

2025 Annual Report to the School Community

School Name: Glen Waverley South Primary School (5436)



- 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 20 March 2026 at 11:42 AM by Con Vellios (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 20 March 2026 at 11:43 AM by Con Vellios (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

Glen Waverley South Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society.

Glen Waverley South Primary School community's vision is underpinned by the value of RESPECT, highlighted through our focus on:

- Relationships
- Excellence
- Support
- Passion
- Engagement
- Choice
- Trust & Honesty

In 2025 the school had the equivalent of 24 full time staff: 1 Principal, 1 Assistant Principal, 1 Learning Specialist, 15.8 teaching staff, 0.2 Learning Tutor and 5 education support staff.

Glen Waverley South Primary School is located in the eastern suburbs of Melbourne in the City of Monash. The school is surrounded by spacious, well-maintained grounds with an abundance of shaded areas, age-appropriate playground equipment, an oval, and a variety of outdoor courts catering to various sporting activities.

Student learning is enhanced through high-quality teaching practices within an engaging and supportive environment. Glen Waverley South Primary School's Learning Community is committed to continuous improvement and the development of student learning, ensuring students are equipped for the future. All members of the school community—students, staff, and parents—embrace a shared vision of lifelong learning and a commitment to best educational practices

Glen Waverley South Primary School's learning community model is characterised by excellence, and lifelong, self-driven learning. We are proud of our strong community partnerships and are committed to assisting all of our students to embrace learning through a shared culture of personal growth, shared vision and team learning.

Specialist teachers provide expertise in the areas of Performing and Creative Arts, Languages (Japanese), Physical Education and Sport, and STEM. In addition to the core curricula, enrichment programs are provided by way of an Instrumental Music Program, Choir, School Musical (biennially), Art Show (biennially), Excursions, Camps, Environmental club, Sports, STEM club and other lunchtime clubs. The school provides high quality, registered programs for Outside School Hours Care, including Before School Care, After School Care (including Pupil-free Days) and Vacation Care.

Progress towards strategic goals, student outcomes and student engagement

Learning

Glen Waverley South Primary School continued to demonstrate strong student learning growth and achievement in 2025, with outcomes reflecting the deliberate focus of our Annual Implementation Plan on improving literacy and numeracy through strengthened curriculum delivery, professional learning, and collaborative practice.

Teacher Judgement data indicates that 90.0% of students were working at or above age expected standards in English and 91.2% in Mathematics. In both areas, the school performed above similar schools and above the state average. These outcomes remain strong and reflect sustained high performance across Prep to Year 6.

NAPLAN results further reinforce the strength of our learning programs.

In Year 5:

- 90.7% of students achieved Strong or Exceeding in Reading
- 87.0% achieved Strong or Exceeding in Numeracy

These results are significantly above similar schools and state averages and demonstrate the sustained impact of our whole-school approach to literacy and numeracy instruction.

Our 3-year averages remain strong:

- Year 3 Reading: 80.3%
- Year 5 Reading: 86.5%
- Year 3 Numeracy: 77.7%
- Year 5 Numeracy: 83.9%

Importantly, our NAPLAN relative growth data shows:

- 77.1% of students achieved High or Medium growth in Reading
- 83.7% achieved High or Medium growth in Numeracy

Both measures sit above similar schools and the state, indicating that students are not only achieving at high levels but are also making strong learning gains over time.

These outcomes reflect the sustained work of our School Improvement Team and PLCs in:

- Monitoring whole-school data sets
- Delivering professional learning aligned to the Victorian Teaching and Learning Model 2.0
- Strengthening curriculum documentation
- Embedding evidence-based instructional practices
- Planning explicitly to students' point of need

The continued implementation of the 2.0 English and Mathematics curricula, alongside structured PLC collaboration and targeted professional learning, has strengthened consistency of practice across the school.

While we celebrate our strong Year 5 outcomes, the percentage of students performing in the strong or exceeding proficiency levels for Reading (65.8%) as been identified as an area requiring continued focus. Targeted early literacy intervention, strengthened phonemic awareness instruction, and close cohort monitoring will remain priorities moving into 2026.

Overall, student learning outcomes in 2025 reflect a high-performing school with a clear instructional focus and strong staff capability.

Wellbeing

In 2025, student wellbeing data indicates significant improvement across key measures, reflecting the implementation of our whole-school wellbeing framework and focus on student voice, agency and leadership.

Student Attitudes to School Survey results show:

- Sense of Connectedness: 79.8% positive endorsement (an increase from 2024 and now aligned with similar schools and above the state average)
- Management of Bullying: 78.6% positive endorsement (a substantial increase from 2024 and above state average)

These improvements represent a major shift from 2024 data and demonstrate the positive impact of:

- Implementation of the PLAY (Positivity, Leadership and Activated Youth) program
- Establishment of student focus groups
- Strengthening of student leadership structures
- Development of a whole-school positive behaviour matrix
- Refinement of behaviour management processes
- Allocation of dedicated Wellbeing Leader time

The embedding of tiered supports and the continued development of Disability Inclusion processes have strengthened the school's capacity to respond to diverse student needs in a proactive and structured manner.

The upward movement in wellbeing data reflects deliberate, strategic action aligned to our AIP goals and indicates that students increasingly feel connected, supported and safe within our school environment.

