

2025 Annual Report to the School Community

School Name: Glen Park Primary School (1135)



- 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 08 April 2026 at 07:55 AM by Anthony Shaw (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 21 April 2026 at 02:26 PM by Anthony Shaw (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)
- 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

Glen Park is a one teacher rural school on the outskirts of Ballarat with an enrolment of 10 in 2025. We are in a rural area, surrounded by pastures (cattle and potatoes) and bush. We have part-time staff offering LOTE (Japanese) tutoring (0.2EFT), Music Therapy (0.2EFT) and Art therapy (utilising Welfare funding) RRRR and writing workshops (0.2 EFT) We also have access to a MARC Van one day per fortnight. Our priority and focus were on student goal setting in writing in 2025 and reading and maths in 2026 with the aim to further enhance the existing personalized learning model. This is important in developing self-motivated lifelong learners. Another priority is to improve our attendance by improving student engaging and student connection to school. In 2024 we reviewed our previous school priorities and developed a new Strategic Plan for 2024-28.

Progress towards strategic goals, student outcomes and student engagement

Learning

We partially met our 2018-20 Strategic Plan goals, which were: 1. Embedding formative assessment 2. Student learning goalsetting We have developed a Formative Assessment Implementation Plan and are currently using a variety of formative assessment and feedback strategies to help inform students of their progress and support a new student goal-setting approach to learning.

In our 2021-24 Strategic Plan we trialled providing opportunities and developing expertise for students to take responsibility for their learning progress, and to set and achieve their own learning goals. In our current Strategic Plan (2024-28) we are focussing on developing the capacity of students to become active and engaged learners and to continue to build student capacity to set challenging learning goals and monitor their own growth. (Building on from the 2021-24 Strategic Plan) Glen Park has developed a detailed FISO implementation plan and met all Child Safety criteria.

Wellbeing

We resumed an enhanced excursions program post COVID lock downs including a swimming gymnastics program to compensate for having no excursions in 2020 and few in 2021. We also completed a dedicated outdoor learning space which was fully utilised throughout 2025. We replaced our outdoor seating, including a shade sail, new playground equipment and we replaced

our front fence so children can fully enjoy our open, healthy, rural surroundings for both learning and relaxation. In 2025 we continued with our successful Music Therapy program and our Art Therapy program which we incorporated into our program in 2024-25. This was the last year that these programs will be centrally funded but we have decided to continue with them and self-fund the program in 2026. As identified in our review we started a dedicated RRRR program and continue with writing clinics for all students after trialling clinics with selected students in 2025. In 2026 Glen Park will join the MHiPS program and trial an animal (equine) therapy program.

Engagement

Absences increased post COVID in 2022 to 2024 (In our new Strategic Plan we have a target of reducing annual absence days from 20 to 15 by 2028.) Families took the opportunity to go on holidays after not being able to travel for several years and we also had prolonged absences from some children due to ill health, possibly because of COVID infections and weakened immune systems. Throughout 2024-25, we provided students with the opportunity for student voice/input regarding theme-based learning throughout the year. We also adopted a flexible approach to learning, by incorporating more play-based learning opportunities across the school (Including a significant investment in robotics and Lego Spike.) Additionally, we provided extra learning opportunities to students which increased engagement, detailed in the 'Other highlights' section.

Other highlights from the school year

Our highlights for 2025 included: Our popular Music Therapy program and our Art Therapy program. The full resumption of our excursions program, which included a swimming/gymnastics program, Zoo visit (Ballarat Wildlife Park), various incursions, including three Science incursions by Swinburne scientists and we also engaged in indigenous arts experiences. Our outdoor learning area (decking, climbing frame, picnic table), fencing, improved storage, new gardens and refurbished playground equipment, support outdoor learning which has transformed the look of our school. Our history excursion was to Werribee Mansion and RAAF Point Cook Airforce Museum. Our students participated in Somers Camp and a two-day Sovereign Hill immersion, and we had an end of year concert and a visit from Santa Claus after our traditional Christmas lunch.

Financial performance

We received no additional, unexpected or Commonwealth funds of any note in 2025. Bushfire funding was spent on removing dangerous trees and landscaping around our front entrance and decking. We converted credit to cash in 2025 to pay for some of the works such as a new climbing frame for our playground. We plan to access our accumulated balance to pay for an increase in staffing and more infrastructure spending. We successfully managed all significant financial commitments. In 2025 we updated our ICT hardware (new servers) and installed additional

storage using a converted shipping container. We also had expenses that we met, associated with becoming Child Safe compliant. In 2025 we purchased more music equipment for Music Therapy and added significantly to our graphic novel and decodable reader library. In 2026 we will purchase more playground equipment, complete landscaping, further improve storage and hopefully complete Shelter in Place works before the next fire season.

**For more detailed information regarding our school please visit our website at
<https://glenparkps.vic.edu.au/> and our Facebook page
<https://www.facebook.com/learningwithliterature>**

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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 9 students were enrolled at this school in 2025, NDP female and 6 male. NDA 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)	Similar schools	93.7%	
	State	82.0%	

School Staff Survey





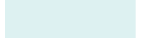

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	Similar schools	82.9%	
	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	
English Prep - 6 % of students at or above age expected standards	School	93.3%	
	Similar schools	82.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	100.0%	
	Similar schools	84.7%	
	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	NDP	NDP
	Similar schools	65.7%	65.7%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	NDP
	Similar schools	74.6%	72.1%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	NDP
	Similar schools	68.9%	69.7%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	NDP
	Similar schools	72.4%	68.8%
	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	NDP	
	Similar schools	74.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	74.3%	
	State	74.0%	

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ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	15.2	18.5
	Similar schools	26.5	26.1
	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	NDP
Year 1	School	NDP
Year 2	School	NDP
Year 3	School	NDP
Year 4	School	NDP
Year 5	School	NDP
Year 6	School	NDP

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	\$288,074
Government Provided DET Grants	\$186,532
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$4,953
Locally Raised Funds	\$0
Capital Grants	\$0
Total Operating Revenue	\$479,559

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

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

Expenditure	Actual
Student Resource Package ¹	\$241,001
Adjustments	\$0
Books & Publications	\$13,740
Camps/Excursions/Activities	\$11,680
Communication Costs	\$3,021
Consumables	\$14,284
Miscellaneous Expenses ²	\$7,541
Agency Staff	\$0
Professional Development	\$616
Equipment/Maintenance/Hire	\$6,157
Property Services	\$101,331
Salaries & Allowances ³	\$30,912
Support Services	\$0

Expenditure	Actual
Trading & Fundraising	\$786
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,770
Total Operating Expenditure	\$438,840
Net Operating Surplus/-Deficit	\$40,719
Asset Acquisitions	\$0

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.

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FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$90,512
Official Account	\$11,713
Other Accounts	\$0
Total Funds Available	\$102,225

Financial Commitments	Actual
Operating Reserve	\$32,973
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$102,225
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$135,198

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.