

2025 Annual Report to the School Community

School Name: Werribee Primary School (0649)



- 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 March 2026 at 09:25 AM by David Quinn (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 28 April 2026 at 04:15 PM by David Quinn (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

Werribee Primary School is located in Melbourne's south-west growth corridor and continues to serve a diverse and expanding community. In 2025, the school had an enrolment of 530 students, including 248 female and 282 male students. The school community reflects a range of cultural backgrounds, with students identified as having English as an Additional Language (EAL) and identifying as Aboriginal or Torres Strait Islander. The school's Student Family Occupation and Education (SFOE) index is in the Medium band, indicating a moderate level of socio-educational disadvantage within the community.

Werribee Primary School is committed to providing a safe, inclusive and supportive learning environment where all students are encouraged to achieve their personal best. The school community works together to promote the values of Respect, Responsibility and Resilience, which underpin expectations for learning, behaviour and relationships across the school.

The school places a strong emphasis on inclusive education and student wellbeing, recognising that positive relationships and a supportive environment are essential for successful learning. Staff work collaboratively to implement evidence-based teaching practices and targeted interventions that support the diverse learning needs of students. A range of wellbeing and inclusion supports are provided to ensure all students can access and engage in learning, including support for students with additional needs and structured programs that promote positive behaviour and social development.

Werribee Primary School maintains strong partnerships with families and the broader community to support student learning and wellbeing. Parent engagement is an important aspect of the school's work, reflected in the 2025 Parent/Caregiver/Guardian Opinion Survey where 90% of parents reported positive endorsement of general school satisfaction, which is above the state average of 82%.

Through a focus on high-quality teaching, inclusive practices and strong community connections, Werribee Primary School continues to support students to develop the knowledge, skills and personal capabilities needed to become confident and successful learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Werribee Primary School continued to progress its strategic goals and support improved student learning outcomes through a strong focus on evidence-based teaching practices, collaborative staff work, and targeted student support. Learning data indicates positive progress in

both literacy and numeracy, reflecting the school's commitment to improving student achievement and growth.

A key highlight was the strong performance in NAPLAN reading. In 2025, 76.6% of Year 3 students and 76.3% of Year 5 students achieved in the Strong or Exceeding proficiency levels, both exceeding results of similar schools and, in Year 3, also exceeding the state average. This reflects the school's sustained focus on explicit teaching of reading, structured literacy approaches, and ongoing professional learning for staff to strengthen instructional practice.

Another highlight was the positive relative growth achieved in reading between Years 3 and 5. 76.1% of students achieved medium or high growth, outperforming both similar schools (71.7%) and the state (74.7%). This indicates that many students are making strong progress over time, supported by targeted interventions, differentiated classroom instruction, and ongoing monitoring of student data to inform teaching and learning adjustments.

The school also maintained solid achievement in mathematics. 72% of students were assessed by teachers as working at or above age-expected standards, while 71.1% of Year 5 students achieved Strong or Exceeding proficiency in NAPLAN numeracy, exceeding similar schools and the state average. These outcomes reflect the continued implementation of consistent mathematics teaching practices and the use of assessment data to guide planning and targeted support for students requiring additional assistance.

Overall, the school's strategic focus on high-quality teaching, data-informed practice, and targeted student support has contributed to positive learning outcomes and continued progress toward the goals outlined in the School Strategic Plan and Annual Implementation Plan.

Wellbeing

In 2025, Werribee Primary School continued to prioritise student wellbeing as a key component of improving engagement and learning outcomes. The school progressed its wellbeing goals through a whole-school approach that emphasised positive relationships, inclusive practices and proactive supports for students. Staff worked collaboratively to strengthen classroom environments, embed consistent expectations for behaviour and provide targeted support for students requiring additional assistance.

A key highlight was the school's focus on strengthening students' sense of belonging and connection to school. Data from the Student Attitudes to School Survey showed that 74.6% of students in Years 4–6 reported a positive sense of connectedness, indicating that the majority of students feel supported and valued at school. This result reflects the school's ongoing work to build positive classroom cultures, strengthen teacher–student relationships and provide opportunities for student voice and participation in school activities.

Another area of focus was ensuring that students feel safe and supported. The Management of Bullying factor in the Student Attitudes to School Survey recorded 72.4% positive endorsement, demonstrating that many students believe the school responds to bullying concerns. Throughout the year, staff continued to reinforce clear behaviour expectations and provide support for students experiencing social or emotional challenges through proactive wellbeing programs and individualised support strategies.

Overall, the school's continued focus on positive relationships, inclusive practices and targeted wellbeing supports has contributed to a supportive learning environment where students feel

connected, safe and ready to learn. These efforts will continue to be strengthened as part of the school's ongoing improvement work.

Engagement

In 2025, Werribee Primary School continued to prioritise student engagement as a key enabler of improved learning and wellbeing outcomes. Consistent with the Framework for Improving Student Outcomes (FISO) 2.0, the school maintained a strong focus on student attendance, participation in learning and opportunities for student voice and connection to the school community.

Attendance data indicates that the school maintained strong levels of engagement across most year levels. The average absence days per student was 20.7, which is lower than both similar schools (23.1) and the state average (21.5). Attendance rates across the school remained consistent, with most year levels maintaining attendance between 89% and 91.8%, demonstrating that the majority of students attend school regularly and are engaged in learning programs. Year 6 attendance was slightly lower at 86.6%, which has been identified as an area for continued monitoring and targeted support to ensure students remain connected to learning as they transition to secondary school.

