

2025 Annual Report to the School Community

School Name: Yarraville West Primary School (2832)



- 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 24 March 2026 at 03:43 PM by Karen Rush (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 24 March 2026 at 03:44 PM by Karen Rush (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

Yarraville West Primary School is a large primary school in the quiet residential suburb of Yarraville, about 8km from the Melbourne CBD.

Our school vision is to develop a positive, courageous and reflective learning culture, that connects students, families and staff proudly to our community. Four core values guide community life, teaching, and learning at Yarraville West Primary School: Respect, Resilience, Creativity and Integrity. These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.

Yarraville West Primary School is a high performing school in student learning and is committed to improving the outcomes of all students. This is achieved through the provision of a challenging academic program, based on the Victorian Curriculum and underpinned by evidence-based teaching methods. Programs provided include Physical Education, Visual Arts, Drama, Italian, Digital Technology, Library, and Learning Intervention. Our strong academic focus is supported by a number of extra-curricular activities and programs that provide a well-rounded education.

Teaching staff are highly focused, undertaking ongoing professional development to implement best practice. This leads to improved outcomes for our students through agreed Literacy and Numeracy instructional teaching models, shared curriculum planning, coaching, and Professional Learning Communities (PLC). Staff work collaboratively in their teams to document a challenging and differentiated curriculum.

The staffing profile of Yarraville West Primary School in 2025 was on average 54 fulltime staff, including one principal, two assistant principals, three learning specialists, one leading teacher, 38 teachers, and 15 education support staff.

The School Improvement Team, consisting of the Principal class officers, Leading Teacher, (Disability Inclusion), Learning Specialists, (Literacy, Numeracy, School Wide Positive Behaviour Support), and Mental Health and Wellbeing Leader, oversees the implementation of the school's annual improvement goals. Our Learning Specialists and Principal class officers support our PLC Leaders to lead their PLCs in providing a rich and challenging curriculum. All teachers work together in professional learning communities to analyse student learning and wellbeing data.

Teachers use this information to better understand the learning needs of our students to collaboratively plan, teach and evaluate student learning progress. Time is prioritised weekly for teachers to collaborate for planning, moderation of assessment data, and preparing lessons.

The School Review process throughout 2025 provided all staff with multiple opportunities to provide feedback and insights into the current situation of the school regarding learning and wellbeing, and input into the future direction for school improvement.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school focused on improving literacy and numeracy outcomes for all students.

In English (95%) and Mathematics (96.5%), the percentage of students achieving at or above the age expected standards was very high, above similar schools and the state.

Teachers collaborated in cohort level Professional Learning Communities (PLCs) to plan these learning programs. Instructional Coaches worked with PLCs using the YWPS Learning Cycle structure to plan, teach and assess student learning. Teachers identified students' skill and understanding using pre-assessments, and during and after the teaching and learning sequence, used agreed common assessment tasks to measure student learning growth. Teachers monitored core learning through use of the school assessment data tracker.

Teachers developed Writing and Numeracy Proficiency Scales throughout the year to identify the skills and behaviours required for 80% of students (Tier 1 learners) to achieve the expected standard of achievement, and targeted extension and support for other learners.

Year 3 and Year 5 students maintained high achievement in NAPLAN Reading, as assessed through the National Assessment Program of Literacy and Numeracy, (NAPLAN).

Reading results have been relatively constant across the past 3 years with 81% of students in Year 3 achieving strong or exceeding proficiency levels.

The results for Year 5 placed almost all students (92%) in the strong to exceeding proficiency levels, above similar schools and significantly higher than the state average.

The majority of students achieved high to medium relative growth which aligned closely with the State average and slightly below Similar Schools. The percentage of students in the high growth category (22.89%) was slightly below the state average (25%). The percentage of students in the low growth category (26.51%) was slightly above the state average (25%).

Improving writing outcomes was a core goal for improvement across the school.

In Year 3 NAPLAN, 93% of students achieved strong or exceeding in 2025, above similar schools. In Year 5 84% of students achieved at strong or exceeding in Year 5, on a par with similar schools.

Numeracy results have been relatively constant across the past 3 years in Year 5, with 83% of students achieving at strong or exceeding in 2025. Year 3 showed a slight decline across the 3 years with 76% in 2025.

The majority of students achieved high or medium relative growth, with medium growth being the most common. No students are in the high growth category for the exceeding level, indicating that this is an area for focus and improvement in supporting higher achieving students.

