

2025 Annual Report to the School Community

School Name: Yarra Road Primary School (4219)



- 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 26 April 2026 at 07:25 PM by Karen Butler (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 26 April 2026 at 07:25 PM by Karen Butler (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

At Yarra Road Primary School, we are committed to providing every child with the opportunity to learn and grow in a safe, supportive and engaging environment. Located in Croydon North in Melbourne's eastern suburbs, our school continues to serve a diverse local community where relationships, inclusion and learning are valued.

In 2025, the school enrolled 244 students, this enrolment size enables us to maintain a strong sense of connection across the school while ensuring students are well supported in their learning and wellbeing. Our staffing profile brings together Principal Class, teaching staff and education support staff who work collaboratively to deliver high-quality teaching and targeted support for students.

Our vision is to develop confident, engaged learners with the cognitive, social, emotional and physical skills to connect with their expanding world. This is supported by the school values of Safety, Kindness and Respect, which are embedded in daily practice and guide interactions across the school community.

The school delivers a structured instructional program with a strong emphasis on literacy and numeracy. Our curriculum is enhanced by specialist programs in Performing Arts (Music, Dance and Drama), Physical Education, Science and Technology and Art (STEAM) and Indonesian.. Digital learning is an integral part of classroom practice, supported through the 1:1 Chromebook program, which enhances student engagement and capability.

We celebrate cultural diversity and welcome families from a wide range of backgrounds. The school's SFOE band is Low–Medium, indicating a low to moderate level of socio-educational disadvantage.

Student wellbeing is a key priority, supported through whole-school approaches and strong partnerships with families and carers. Students also access a range of additional opportunities, including interschool sport, performing arts and leadership programs, which contribute to engagement, confidence and connection to school.

Yarra Road Primary School remains focused on continuous improvement and on supporting all students to achieve success in their learning and development.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Yarra Road Primary School continued its focus on improving student learning outcomes through the consistent implementation of evidence based instructional practices and whole school

curriculum alignment. Work across Literacy and Numeracy remained central to the Annual Implementation Plan, with an emphasis on strengthening teaching practice, data informed instruction and student growth.

A key feature of the school's Literacy approach was the continued implementation of structured, systematic literacy instruction supported by the use of UFLI. DIBELS assessments were utilised to support consistent monitoring of student progress and to inform targeted teaching. In Prep, continued focus on early language development and phonics instruction supported strong foundations in reading.

In Numeracy, the school continued to refine its instructional approaches through the use of a consistent scope and sequence, supported by data analysis and collaborative planning. A key component of this work was the ongoing implementation of the 'Learning Through Doing' program, which supported students to develop mathematical understanding. Teaching practice was further strengthened through regular moderation, data conversations and professional learning focused on improving student engagement and achievement in mathematics.

Teacher judgement data indicates strong student achievement against the Victorian Curriculum. In 2025, 90.0% of students in English and 91.1% of students in Mathematics were assessed as working at or above age expected standards. These results were above both similar schools and the state average, reflecting the impact of consistent whole school approaches to curriculum delivery and assessment.

NAPLAN results further demonstrate strong student performance in Reading and Numeracy. In Year 3 Reading, 83.8% of students achieved in the Strong or Exceeding proficiency levels, while Year 5 Reading remained consistently high at 82.1%. These outcomes were above both similar schools and the state average. In Numeracy, 72.2% of Year 3 students achieved Strong or Exceeding, while Year 5 Numeracy results were 65.0%, showing performance broadly in line with similar schools and the state.

Student growth data indicates positive progress over time. In Reading, 86.1% of Year 3–5 students demonstrated High or Medium relative growth, significantly above similar schools and the state. In Numeracy, 70.3% of students achieved High or Medium growth, slightly below similar schools but reflective of ongoing focus areas for improvement in mathematical reasoning and fluency.

Across the school, improvement work has continued to focus on strengthening instructional consistency, embedding data-informed planning, and building teacher capability through professional learning and collaboration. Assessment and data use continue to support targeted teaching and differentiation to meet student needs.

Overall, 2025 data indicates sustained high achievement in Literacy and strong outcomes in Numeracy, alongside continued focus on improving student growth, particularly in Mathematics.

