

2025 Annual Report to the School Community

School Name: Auburn Primary School (2948)



- 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 17 March 2026 at 12:46 PM by Allison Blackley (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 March 2026 at 04:49 PM by Allison Blackley (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

For over 130 years, Auburn Primary School has been a vibrant presence, fostering a strong community, student engagement, and active parent participation. Our site boasts spacious and well-maintained grounds and garden areas, protected by a heritage overlay. The school facilities feature a mix of new and refurbished flexible learning areas, each interconnected to facilitate team teaching and foster a collaborative learning community.

Our motto—'LEARN from the past, CONNECT with the present, CREATE our future'—together with our values and traits that underpin them, lays a solid foundation for nurturing responsible, respectful and resilient students. Literacy and numeracy form the core pillars of our programs, underpinned by the importance of recognising the point of need of each learner and their journey.

We place a strong emphasis on the developmental nature of learning, guiding students from their current level to the next step in the learning continuum. Our approach combines explicit teaching with inquiry opportunities incorporating student interests to deliver an engaging and relevant curriculum. Students in years Foundation to Year 2 engage in purposeful playful inquiry and investigations and Years 3 to 6 students engage in Science, History, Geography, and Technology learning through opportunities to explore, find out more and apply their learning. Our Mathematics and English instructional models allow our teachers to employ differentiated, whole class, one-to-one, and small group teaching to target each student's zone of proximal development.

A diverse range of curriculum experiences is offered through both classroom and specialist programs, including Chinese, Visual Arts, Performing Arts, and Physical Education. Information and Communication Technology (ICT) plays a critical role in creation and communication, supported by a range of technology across the school, including laptops and tablets. Our Kitchen Garden program helps students make links between science, sustainability, culture and health as they grow plants and then learn to use them.

Our School Wide Positive Behaviour Support (SWPBS) systems and processes establish school-wide expectations linked to our values, while a strong emphasis on a restorative approach to problem solving helps students build and maintain positive relationships. Explicit teaching of wellbeing strategies, complemented by Respectful Relationships, and The Resilience Project, are employed to foster healthy minds, alongside a robust Health and Physical Education program promoting healthy lifestyles.

The school community is predominantly economically advantaged, with a low SFOE band, and about 17% of students speak English as an additional language, with the school employing a teacher to support these students.

Our staff culture is dedicated to collaborative efforts aimed at securing the best outcomes for students and the community. With 2 principal class, 2.6 learning specialists, 17 classes and 4 specialists, as well as EAL and intervention support teachers, and a team of Education Support staff, we have high expectations, with a professionalism that values relationships and places students at the core.

Throughout our current strategic plan, significant resources have been devoted to enhancing teacher excellence for continuous improvement in learning and wellbeing outcomes for our students. The leadership team support a personalised professional learning program for all

teachers, encompassing coaching, mentoring, and leadership development. Our school community highly values learning, ensuring every child has the opportunity to develop into both a great learner and a great person.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Auburn Primary School continued its strong focus on improving instructional excellence to drive student learning growth. Through our commitment to evidence-based teaching practices and collaboration within our Professional Learning Community (PLCs), we have seen significant progress in student outcomes.

Our NAPLAN results continue to demonstrate outstanding progress and learning growth. Our percentage of students in the Strong or Exceeding proficiency levels were above Similar Schools and the State in both Year 3 and Year 5 Reading and Numeracy. Also pleasing, were the relative growth outcomes for students from Year 3 to Year 5. The percentage of students who achieved High and Medium relative growth were above Similar Schools and the State in both Reading and Numeracy.

Our investment in embedding a coaching culture and our prioritisation in staff professional learning have played a crucial role in enhancing teacher practice. Teachers have worked alongside Learning Specialists and instructional coaches, ensuring a consistent, high-quality approach to teaching and learning and data-driven decision-making.

Our school-wide commitment to the implementation of the Victorian Teaching and Learning Model 2.0 was evident, with staff engaging in weekly professional learning, unpacking research about the Elements of Learning (how students learn) as well as many of the Elements of Teaching (the instructional practices which best support learning and wellbeing). This professional development was recognised, and Auburn Primary were selected to present at the Statewide Principal Conference. Alongside this, teachers explored the Positive Classroom Management Strategies that best enable learning to happen.

Continued investment in Professional Learning Communities in the areas of Literacy and Numeracy has allowed a strengthening of connections between local schools. The opportunity for our Learning Specialists to work alongside Network Education Improvement Leaders has been invaluable in supporting our work around assessment, planning and curriculum.