There were no students who achieved a 'needs additional assistance' result.

Wellbeing

The school set goals to improve the wellbeing outcomes for students from Prep to Grade 6, with the key goal specifically to embed a whole school approach to positive behaviours, through a responsive and comprehensive Social and Emotional learning Curriculum, proactive Mental Health activities, and effective Disability and Inclusion practices.

To support improvement in wellbeing, the school extended the collection and analysis of student wellbeing data. Cohort data was collected by teachers, discussed at Professional Learning Community (PLC) meetings, and actions to support students put in place. This practice enabled teachers to respond quickly to emerging wellbeing issues and implement the appropriate teaching response to 'nip issues in the bud'.

All students and teachers engaged in Creating A Positive Learning Environment (CAPLE) at the start of the year. Our school values were unpacked and sequences of lessons undertaken to develop students understanding of expected routines and behaviours. Teachers in their PLCs collaboratively planned and taught School Wide Positive Behaviour Support (SWPBS) lessons in response to collected student data and observations across their cohorts.

The Attitude to School Survey 'Sense of Connectedness' factor increased for girls in Year 5 and decreased for Grade 4 students. The Grade 4 dip could be attributed to teacher changes in the first part of the year prior to the survey being undertaken. The Grade 6 student cohort gains made from 2024 were largely maintained in 2025.

Students' perception on the Management of Bullying improved for Grade 5 girls and Grade 6 boys. 70% of Grade 4 and 5 girls responded positively to the survey. School actions to prevent bullying in 2025 included explicit teaching of anti-bullying behaviours through the Respectful Relationships Curriculum, cross-age and cross-cohort learning and engagement opportunities, eg. Buddies Program, and targeted support for students who have experienced bullying, and for students who have engaged in bullying behaviour.

The Mental Health and Wellbeing Leader (MHWL) collaborated with teachers to revise the Social and Emotional Learning (SEL) curriculum and to integrate The Resilience Project themes into it. Student social and emotional learning was assessed and results included in semester reports to parents and carers. Student data highlighted at risk students, who participated in additional small group SEL sessions.

The Disability Inclusion leader worked with all teachers to build a deeper understanding of planning for and responding to individual learning and behavioural needs.

Engagement

Student attendance improved on previous years. The school had 31% of students with a 95% and above attendance rate, above similar schools and the state average.

Late arrival at school, unexplained parent choice, and family holidays were the most common reasons for absence. The small cohort of students who had higher than average absences were provided with school support, such as student absence plans, high levels of parent communication, and adjusted learning programs.

There were several actions across the year that contributed to high levels of attendance and engagement at school. The scheduled student feedback sessions led by teachers in Grades 4-6 provided insights about learning and wellbeing that teachers utilised in planning and teaching each term.

Elected Junior School Council members meet fortnightly and are passionate about their role in the school. There are also school captains and vice captains, arts and sports captains and a team of 'Prep Shepherds' who support junior students as they move into the extended play area at the beginning of term 2.

The leadership role of the Junior School Council students included facilitating student forums around Attitude to School Survey data with their peers. Students provided their ideas on lunchtime clubs which resulted in the introduction of new social clubs targeting inclusion and engagement (Prep Friends, and Pokemon).

The school provided four adventure camps for our Grade 3 – 6 students, from the coast to the hills. Teaching staff and parent volunteers ensured that all of our students were well cared for and encouraged to be resilient and courageous.

Many students in Grades 5 and 6 participated in the Victorian High Ability Program, where they worked with teachers extending their abilities in English, Mathematics and Science. The Tournament of Minds Competition provided the opportunity for students with high levels of teamwork, creativity and problem-solving abilities to work together in the STEM competition.

Other highlights from the school year

We celebrated our Performing Arts Curriculum with the biannual School Concert. This was enhanced by a week of music performances by students showcasing their abilities and achievements to an audience of peers, staff and parents. The Arts were also highlighted through the Arts Student Committee project designing and painting the pillars near the main entrance to the school.

Our Grade 3-6 students participated in a full day offsite at the Newport Track, competing in many athletics and track events, such as hurdles, long jump, discus and high jump. Parent and carer participation and involvement with teaching staff on the day means that this special day is always a celebration of effort and participation, with some amazing student sporting results as well.

A high number of our students gained high level sporting achievements, with some individuals and teams competing at the division and state levels.