Wellbeing

In 2025, Yarra Road Primary School continued to prioritise student wellbeing through the implementation of whole school approaches designed to support safe, respectful and inclusive learning environments. The focus remained on strengthening consistent practices that support student engagement, positive behaviour and connectedness to school.

A key feature of the school's wellbeing approach was the continued implementation of a whole school wellbeing scope and sequence, supported by the Mental Health and Wellbeing Leader. This ensured a consistent approach to the delivery of social and emotional learning across all year levels.

Work also continued to strengthen behaviour supports through a preventative and data-informed approach. Staff engagement in professional learning supported consistent behaviour expectations and improved response strategies across the school. The school continued implementation work aligned with School Wide Positive Behaviour Support (SWPBS) principles to strengthen whole school consistency.

Student Attitudes to School Survey data indicates that ongoing work is focused on further strengthening student connectedness and perceptions of behaviour support. In 2025, 72.1% of Year 4–6 students reported positive endorsement for Sense of Connectedness, while 66.6% of students reported positive perceptions of Management of Bullying. These results provide important insight into current student experience and are informing the school's ongoing improvement focus in wellbeing.

Importantly, longer term data shows sustained positive trends, with four year averages of 87.0% for Sense of Connectedness and 85.6% for Management of Bullying, reflecting a strong established foundation in student wellbeing over time.

Cultural inclusion and reconciliation remained a feature of the school's work, with continued engagement in initiatives supporting Aboriginal and Torres Strait Islander students and the broader community. These initiatives support connection, belonging and respect for cultural identity.

Overall, 2025 wellbeing data reflects the importance of strengthening current practices while building on established foundations to further enhance student engagement, belonging and positive behaviour across the school.

Engagement

In 2025, Yarra Road Primary School continued to strengthen student engagement through a range of strategies designed to promote student voice, agency and connection to school. Engagement remained a key enabler of both learning and wellbeing, with a continued focus on building an inclusive and supportive school culture.

Student voice and agency continued to be strengthened through student forums, which provided structured opportunities for students to contribute ideas and participate in decision making across the school. These processes supported students to feel heard and actively involved in shaping aspects of their school experience.

The school's Student Leadership Program continued to play an important role in developing student responsibility, confidence and leadership capacity. Alongside this, the Junior School Council reinforced student voice and agency across all year levels.

A range of school events and activities further supported engagement and connection. Whole school and cohort events, including sporting carnivals, arts based activities and the 100 Year celebration, provided opportunities for students to participate in shared experiences and

showcase their talents. Camps and transition activities, including junior and senior year levels, supported the development of independence, resilience and social connection.

Attendance data indicates that the average number of absence days per student in 2025 was 22.3 days, which is broadly consistent with the school's four-year average of 22.0 days and similar to state and comparable school levels. Attendance rates across year levels remained relatively strong, reflecting consistent engagement across the school. Attendance continues to be an ongoing focus, to ensure student engagement remains a priority.

Overall, 2025 engagement strategies demonstrate continued commitment to providing students with meaningful opportunities to participate in school life, while maintaining a focus on strengthening attendance and student connectedness over time.

Other highlights from the school year

In 2025, Yarra Road Primary School provided a range of enriching experiences that strengthened student engagement, school pride and community connection.

A key highlight was the celebration of the school's 100 year anniversary, marked through a two day whole school event and festival. The event brought together students, staff, families and the wider community to celebrate the school's history and identity. All classes participated in a 'Dancing Through the Decades' performance, contributing to a shared celebration of creativity, teamwork and school spirit. Further to this, all students contributed in creating our whole school mural and tile display. Both artworks to be a lasting memory of our school history.

Student engagement was also supported through a range of year level events designed to build confidence and connection. These included a Year 1 movie night and a Year 2 sleepover, which provided valuable opportunities for students to develop independence and strengthen peer relationships in a supported setting.

The school also provided opportunities for students to demonstrate their talents and engage in a broad range of activities. The Art Show highlighted student creativity and provided a platform for artistic expression. Our sporting events, including House Cross Country, Athletics and Footy Day, offered students opportunities to participate in physical activities that supported teamwork, resilience and school spirit.