A key highlight in supporting engagement has been the school's proactive monitoring of attendance and early intervention when concerns arise. Staff worked closely with families to address barriers to attendance and supported students through wellbeing and inclusion processes where required. These approaches helped maintain attendance levels below the average absence rates of similar schools.

Student voice and participation also continued to be strengthened throughout the year. Students were provided with opportunities to contribute to school decision-making through leadership roles, classroom discussions and participation in whole-school initiatives. These opportunities helped foster a sense of ownership and belonging, supporting both engagement and wellbeing.

Another highlight was the strong participation of students in school events, extracurricular activities and community initiatives. Activities such as sports programs, whole-school events and classroom-based collaborative learning opportunities supported students to remain connected to their peers and the broader school community.

Overall, the school's focus on attendance monitoring, student voice and inclusive participation has supported strong engagement across the school, contributing positively to student learning and wellbeing outcomes.

Other highlights from the school year

In Term 3, 2025, our school proudly began its involvement in the AFL School Connect program, creating exciting opportunities for student engagement. Throughout the year, students participated in a range of enriching experiences, including game day events for our EAL learners, player visits, and AFL Victoria-led programs. Staff also benefited from targeted professional development, while students engaged in initiatives such as the Superkick after-school program and various activation

events. This strong partnership and active participation across the school community ultimately led to our school being recognised with the prestigious 2025 AFL Victoria School of the Year award.

Financial performance

At the conclusion of 2025, the school is in a stable financial position with a net operating surplus of \$341,321. Part of this surplus \$223,473 will be allocated towards staffing needs for 2026. However, it is important to note that the school's financial commitments exceed the available bank balance, highlighting the need for careful cash flow management moving forward. The balance of the surplus will go towards staffing needs and cash flow.

The school secured various funding sources for the year including Canine Comprehension Therapy, fundraising, the Sporting Schools Grant, and revenue from bank interest, gym hire, curriculum/other contributions, and the Camp Australia licence fee. These initiatives, along with government funding, have supported our overall financial stability

On the expenditure side, significant investments were made in upgrading facilities and resources, including a new electronic sign, signage across the school, playground repairs, height safety equipment, replacing lights to LED, voice amplifiers, roof and gutter cleaning and painting throughout the school. Additional spending was directed towards Berry Street professional development, a new laminator, maths equipment and therapeutic services such as Creative Arts Therapy and Dog for a Day.

**For more detailed information regarding our school please visit our website at
<https://www.werribeeps.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

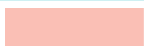
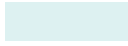

A total of 530 students were enrolled at this school in 2025, 248 female and 282 male. 35% had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

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 **Medium**.

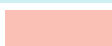


Parent Satisfaction Summary

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	90.0%	
	Similar schools	81.2%	
	State	82.0%	

School Staff Survey

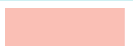
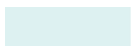


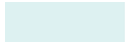

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	71.1%	
	Similar schools	77.4%	
	State	77.4%	

LEARNING





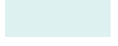




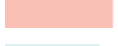


Teacher Judgement of student achievement against the Victorian Curriculum

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	77.7%	
	Similar schools	81.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	72.0%	
	Similar schools	77.7%	
	State	84.2%	

NAPLAN

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


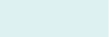


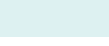

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	76.6%		74.3%
	Similar schools	65.0%		64.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	76.3%		74.5%
	Similar schools	69.0%		71.0%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	62.3%		64.8%
	Similar schools	58.9%		59.0%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	71.1%		72.1%
	Similar schools	62.3%		61.5%
	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	76.1%	
	Similar schools	71.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	72.7%	
	Similar schools	73.0%	
	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	74.6%		72.0%
	Similar schools	76.9%		76.2%
	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	72.4%		70.1%
	Similar schools	77.0%		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	20.7	21.1
	Similar schools	23.1	23.5
	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	88.2%	
Year 1	School	89.7%	
Year 2	School	90.8%	
Year 3	School	89.5%	
Year 4	School	90.8%	
Year 5	School	91.8%	
Year 6	School	86.6%	

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	\$6,127,650
Government Provided DET Grants	\$774,803
Government Grants Commonwealth	\$8,755
Government Grants State	\$0
Revenue Other	\$22,688
Locally Raised Funds	\$298,063
Capital Grants	\$0
Total Operating Revenue	\$7,231,959

Equity	Actual
Equity (Social Disadvantage)	\$286,136
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$286,136

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

Expenditure	Actual
Student Resource Package ¹	\$5,915,506
Adjustments	\$0
Books & Publications	\$14,588
Camps/Excursions/Activities	\$223,196
Communication Costs	\$6,239
Consumables	\$138,013
Miscellaneous Expenses ²	\$10,807
Agency Staff	\$164,351
Professional Development	\$38,297
Equipment/Maintenance/Hire	\$40,501
Property Services	\$116,249
Salaries & Allowances ³	\$155,586
Support Services	\$9,575

Expenditure	Actual
Trading & Fundraising	\$15,023
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,398
Utilities	\$41,307
Total Operating Expenditure	\$6,890,637
Net Operating Surplus/-Deficit	\$341,321
Asset Acquisitions	\$66,244

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	\$334,256
Official Account	\$44,025
Other Accounts	\$0
Total Funds Available	\$378,281

Financial Commitments	Actual
Operating Reserve	\$162,522
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$96,066
School Based Programs	\$14,716
Beneficiary/Memorial Accounts	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$147,747
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$421,052

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.