

2025 Annual Report to the School Community

School Name: Deepdene Primary School (3680)



- 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 12:05 PM by Tim Green (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 12:08 PM by Tim Green (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

Deepdene Primary School is a highly effective learning community providing challenging and varied learning opportunities. It is our goal that individual talents, interests and skills are identified, nurtured and developed so that all students achieve success, gain a high sense of self-confidence and a love of learning.

Deepdene Primary School has approximately three hundred and fifty students who are primarily drawn from Deepdene and the surrounding suburbs of Balwyn, Camberwell, Canterbury and Kew. Enrolments are taken based on a neighbourhood entry policy.

The whole school approach to student welfare focuses on the values of:

- **Compassion**
- **Honesty**
- **Integrity**
- **Respect**
- **Responsibility**
- **Inclusion**

Our school is proud to offer an extensive range of facilities designed to support and enhance the learning experience for our students. We have sixteen well-resourced classrooms and specialist rooms dedicated to the teaching of Visual Arts, French, STEM, and Music/Performing Arts. A Library, a well-resourced Computer Laboratory, four class sets of notebook computers, and two class set of iPads further support our commitment to integrating technology into education.

The Outside School Hours Care (TheirCare) is housed in a spacious room and provides an onsite care program administered by a private provider. This program offers before and after school care as well as school holiday programs, ensuring our students are well-cared for beyond regular school hours.

Our campus includes synthetic grass courts, colourful playground equipment suitable for all primary age groups, shade ports, a full-sized grass oval, access to Linear Park, and a Sensory Garden/Passive Play Area. Our indoor hall/gymnasium is equipped with heating and cooling, making it a versatile space for various activities throughout the year. Central open learning areas, a Performing Arts Centre, a Library Resource Centre, and designated areas for Physical Education further enrich the learning environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

Deepdene Primary School is committed to delivering a high-quality, evidence-based approach to teaching and learning. Our staff share a strong sense of collective responsibility for providing a comprehensive and differentiated curriculum that meets each student at their point of need. Collaboration is central to our practice, with a clear focus on assessing what students know and identifying their next steps in learning. Consistency across teams and year levels remains a key priority, supported by timetables and meeting structures that prioritise professional learning, data analysis, and collaborative planning.

Throughout 2025, we focused on embedding the Victorian Teaching and Learning Model 2.0 by refining our explicit teaching practices. A key priority was strengthening 'Checking for Understanding' strategies, including cold calling, think-pair-share, and the use of mini whiteboards to actively engage students and inform responsive instruction.

Our junior school teachers have all been trained in delivering the Little Learners Love Literacy phonics program. To further support this approach, all take-home readers for junior students were transitioned to decodable texts from the beginning of 2025, ensuring strong alignment with the phonics taught in the classroom.

Our Tutor Learning Initiative continued beyond the allocated SRP funding, enabling targeted support for a large number of students from Year 1 to Year 6.

Deepdene Primary School continues to achieve exceptional outcomes in both Teacher Judgement and NAPLAN results.

- 95.6% of students achieved at or above the age-expected standard in English and 97.2% in Numeracy, both above similar schools and state averages.

Numeracy results were 13% above the state and 4% higher than similar schools. These strong outcomes are reinforced by NAPLAN data, with 94.6% of Year 5 students achieving Strong or Exceeding proficiency in Numeracy, this was 5% higher than similar schools and 24% above the state average.

Reading growth from Year 3 to Year 5 was also strong, with 86.3% of students achieving High or Medium relative growth, 4.4% above similar schools.

These results reflect the strength of our explicit teaching approach, structured literacy programs, and highly collaborative teaching culture, ensuring every student is supported to achieve their best.

Wellbeing

2025 was a highly positive year for student wellbeing, with significant progress made in fostering a supportive and inclusive school environment. The continuation of **The Resilience Project** and the

introduction of **The Cyber Safety Project** were key initiatives that received strong engagement from both students and families.

The Resilience Project supports students in developing gratitude, empathy, and mindfulness, while also incorporating a wellbeing survey for students in Years 3–6. This survey provides valuable insights into student experiences and enables the school to identify trends and respond proactively to student needs. Recognising the rapidly evolving digital landscape, our partnership with The Cyber Safety Project has helped equip students with the knowledge and skills to navigate technology safely and responsibly. Developing digital literacy at an early age is essential to ensuring our students become thoughtful consumers and responsible creators in an increasingly connected world.

To ensure all students are appropriately supported and extended, many students are supported through Individual Education Plans (IEPs) targeting academic, social, and behavioural development. A differentiated curriculum is implemented across all year levels, with a strong focus on individual student growth and progress. We maintained regular communication with families of at-risk students to ensure they received appropriate school-based support and access to allied health services where required. Students requiring targeted academic intervention were supported through classroom assistance, small-group instruction, and the Tutor Learning Initiative.

Teachers also continued to embed the Rights, Resilience and Respectful Relationships program within the curriculum, reinforcing a culture of respect, inclusion, and positive relationships across the school community.

Our 2025 Student Attitudes to School Survey reflected strong outcomes across key wellbeing indicators:

- **Sense of Connectedness** recorded a positive endorsement of 82.9%, above both similar schools and the state average.
- **Management of Bullying** also remains strong, with our four-year average sitting above both similar schools and the state.