These collective efforts continue to help us create a positive, engaging, and high-achieving learning culture at Auburn, with students thriving academically and teachers empowered to deliver their best practice.

Wellbeing

Auburn Primary School continues to remain committed to fostering a safe, connected and inclusive learning environment where student wellbeing is prioritised alongside academic success.

In 2025, our Attitudes to School Survey (AtoSS) data continued to strengthen, particularly in Differentiated Learning Challenge (94%), Effective Classroom Behaviour (92%) and Effort (93%), all well above similar schools. The data also reflects significant long-term gains, with Sense of Confidence increasing from 70% in 2021 to 94% in 2025, and Motivation and Interest rising from 69% to 91% over the same period.

Our continued focus on Positive Classroom Management Strategies (PCMS) has played a key role in strengthening student wellbeing and engagement. In 2025, consistent whole-school routines for call to attention and transitioning were embedded across Prep to Year 6, providing clarity, predictability, and calm, orderly conditions for learning. Implementation was reinforced through weekly coaching with the Wellbeing & Inclusion Learning Specialist and ongoing whole-staff professional learning, ensuring consistent language, expectations and practice across all classrooms.

The Respectful Relationships and Resilience Project curriculum has been explicitly taught weekly across Prep to Year 6, aligned with the schools Wellbeing Scope and Sequence. School values and character traits are linked to this curriculum and reinforced through fortnightly assemblies, student acknowledgment processes and learning intentions, strengthening consistency in wellbeing teaching and student engagement.

Additionally, targeted wellbeing support has also been enhanced through whole-staff professional learning aligned to the Disability and Inclusion process. Staff capacity to plan and implement adjustments for individual students and groups of students, with allied health professionals working alongside teachers and families to make recommendations that inform adjustments, documentation and planning.

Through these efforts, Auburn has continued to be a school where students feel safe, valued and engaged, fostering a strong foundation for both wellbeing and academic success.

Engagement

Student engagement remained a key focus in 2025, with initiatives aimed at enhancing attendance, strengthening student voice and agency, and expanding extracurricular opportunities. Our average attendance remained strong, with continued efforts to support families in maintaining regular school attendance through clear communication, early intervention, and personalised support strategies.

Continued exceptional results on the Attitudes to School Survey in the area of Student Voice and Agency (92% positive endorsement), reflecting a culture where students feel heard, valued, and actively involved in shaping their learning experience. Elements of our instructional models such as clinics and conferences, and wellbeing check ins give students the opportunity to be agents of their own learning and wellbeing.

Auburn's Buddy Program has deepened connections between year levels, and providing our incoming Foundation students with real connections to the school, prior to them beginning. House Connect sessions were relaunched in 2025, driving school spirit and student collaboration. Our Kitchen Garden Program continues to be a well loved and resourced program, with students getting their hands dirty in the garden and using what they grow to cook, learning important life skills.

Student absence rates for Auburn PS across 2025 were lower than state average, with common reasons for non-attendance illness and extended family holidays. Proactive engagement with families of students with growing absence data is a strategy employed to ensure attendance rates are maintained.

By prioritising student voice, attendance, and enrichment, Auburn has continued to strengthen engagement, ensuring that students are actively involved in their learning and connected to their school community.

Other highlights from the school year

In 2025, Auburn Primary School enjoyed a year rich in celebration, creativity and community connection. Our biennial Showcase highlighted the talents of every student from Prep to Year 6, celebrating Australian culture and music through vibrant performances. From energetic class items to the outstanding original production *Auburn Eats*, written and directed by our Performing Arts teacher and performed by our Year 5/6 students, the event captured the confidence, creativity and collaboration of our learners.

The biennial Art Show was equally impressive, featuring work from every child around the theme *Land, Sea and Sky*. The transformed library space displayed an extraordinary range of visual arts, from intricate clay marine life to a spectacular suspended Whale Shark, showcasing both imagination and technical skill.

Our month-long Book Week celebrations reflected a strong love of reading across the school, with a well-supported Book Fair, a vibrant Book Character Parade, and a highly successful Read-a-thon that raised funds for the Indigenous Literacy Foundation, chosen by our Junior School Council.

Throughout the year, students also embraced valuable learning experiences beyond the classroom, including camps at Mount Evelyn Discovery Camp for Years 3/4 and Camp Coonawarra for Years 5/6, along with a range of excursions that enriched learning and created lasting memories. Together, these highlights reflect a year of opportunity, engagement and pride for our whole school community.