Engagement

Student engagement and attendance remain strong.

The average number of absence days per student decreased to 16.9 days, significantly lower than similar schools (22.8 days) and the state average (21.5 days). Our four-year average of 17.2 days further demonstrates sustained improvement in this area.

Attendance rates across all year levels in 2025 ranged between 91.0% and 91.8%, representing an improvement across the school and reflecting strong student engagement and family commitment to regular attendance.

Strategies contributing to this improvement included:

- Ongoing monitoring of attendance data
- Clear communication with families
- Early follow-up of unexplained absences
- Whole-school emphasis on the importance of attendance
- Strengthened student engagement practices through voice and agency initiatives

Parent Opinion Survey results indicate General School Satisfaction of 81.0%, slightly below similar schools (83.5%) and the state average (82.0%), but remaining strong and stable.

Notably, School Staff Survey results for School Climate increased significantly to 85.1%, well above similar schools (77.2%) and the state average (77.4%). This reflects strengthened instructional leadership, improved professional learning structures, and high collective efficacy among staff.

The alignment between improved staff climate data and strong student growth outcomes suggests that investment in staff capability and collaboration continues to positively impact student learning and engagement.

Other highlights from the school year

The 2025 performance data demonstrates:

- Sustained high achievement in literacy and numeracy
- Strong relative growth across cohorts
- Significant improvement in student wellbeing measures
- Continued strong student attendance
- Strengthened staff climate and professional culture

The school's deliberate focus on curriculum alignment, PLC collaboration, student voice and tiered wellbeing supports is clearly reflected in the data.

While there remain areas requiring continued attention — particularly early literacy proficiency — the overall trajectory of improvement across learning, wellbeing and engagement is positive and strategically aligned to our School Strategic Plan and Annual Implementation Plan priorities.

Financial performance

Our school maintains a strong and stable financial position, ensuring that all funds received from the Department of Education, as well as those raised through school initiatives, are effectively allocated to enhance educational outcomes and meet operational needs. Every dollar has been either expended or committed for future years in alignment with department policies, School Council approvals, and the intended purposes for which the funding was provided or raised.

Additionally, all ongoing and future fundraising efforts are dedicated to acquiring essential new resources, such as classroom furniture and learning materials, to create an enriched and supportive environment that fosters student success.

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 300 students were enrolled at this school in 2025, 133 female and 167 male. 62% had English as an additional language and NDA 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**.

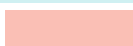


Parent Satisfaction Summary

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	81.0%	
	Similar schools	83.5%	
	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	85.1%	
	Similar schools	77.2%	
	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	90.0%	
	Similar schools	85.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	91.2%	
	Similar schools	82.7%	
	State	84.2%	

NAPLAN

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


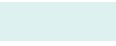


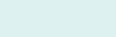

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	68.8%	80.3%
	Similar schools	66.3%	68.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	90.7%	86.5%
	Similar schools	74.1%	74.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	71.4%	77.7%
	Similar schools	61.7%	63.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	87.0%	83.9%
	Similar schools	67.7%	68.4%
	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'.


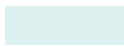

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	77.1%	
	Similar schools	76.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	83.7%	
	Similar schools	78.5%	
	State	74.0%	

WELLBEING


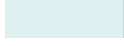

Student Attitudes to School – Sense of Connectedness

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	79.8%		73.8%
	Similar schools	80.1%		80.2%
	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	78.6%		72.5%
	Similar schools	78.5%		78.1%
	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	16.9	17.2
	Similar schools	22.8	22.5
	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	91.6%	
Year 1	School	91.0%	
Year 2	School	91.6%	
Year 3	School	91.7%	
Year 4	School	91.8%	
Year 5	School	91.4%	
Year 6	School	91.0%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,971,766
Government Provided DET Grants	\$357,444
Government Grants Commonwealth	\$235,033
Government Grants State	\$1,546
Revenue Other	\$96,201
Locally Raised Funds	\$371,713
Capital Grants	\$0
Total Operating Revenue	\$4,033,704

Equity	Actual
Equity (Social Disadvantage)	\$47,780
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$47,780

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

Expenditure	Actual
Student Resource Package ¹	\$2,933,337
Adjustments	\$0
Books & Publications	\$4,429
Camps/Excursions/Activities	\$185,683
Communication Costs	\$8,997
Consumables	\$80,053
Miscellaneous Expenses ²	\$23,710
Agency Staff	\$73,648
Professional Development	\$35,908
Equipment/Maintenance/Hire	\$157,229
Property Services	\$168,397
Salaries & Allowances ³	\$242,520
Support Services	\$33,680

Expenditure	Actual
Trading & Fundraising	\$25,328
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,767
Total Operating Expenditure	\$4,019,687
Net Operating Surplus/-Deficit	\$14,017
Asset Acquisitions	\$26,959

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	\$711,581
Official Account	\$56,939
Other Accounts	\$473
Total Funds Available	\$768,993

Financial Commitments	Actual
Operating Reserve	\$181,058
Other Recurrent Expenditure	\$10,077
Provision Accounts	\$0
Funds Received in Advance	\$88,110
School Based Programs	\$11,471
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$83,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$22,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$396,216

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.