Yarra Road Primary School also continued to strengthen its focus on sustainability and hands on learning through improvements to the vegetable garden, supported by funding from an EACH Community Grant. This initiative enhanced student involvement in environmental learning and provided opportunities for practical, real world engagement.

Across the year, a range of whole-school events, performances and celebrations continued to support a strong sense of community and belonging.

Financial performance

For the year ending 31 December 2025, Yarra Road Primary School continued to apply a responsible and strategic approach to financial management to support the delivery of its educational programs and operational priorities.

Total operating revenue for the year was \$3,259,106. The majority of income was derived from the Student Resource Package (\$2,763,619), supplemented by locally raised funds (\$248,232) and a range of government grants, including DET grants and Commonwealth and State funding contributions.

Operating expenditure for the year totalled \$3,334,264, resulting in a net operating deficit of \$75,158. This outcome reflects timing differences in funding across the reporting period, with a portion of 2025 funding (\$14,000) to be received and finalised in the subsequent period. The school maintains a stable financial position, with total funds available of \$60,482. This includes funds held to support ongoing operational requirements and future commitments.

The school received equity funding of \$13,497, which supported initiatives aimed at addressing identified student needs and enhancing access to learning opportunities.

Overall, the school maintained a strong and stable financial position, with resources directed to priorities that support student learning, wellbeing and engagement. Financial decision making continued to be guided by school improvement priorities, with an emphasis on ensuring funds are allocated transparently, effectively and in alignment with Department of Education requirements.

Yarra Road Primary School remains committed to sound financial management practices that ensure the sustainability of programs and support the achievement of improved outcomes for all students.

**For more detailed information regarding our school please visit our website at
<https://yarrardps.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 244 students were enrolled at this school in 2025, 125 female and 119 male. 5% 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 - 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	46.9%	
	Similar schools	80.5%	
	State	82.0%	

School Staff Survey

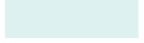
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	81.4%	
	Similar schools	78.6%	
	State	77.4%	

LEARNING

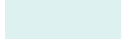
Teacher Judgement of student achievement against the Victorian Curriculum

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	87.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	91.1%	
	Similar schools	86.9%	
	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	83.8%		80.2%
	Similar schools	73.2%		72.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	82.1%		82.1%
	Similar schools	76.1%		77.5%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	72.2%		64.0%
	Similar schools	70.6%		69.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	65.0%		69.7%
	Similar schools	72.5%		70.9%
	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	86.1%	
	Similar schools	72.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	70.3%	
	Similar schools	71.5%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	72.1%		87.0%
	Similar schools	74.1%		74.9%
	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	66.6%		85.6%
	Similar schools	75.3%		75.8%
	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	22.3	22.0
	Similar schools	21.2	21.5
	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	90.8%	
Year 1	School	89.5%	
Year 2	School	91.1%	
Year 3	School	87.4%	
Year 4	School	88.9%	
Year 5	School	88.6%	
Year 6	School	86.2%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,763,619
Government Provided DET Grants	\$203,318
Government Grants Commonwealth	\$7,465
Government Grants State	\$3,682
Revenue Other	\$32,791
Locally Raised Funds	\$248,232
Capital Grants	\$0
Total Operating Revenue	\$3,259,106

Equity	Actual
Equity (Social Disadvantage)	\$13,497
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$13,497

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

Expenditure	Actual
Student Resource Package ¹	\$2,768,911
Adjustments	\$0
Books & Publications	\$630
Camps/Excursions/Activities	\$50,176
Communication Costs	\$4,353
Consumables	\$53,995
Miscellaneous Expenses ²	\$7,230
Agency Staff	\$75,154
Professional Development	\$9,209
Equipment/Maintenance/Hire	\$44,185
Property Services	\$51,418
Salaries & Allowances ³	\$123,547
Support Services	\$17,664

Expenditure	Actual
Trading & Fundraising	\$93,387
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,404
Total Operating Expenditure	\$3,334,264
Net Operating Surplus/-Deficit	(\$75,158)
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.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$39,243
Official Account	\$21,239
Other Accounts	\$0
Total Funds Available	\$60,482

Financial Commitments	Actual
Operating Reserve	\$94,226
Other Recurrent Expenditure	\$0
Provision Accounts	\$20,026
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$114,252

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.