7 per cent of students achieving Strong or Exceeding in Reading and 62.5 per cent in Numeracy. Reading outcomes were above both similar schools and the state average, while Numeracy results remained above similar schools.

Teacher judgement data against the Victorian Curriculum also indicated strong achievement across the school. In English, 90.4 per cent of students from Prep to Year 6 were assessed as

working at or above the expected level. In Mathematics, 90.3 per cent of students achieved at or above expected standards. These outcomes were well above those of similar schools and above the state average.

Professional Learning Communities (PLCs) continued to underpin teaching and learning improvement across the school. Teachers worked collaboratively in learning teams to analyse student data, plan targeted instruction and differentiate learning to meet individual student needs. The consistent use of pre- and post-assessment data, formative assessment supported informed teaching decisions and the grouping of students for targeted instruction. Professional learning was embedded within teachers' Performance and Development Plans and supported through ongoing coaching, modelling and mentoring. Whole-staff meetings were strategically utilised to develop collective capacity, with a focus on literacy, numeracy and inquiry-based learning. The leadership team maintained a strong focus on instructional leadership, coaching, providing timely feedback and ongoing guidance to all staff to improve the learning and wellbeing outcomes of all students.

Wellbeing

The school recognises the strong link between student wellbeing and learning outcomes. Wellbeing strategies were fully integrated across all programs, with a focus on student connectedness, resilience and the development of positive social behaviours.

All classes participated in a weekly Social and Emotional Learning program, including the explicit teaching of Respectful Relationships. The School-Wide Positive Behaviour Support (SWPBS) framework continued to guide consistent, proactive and positive behaviour practices across the school. A multidisciplinary team led the implementation of this framework, supporting improved behavioural, wellbeing and academic outcomes.

Anti-bullying and cyber safety remained a priority, with explicit curriculum instruction, restorative practices and a consistent Student Code of Conduct implemented across the school. Staff professional learning ensured a shared understanding of high expectations and behaviour management processes, contributing to consistent approaches in classrooms and outdoor learning areas.

The school continued to strengthen inclusive practices to support students with diverse learning needs. Intensive English as an Additional Language (EAL) support was provided for newly arrived students, and students supported through Disability Inclusion had individual learning plans tailored to their needs. All students supported through these programs demonstrated progress toward their individual learning goals.

The wellbeing team was strengthened through the employment of specialist staff, including a Social Worker, Counsellor, Disability Inclusion Leader and Mental Health and Wellbeing Leader. The school also secured funding through the Australian Government's National Student Wellbeing Program, enabling enhanced pastoral care and wellbeing support for students.

A strong commitment to child safety and diversity was reinforced through school policies, practices and professional learning. Staff completed Respectful Relationships training, and the program was implemented consistently from Foundation to Year 6. The school maintained strong partnerships with community health and wellbeing services to support students and families.

Engagement

Teachers worked intentionally to develop student voice, independence and agency through inquiry-based learning approaches. Students were supported to develop metacognitive skills, set learning goals and reflect on their progress. Learning experiences were designed to be engaging, challenging and purposeful, promoting resilience, confidence and a growth mindset.

Student Attitudes to School Survey data in 2025 indicated high levels of student connectedness and safety. The school recorded a Sense of Connectedness endorsement of 72.3 per cent and a Management of Bullying endorsement of 65.7 per cent.

The school provided comprehensive transition programs to support students and families at key stages. The Kindergarten to Foundation Transition Program supported a smooth start to school through parent information sessions and classroom experiences. Strong partnerships with local kindergartens further supported this process. Year 6 students participated in structured transition activities, including visits to local secondary schools and leadership programs designed to build readiness, resilience and independence as they prepared for secondary education.

Attendance remained a whole-school focus, supported by an engaging curriculum and clear expectations around punctuality and regular attendance. In 2025, the school maintained an attendance rate of 88 per cent, with absence levels lower than similar schools and close to the state average. Attendance was closely monitored, with proactive communication and follow-up processes in place to support families.

Glenroy West Primary School continued to build strong partnerships with parents and carers through community events, information sessions and an open-door approach. The 2025 Parent Opinion Survey indicated high levels of parent satisfaction, reflecting confidence in the school's direction, teaching and learning programs, and commitment to student wellbeing.

Other highlights from the school year

The culmination of the Building Project was significant in 2025 for all stakeholders inclusive of the needs and interests of our students and community with current evidence-based research for best practice to improve student outcomes in education.

Other highlights included:

- **Merribek Ride & Stride Grant School Commitment:** Our dedication to promoting cycling has remained strong, fostering an environment where students are encouraged to embrace active travel to school. This initiative supports healthy lifestyles and reduces our environmental footprint.
- **Open Streets Initiative:** Our Open Streets events have transformed Clovelly Avenue into a vibrant and safe corridor for students. The initiative has not only promoted physical activity but also reduced car usage by 27.3%. Community feedback has been overwhelmingly positive, with many expressing a desire to see these events become a regular feature.

