

# 2025 Annual Report to the School Community

School Name: Watsonia Heights Primary School (4935)



- 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 28 March 2026 at 10:51 AM by Tony Ryan (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 01:01 PM by Tony Ryan (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

Watsonia Heights Primary School is located in the north-eastern suburbs of Melbourne and had a total enrolment of 522 students in 2025. The School Family Occupation and Education (SFOE) density was 0.1829 in 2025, placing the school in the low-medium band. Eight per cent of families accessed the School Camp and Excursions Fund during the year.

2025 marked the second year of our School Strategic Plan, providing an opportunity to further strengthen and embed key programs and processes. We are proud of the achievements of our students, staff and families and remain committed to continuous improvement in all areas of school life.

At Watsonia Heights Primary School, we are dedicated to providing a safe, secure and caring environment where students feel connected and engaged in their learning. We believe students achieve their best when they are supported academically, socially and emotionally. High expectations underpin our work, and every student is encouraged, challenged and nurtured to achieve success.

Our curriculum provides a strong foundation in literacy and numeracy while fostering curiosity and a love of learning. Students participate in comprehensive specialist programs including Mandarin, Music, Science and Technology, Visual and Performing Arts, Library, Health and Physical Education. A broad range of extracurricular clubs further enhances student engagement and development.

Our values, Success, Teamwork, Respect, Individuality, Visionary and Effort (STRIVE) guide our positive and inclusive school culture. Throughout 2025, we continued to invest in professional learning to strengthen teaching practice and build staff capacity. There was a strong focus on the implementation of the Victorian Teaching & Learning Model 2.0 (VTLM 2) and the Victorian Curriculum 2.0.

Student attendance remains a priority, supported by consistent processes and strong partnerships with families. Our average student absence rate in 2025 was lower than the state average.

The school is staffed by the equivalent of 40 full-time personnel, including 2 Principal class, 2 Learning Specialists, 35 teachers and 8 Education Support staff in a combination of full time and part time roles.

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

### Learning

Students and staff at Watsonia Heights Primary School achieved excellent outcomes in 2025. The school maintained high expectations and a strong focus on individual student growth. In 2025, our school performance category for learning was assessed as *High*.

Strong connections with our community continued to be a key strength, supporting positive outcomes for students and families both individually and collectively. The NAPLAN assessment program, alongside teacher judgements aligned with the Victorian Curriculum, enables us to identify areas of strength and opportunities for improvement. Teacher judgements in 2025 were above the state average across all curriculum areas.

Similarly, our Year 3 and Year 5 NAPLAN results showed students outperforming state averages in all areas and achieving results above or comparable to our like school group. A particular highlight was a 4% increase in the proportion of students achieving in the 'Strong' or 'Exceeding' proficiency levels in Numeracy across both Year 3 and Year 5.

We continue to actively engage with our parent and carer community, sharing a commitment to continuous school improvement. This is reflected in the results from the 2025 Parent Opinion Survey, particularly in the Connection and Progression module, where positive endorsement was above that of similar schools. The school also performed highly in promoting positive behaviour, fostering a stimulating learning environment, and supporting student motivation, with results at or above both like schools and state averages.

### Wellbeing

Watsonia Heights Primary School maintains a strong focus on student wellbeing and continues to invest significantly in this area to support positive outcomes. We believe that effective learning occurs when students feel safe, connected, empowered, and confident in themselves and their school environment.

In 2025, we strengthened our wellbeing approach to better support a diverse range of student needs. While some students required targeted mental health support, others benefited from social and emotional support to build confidence, strengthen peer relationships, and develop learning stamina. We recognise the increasing prevalence of mental health challenges among young people at a societal level, including rising levels of anxiety, and are committed to addressing these proactively within our school context.

To support this, we expanded our wellbeing resources, including additional staff and targeted programs. The school provides access to a range of allied health services, including counselling, psychology, and speech pathology, and works closely with external providers to support families. We continually review and enhance our support structures to ensure all students can thrive.

This work is complemented by strong collaboration with Student Support Services, the school nurse, and visiting Department of Education specialists. We maintain a zero-tolerance approach to bullying and explicitly teach positive, respectful, and collaborative behaviours.

Student voice remains central to our positive school culture, and staff continue to refine strategies to strengthen student connectedness. We have invested heavily in social skill development and peer to peer connections. This learning investment is reflected in our Attitudes to School Survey results, where measures of peer relationships are above state averages and comparable to like schools.

Developing resilience, confidence, and emotional strength remains a key priority, supporting students to become capable and effective future leaders. Our dedicated wellbeing team includes a Student Wellbeing Leader, Disability Inclusion Leader, School Counsellor, Wellbeing Curriculum Coordinator, and access to allied health professionals.

## Engagement

Watsonia Heights Primary School is committed to educating the whole child, supporting all aspects of student development, including social-emotional wellbeing, mental health, and academic growth across Literacy and Numeracy. We also prioritise key capabilities such as collaboration, problem-solving, and persistence. High expectations for student behaviour and effort are embedded through our school values: STRIVE (Success, Teamwork, Respect, Individuality, Visionary, and Effort) from Foundation to Year 6.

In 2025, the average number of absence days for students (P–6) was 18.3, lower than the state average and comparable to network and similar schools. Attendance remains a priority, with a strong focus on “every student, every day.” Clear processes are in place to follow up absences, and we work proactively with families to support regular attendance. Individual Student Absence Learning Plans are implemented where required. We have observed an increasing trend of families taking holidays outside school vacation periods, which continues to impact attendance data and is being closely monitored.