Engagement

In 2025, student engagement remained a key priority for Deepdene Primary School. Our focus was on strengthening the positive connections between students, staff, and families, recognising that a strong sense of belonging is essential for students to thrive both academically and socially. Research consistently shows that when students feel connected to their peers and teachers, they are more likely to be engaged, motivated, and resilient learners.

To support this work, **The Resilience Project** was further embedded alongside our existing **Rights, Resilience and Respectful Relationships** curriculum. This initiative was introduced in response to student survey data indicating a decline in resilience following the COVID years. The Resilience Project promotes the key pillars of gratitude, empathy, and mindfulness, providing students with practical strategies to strengthen emotional wellbeing, develop positive relationships, and build resilience when facing challenges.

Looking ahead, a major focus of our 2026 Annual Implementation Plan (AIP) will be the introduction of a **Mental Health and Wellbeing Leader**. This role will support the implementation of a Multi-Tiered Systems of Support (MTSS) framework to further strengthen student engagement and wellbeing across the school. An important aspect of this work will be expanding

the Student Representative Council (SRC) to provide students with more meaningful opportunities to contribute to school decision-making. When students feel that their voice is valued and that they have influence within their learning environment, their motivation and engagement naturally increase.

Student attendance throughout 2025 improved with the average days absent reducing by 1.4 days down to 16.7, this remained consistently strong tracking ahead of similar schools and nearly 5 days stronger than the state average of 21.5. Attendance rates were steady across the year, with a small increase in absences typically occurring during the final week of each term due to family holidays, particularly toward the end of the school year.

Financial performance

Deepdene Primary School continues to benefit from the strong support of our school community. Parent contributions and local fundraising play an important role in supporting high-quality curriculum resources, maintaining a strong ICT program, and enhancing our buildings and grounds.

The school's Masterplan continues to guide long-term financial planning and prioritisation of future projects, particularly in the areas of architecture, landscaping, and educational improvements.

Key projects completed during 2025 included:

- Installation of a **50kW solar panel system** to support sustainability and reduce long-term energy costs.
- Expansion of the school's ICT leasing program with the addition of **three class sets of laptops** to support contemporary digital learning.

The Operating Statement for the period ending 31 December 2025 indicates that the school remains in a strong financial position.

During 2025, the school concluded a four-year agreement with its Out of School Hours Care provider. Following a formal tender process, **TheirCare** was appointed as the new provider commencing in 2026.

School Council maintained several external service agreements during 2025, including Instrumental Music lessons and Code Camp. In addition, O'Grady Drama will commence a weekly program on Wednesday mornings in 2026, further expanding enrichment opportunities for students.

**For more detailed information regarding our school please visit our website at
<https://deepdeneps.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 349 students were enrolled at this school in 2025, 169 female and 180 male. 37% 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)	School	83.6%	
	Similar schools	81.9%	
	State	82.0%	

School Staff Survey

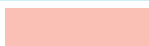
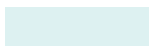
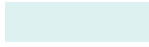
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.0%	
	Similar schools	79.8%	
	State	77.4%	

LEARNING

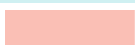
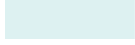
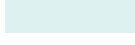
Teacher Judgement of student achievement against the Victorian Curriculum

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	95.6%	
	Similar schools	94.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	97.2%	
	Similar schools	93.4%	
	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	84.4%		85.2%
	Similar schools	85.8%		85.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	83.9%		85.0%
	Similar schools	88.5%		89.3%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	88.9%		87.7%
	Similar schools	85.5%		85.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	94.6%		87.6%
	Similar schools	89.5%		87.9%
	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	86.3%	
	Similar schools	81.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	70.6%	
	Similar schools	83.6%	
	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
Years 4 to 6 % positive endorsement	School	82.9%		82.7%
	Similar schools	80.8%		80.7%
	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	77.7%		78.8%
	Similar schools	79.1%		77.9%
	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	16.7	16.9
	Similar schools	17.5	18.1
	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	92.4%	
Year 1	School	91.9%	
Year 2	School	91.9%	
Year 3	School	90.6%	
Year 4	School	90.9%	
Year 5	School	91.6%	
Year 6	School	92.3%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,428,410
Government Provided DET Grants	\$361,440
Government Grants Commonwealth	\$9,660
Government Grants State	\$6,000
Revenue Other	\$53,633
Locally Raised Funds	\$553,813
Capital Grants	\$0
Total Operating Revenue	\$4,412,956

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	\$3,413,201
Adjustments	\$0
Books & Publications	\$404
Camps/Excursions/Activities	\$227,339
Communication Costs	\$4,723
Consumables	\$75,337
Miscellaneous Expenses ²	\$26,932
Agency Staff	\$65,077
Professional Development	\$15,989
Equipment/Maintenance/Hire	\$72,382
Property Services	\$81,593
Salaries & Allowances ³	\$107,507
Support Services	\$31,676

Expenditure	Actual
Trading & Fundraising	\$39,280
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,970
Total Operating Expenditure	\$4,203,411
Net Operating Surplus/-Deficit	\$209,545
Asset Acquisitions	\$101,937

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	\$433,479
Official Account	\$38,397
Other Accounts	\$79,026
Total Funds Available	\$550,902

Financial Commitments	Actual
Operating Reserve	\$131,702
Other Recurrent Expenditure	\$4,042
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$79,026
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$57,401
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$205,000
Maintenance - Buildings/Grounds < 12 months	\$39,200
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$516,371

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.