- **Connection with Merri-Bek City Council:** Our strong partnership with Merri-Bek City Council has been a cornerstone in implementing and sustaining these initiatives effectively. This collaboration has provided valuable support and resources, enabling us to achieve our community engagement goals.
- **Merri-Health - Play Our Way Grant:** In collaboration with Merri Health, we successfully secured the Play Our Way Grant, which aims to further enrich our community's health and wellness resources. This grant will support various programs designed to improve student well-being and promote active lifestyles.
- **National Student Wellbeing Program Success:** We secured funding through the Australian Government's National Student Wellbeing Program, which will provide \$20,280 annually from 2024 to 2027. This funding supports the engagement of wellbeing officers, enhancing the pastoral care available to our students and reinforcing our commitment to student well-being.

Financial performance

Glenroy West Primary School maintained a stable financial position in 2025, reinforced by careful strategic planning and strong governance in collaboration with the School Council and Finance subcommittee. The school ensures that a well-structured Annual Budget is developed, with funds allocated to key school priorities to improve student outcomes. These priorities are aligned with the 2024-2028 School Strategic Plan, the 2025 Annual Implementation Plan, and the Annual Program Budgets to ensure resources were directed towards key priorities. The focus of expenditure is to enhance student learning, optimize student educational outcomes, and improve the school's physical environment.

Throughout the year, operating expenditure was managed conservatively to enable significant investment in school infrastructure. Major projects included the installation of shade sails to the junior playground and sandpit, development of an accessible playground and senior playground, installation of outdoor signage inclusive of enhancements to turf and garden areas throughout the school grounds. These improvements support a safe, inclusive and engaging learning environment for all students.

In addition, targeted investment was spent in teaching and learning resources, including the purchase of iPads, laptops, literacy and numeracy resources, expert consultants and additional sporting equipment. These resources further support curriculum delivery, student engagement and improved student learning and wellbeing outcomes.

Overall, financial decisions in 2025 reflect a balanced approach, maintaining strong support for educational programs while delivering key infrastructure improvements aligned with the school strategic plan priorities.

For more detailed information regarding our school please visit our website at
<https://www.glenroywestps.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 328 students were enrolled at this school in 2025, 168 female and 160 male. 51% 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 - Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	75.8%	
	Similar schools	85.9%	
	State	82.0%	

School Staff Survey

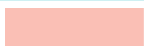
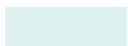
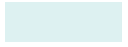
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.0%	
	Similar schools	77.1%	
	State	77.4%	

LEARNING

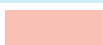
Teacher Judgement of student achievement against the Victorian Curriculum

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	90.4%	
	Similar schools	79.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	90.3%	
	Similar schools	75.7%	
	State	84.2%	

NAPLAN

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

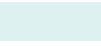
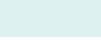
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	63.6%		71.3%
	Similar schools	58.8%		58.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	76.7%		75.5%
	Similar schools	64.1%		64.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%		68.0%
	Similar schools	51.9%		51.1%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	62.5%		68.6%
	Similar schools	56.5%		55.0%
	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	66.7%	
	Similar schools	71.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	64.7%	
	Similar schools	72.5%	
	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	72.3%		72.2%
	Similar schools	78.2%		77.0%
	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
Years 4 to 6 % positive endorsement	School	65.7%		67.8%
	Similar schools	78.4%		75.3%
	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	23.5	23.5
	Similar schools	24.1	24.4
	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	89.7%	
Year 1	School	86.6%	
Year 2	School	89.3%	
Year 3	School	87.0%	
Year 4	School	90.4%	
Year 5	School	87.9%	
Year 6	School	85.2%	

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	\$3,477,125
Government Provided DET Grants	\$1,067,313
Government Grants Commonwealth	\$13,906
Government Grants State	\$0
Revenue Other	\$106,900
Locally Raised Funds	\$129,183
Capital Grants	\$0
Total Operating Revenue	\$4,794,427

Equity	Actual
Equity (Social Disadvantage)	\$213,875
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$213,875

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

Expenditure	Actual
Student Resource Package ¹	\$4,020,941
Adjustments	\$0
Books & Publications	\$15,618
Camps/Excursions/Activities	\$91,306
Communication Costs	\$6,539
Consumables	\$130,283
Miscellaneous Expenses ²	\$17,093
Agency Staff	\$0
Professional Development	\$23,989
Equipment/Maintenance/Hire	\$160,962
Property Services	\$457,658
Salaries & Allowances ³	\$39,715
Support Services	\$182,151

Expenditure	Actual
Trading & Fundraising	\$10,224
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,838
Total Operating Expenditure	\$5,208,316
Net Operating Surplus/-Deficit	(\$413,890)
Asset Acquisitions	\$199,162

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	\$2,323,762
Official Account	\$40,567
Other Accounts	\$0
Total Funds Available	\$2,364,329

Financial Commitments	Actual
Operating Reserve	\$197,896
Other Recurrent Expenditure	\$8,012
Provision Accounts	\$1,081
Funds Received in Advance	\$63,841
School Based Programs	\$487,825
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$131,260
Capital - Buildings/Grounds < 12 months	\$504,000
Maintenance - Buildings/Grounds < 12 months	\$540,135
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,234,050

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.