Throughout 2025, students engaged in a broad and enriching curriculum, including Physical Education, Visual and Performing Arts, Mandarin, Science, and Library. Additional opportunities included Student Council, the House system, leadership programs, the Foundation–Year 5 buddy program, and cross-age learning. A highlight was the biannual Whole School Concert, which provided a rich and rewarding opportunity to celebrate student learning in the performing arts.

These programs were complemented by a wide range of student clubs, including gardening, chess, mindfulness, science, Mandarin, Lego, and paper aeroplane clubs. Community events such as open days and school celebrations further strengthened connections across the school.

Student engagement remained strong, with clear evidence that when students attend, they are actively connected to both curriculum and extracurricular opportunities.

In 2025, we also invested in experienced staff to deliver targeted support programs, including tutoring and wellbeing initiatives. A structured 1:1 assessment process enabled early identification of students requiring support or extension. The appointment of a High Ability Practice Leader further strengthened opportunities for high-achieving students, including participation in the Victorian High-Ability Program.

We remain committed to strengthening engagement through differentiated learning and responsive practices, ensuring all students are supported, challenged, and connected as we continue this work into 2026.

## Other highlights from the school year

A feature event for the school in 2025 was the biannual Watsonia Heights Primary School Concert, which provided a rich and rewarding opportunity to celebrate student learning in the performing arts. This whole-school event, held across two evenings, was a highlight for students, staff, and families, showcasing the creativity, confidence, and collaboration of our learners.

Another significant achievement was the school's successful acceptance into the School-Wide Positive Behaviour Support (SWPBS) initiative in late 2025. SWPBS is a globally recognised, evidence-based framework that supports schools to create safe, inclusive, and positive learning environments where all students can thrive.

The framework aligns with the Education State priorities and the Victorian Teaching and Learning Model 2.0, supporting the development of consistent, whole-school approaches to behaviour, wellbeing, and inclusion. Participation in SWPBS will provide valuable professional learning opportunities for staff and guide the school's strategic direction in student behaviour and wellbeing over the coming years.

## Financial performance

Watsonia Heights Primary School continues to maintain a strong and sustainable financial position while ensuring high-quality resources and learning environments for students. The school operates with a clear commitment to financial responsibility, ensuring expenditure remains within available means.

We are dedicated to ensuring that all funding is strategically allocated to support student learning and wellbeing. This includes maintaining appropriate staffing levels and resourcing to meet the diverse and evolving needs of our school community.

In all areas of operation, the school prioritises targeted investment to support student outcomes. This requires careful planning to ensure both financial and human resources are effectively utilised to deliver an individualised and high-quality educational program.

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

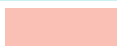

A total of 518 students were enrolled at this school in 2025, 255 female and 263 male. 13% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

### 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**.




### 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	
<b>% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)</b>	<b>School</b>	<b>74.1%</b>	
	Similar schools	81.6%	
	State	82.0%	

### School Staff Survey

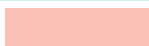
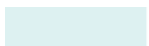


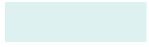

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
<b>% positive endorsement School Climate (School Staff Survey)</b>	<b>School</b>	<b>78.7%</b>	
	Similar schools	79.9%	
	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>93.2%</b>	
	Similar schools	92.5%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>91.4%</b>	
	Similar schools	91.8%	
	State	84.2%	

## NAPLAN

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


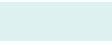


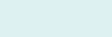

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>90.5%</b>	<b>88.3%</b>
	Similar schools	81.0%	80.2%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.7%</b>	<b>82.1%</b>
	Similar schools	84.5%	85.2%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>86.5%</b>	<b>82.6%</b>
	Similar schools	80.5%	79.0%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>80.6%</b>	<b>80.1%</b>
	Similar schools	81.3%	80.7%
	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.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>70.3%</b>	
	Similar schools	76.2%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>72.7%</b>	
	Similar schools	73.6%	
	State	74.0%	

## WELLBEING


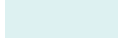

### Student Attitudes to School – Sense of Connectedness

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>66.3%</b>		<b>73.9%</b>
	Similar schools	76.1%		76.8%
	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>64.8%</b>		<b>74.0%</b>
	Similar schools	76.0%		76.1%
	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	18.3	17.7
	Similar schools	18.3	18.7
	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	93.2%	
Year 1	School	91.8%	
Year 2	School	90.5%	
Year 3	School	91.4%	
Year 4	School	89.6%	
Year 5	School	90.9%	
Year 6	School	88.3%	

## 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	\$4,842,840
Government Provided DET Grants	\$637,920
Government Grants Commonwealth	\$44,968
Government Grants State	\$0
Revenue Other	\$18,923
Locally Raised Funds	\$633,933
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,178,583</b>

<b>Equity</b>	<b>Actual</b>
Equity (Social Disadvantage)	\$41,497
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$41,497</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>	\$4,826,884
Adjustments	\$0
Books & Publications	\$1,833
Camps/Excursions/Activities	\$224,735
Communication Costs	\$7,940
Consumables	\$145,652
Miscellaneous Expenses <sup>2</sup>	\$41,886
Agency Staff	\$32,665
Professional Development	\$34,867
Equipment/Maintenance/Hire	\$66,212
Property Services	\$155,130
Salaries & Allowances <sup>3</sup>	\$340,035
Support Services	\$104,739

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$82,710
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$79,786
<b>Total Operating Expenditure</b>	<b>\$6,145,076</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$33,508</b>
<b>Asset Acquisitions</b>	<b>\$47,257</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	\$237,788
Official Account	\$49,245
Other Accounts	\$2,207
<b>Total Funds Available</b>	<b>\$289,240</b>

Financial Commitments	Actual
Operating Reserve	\$219,699
Other Recurrent Expenditure	\$9,594
Provision Accounts	\$2,486
Funds Received in Advance	\$41,225
School Based Programs	\$2,207
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$72,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$357,211</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.*