Financial performance

Auburn Primary School, through careful financial planning, has once again maintained its sound financial position. The 2023-2026 School Strategic Plan, alongside the 2025 Annual Implementation Plan, provided the framework for the School Council's allocation of funds to

support school programs and priorities. Effective financial management by our Finance Sub-Committee and School Council has played a crucial role in achieving the school's goals for 2025. School funds have been invested in the learning and wellbeing of our students and have supported the improvement of facilities, technology, and infrastructure. Equity funding was specifically targeted for integration support, enabling extended learning groups for identified students. Auburn Primary was fortunate to receive Sporting Schools Grants from the Australian Sports Commission, enhancing the health and wellbeing of our students. We continue to allocate funds towards the maintenance and restoration of our beautiful historic buildings.

The continued support from the Auburn Parents Association and the local community has been instrumental in allowing the school to provide the best possible programs and facilities for our students. This support has enabled the continuation of the kitchen garden program. The injection of funds for families through the School Savings Bonus (SSB) financially supported Auburn PS students to purchase uniforms and attend workshops, excursion and camps.

Our current strong financial position sets us up for continued success in 2026, with the delivery of our School Strategic Plan and Annual Implementation Plan focused specifically on the continued learning growth and improved wellbeing of all students. Funds will also be allocated towards the enhancement of the learning environment for our students and community.

**For more detailed information regarding our school please visit our website at
www.auburnps.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

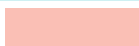
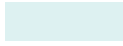

A total of 384 students were enrolled at this school in 2025, 194 female and 190 male. 16% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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	89.8%	
	Similar schools	79.0%	
	State	82.0%	

School Staff Survey

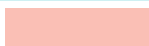
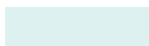


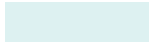

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	87.0%	
	Similar schools	79.2%	
	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	93.5%	
	Similar schools	95.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	95.3%	
	Similar schools	94.3%	
	State	84.2%	

NAPLAN

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


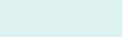


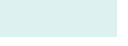

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	85.7%	85.4%
	Similar schools	84.9%	85.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	88.1%	89.8%
	Similar schools	86.9%	88.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	84.7%	83.8%
	Similar schools	83.5%	83.2%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	85.7%	85.8%
	Similar schools	85.5%	85.2%
	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	83.8%	
	Similar schools	79.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	83.3%	
	Similar schools	77.1%	
	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	93.9%	79.6%
	Similar schools	80.6%	79.6%
	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	88.4%	75.8%
	Similar schools	78.1%	77.4%
	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	16.4	16.8
	Similar schools	17.4	17.8
	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	91.9%	
Year 1	School	92.2%	
Year 2	School	92.1%	
Year 3	School	92.0%	
Year 4	School	90.9%	
Year 5	School	91.7%	
Year 6	School	90.9%	

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	\$3,816,675
Government Provided DET Grants	\$461,624
Government Grants Commonwealth	\$10,198
Government Grants State	\$0
Revenue Other	\$30,990
Locally Raised Funds	\$572,613
Capital Grants	\$0
Total Operating Revenue	\$4,892,101

Equity	Actual
Equity (Social Disadvantage)	\$8,155
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$8,155

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

Expenditure	Actual
Student Resource Package ¹	\$3,617,681
Adjustments	\$0
Books & Publications	\$7,225
Camps/Excursions/Activities	\$166,662
Communication Costs	\$4,211
Consumables	\$74,126
Miscellaneous Expenses ²	\$38,160
Agency Staff	\$68,219
Professional Development	\$8,206
Equipment/Maintenance/Hire	\$43,882
Property Services	\$124,687
Salaries & Allowances ³	\$204,280
Support Services	\$60,221

Expenditure	Actual
Trading & Fundraising	\$22,687
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,182
Total Operating Expenditure	\$4,478,430
Net Operating Surplus/-Deficit	\$413,671
Asset Acquisitions	\$85,205

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	\$463,251
Official Account	\$50,504
Other Accounts	\$174,892
Total Funds Available	\$688,647

Financial Commitments	Actual
Operating Reserve	\$143,458
Other Recurrent Expenditure	\$8,362
Provision Accounts	\$1,000
Funds Received in Advance	\$52,925
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	\$30,000
Capital - Buildings/Grounds < 12 months	\$290,000
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	\$525,745

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.