Our student leaders led our whole school assemblies with our Acknowledge of Country, special awards, performances and sports news.

We celebrated diversity and inclusion through special days, such as Harmony Day and Downs Syndrome Awareness Day, and events such as the Wacky Walkathon and NAIDOC Week.

We encouraged the school's wider community to be actively involved in school life, formally and informally. Our School Council and the sub-committees of Finance, Events, Community, and Buildings and Grounds, were the formal means of parent engagement, where we worked together to ensure good governance and parent input into aspects of school improvement. The School

Review process and the development of the new School Strategic Plan provided additional forums and surveys for parents to provide feedback and insights into the school's future directions.

Informally, parents and carers volunteered to support improved student learning and wellbeing outcomes, eg participating in excursions and camps and helping in classrooms and the library. We welcomed parents and carers into the school daily and invited parents, carers and extended family members to join us in organised events, such as classroom expos, the school open afternoon, and the February Welcome Picnic.

Financial performance

In 2025, the school's finances were managed according to the Department of Education guidelines. The School Strategic Plan and the Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and initiatives. The Financial Performance and Position Report shows an end of year operating surplus of 46,110. This reflects Disability Inclusion funding received late in the 2025 year.

The school had significant maintenance and improvements works undertaken throughout the year. In the administration building, classrooms were recarpeted and painted, new windows installed and lighting updated. New concrete was laid to replace hazardous areas in the waste management part of the school. New signage was erected throughout the school.

School Council entered into a number of contracts and agreements. These include an agreement with the Westside Basketball Club to hire the gym, the provision of Outside School Hours Care through Teamkids, and agreements with allied health professionals and private music tutors.

**For more detailed information regarding our school please visit our website at
<https://www.ywps.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 653 students were enrolled at this school in 2025, 321 female and 332 male. 4% 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**.


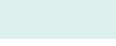

Parent Satisfaction Summary

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	70.0%	
	Similar schools	76.4%	
	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	67.1%	
	Similar schools	78.0%	
	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	95.1%	
	Similar schools	94.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	96.5%	
	Similar schools	94.1%	
	State	84.2%	

NAPLAN

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


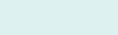


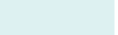

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	80.9%	84.3%
	Similar schools	83.7%	83.7%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	91.9%	92.3%
	Similar schools	88.8%	88.5%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	76.4%	80.5%
	Similar schools	82.4%	82.5%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	82.8%	81.9%
	Similar schools	84.3%	82.6%
	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	73.5%	
	Similar schools	78.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	61.0%	
	Similar schools	75.0%	
	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	63.0%		66.3%
	Similar schools	74.0%		75.4%
	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	63.4%		61.7%
	Similar schools	73.2%		73.7%
	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	17.4	18.3
	Similar schools	18.1	18.4
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	93.2%	
Year 1	School	93.1%	
Year 2	School	91.9%	
Year 3	School	91.0%	
Year 4	School	90.0%	
Year 5	School	90.8%	
Year 6	School	88.3%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$6,348,206
Government Provided DET Grants	\$734,634
Government Grants Commonwealth	\$1,750
Government Grants State	\$0
Revenue Other	\$42,554
Locally Raised Funds	\$901,972
Capital Grants	\$0
Total Operating Revenue	\$8,029,115

Equity	Actual
Equity (Social Disadvantage)	\$22,376
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$22,376

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

Expenditure	Actual
Student Resource Package ¹	\$6,391,585
Adjustments	\$0
Books & Publications	\$31,946
Camps/Excursions/Activities	\$264,251
Communication Costs	\$4,943
Consumables	\$105,189
Miscellaneous Expenses ²	\$32,120
Agency Staff	\$481,108
Professional Development	\$20,026
Equipment/Maintenance/Hire	\$120,685
Property Services	\$184,773
Salaries & Allowances ³	\$145,534
Support Services	\$18,617

Expenditure	Actual
Trading & Fundraising	\$45,774
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,509
Total Operating Expenditure	\$7,898,059
Net Operating Surplus/-Deficit	\$131,056
Asset Acquisitions	\$50,045

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	\$670,643
Official Account	\$46,371
Other Accounts	\$76,072
Total Funds Available	\$793,086

Financial Commitments	Actual
Operating Reserve	\$251,079
Other Recurrent Expenditure	\$22,607
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$137,615
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	\$300,000
Total Financial Commitments	\$711,301

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.