

2025 Annual Report to the School Community

School Name: Eastwood Primary School (4702)



- 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 30 April 2026 at 09:01 AM by Rukshana Verzijl (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 30 April 2026 at 04:21 PM by Rukshana Verzijl (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

Eastwood Primary School is a dynamic and inclusive learning environment located in Ringwood East, Victoria, where diversity is celebrated and each student is encouraged to reach their full potential. The school serves approximately 560 students from Foundation to Year 6, supported by a leadership team consisting of the Principal, Assistant Principals responsible for Student Wellbeing and Curriculum, and a Learning Specialist, with all teachers meeting the registration requirements of the Victorian Institute of Teaching. This leadership structure ensures that the needs of all students are met, both academically and emotionally, supported by eight Professional Learning Communities (PLCs), seven of which are dedicated to teaching from Prep to Year 6.

Eastwood Primary School's vision centers on developing responsible and resilient individuals, with the school's motto "Enthusiasm precedes success" setting the tone for a culture of positivity and motivation. The school is committed to catering to students from diverse backgrounds, including those with English as an additional language (EAL), and operates a specialized Deaf Facility that fully integrates deaf and hard of hearing students into mainstream classrooms while providing specialized support from teachers of the deaf. English and Numeracy form the core of the school's teaching and learning program, which is further enriched by specialist subjects, hands-on learning opportunities, and physical activity.

The school community reflects significant cultural diversity, with strong home-school partnerships fostering a nurturing, supportive environment. Eastwood Primary School is a fully accredited Resource Smart school and recipient of the 2023 School of the Year award for its sustainability practices and learning programs, maintaining a 5-Star Sustainability Certification. The school prioritizes student wellbeing through the whole-school Connect program, where every student and staff member is placed in a Connect group meeting twice per term to promote belonging and support social and emotional development. Through targeted programs including Body Bright, eSmart framework, Think You Know cyber-safety incursions, and conflict resolution circles, alongside strong parent engagement and evidence-based teaching practices, Eastwood continues to create an environment that empowers students to become enthusiastic, resilient, and successful lifelong learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

The performance summary of the school indicates a strong commitment to enhancing literacy and numeracy outcomes among its students. In 2025, the percentage of students working at or above age-expected standards in English reached an impressive 91.0%, outpacing the state average of 86.3%. Additionally, the Mathematics results were even more favorable, with 92.1% of students

meeting this benchmark compared to 84.2% statewide. This achievement reflects the effectiveness of the school's teaching methodologies and strategic interventions aimed at improving academic performance.

Further examination of the National Assessment Program - Literacy and Numeracy (NAPLAN) results reveals that the students are excelling not just in meeting standards, but also in demonstrating proficiency. Specifically, 79.3% of Year 3 students exhibited strong or exceeding proficiency levels in reading, significantly higher than the state average of 69.5%. This proficiency increased to 90.5% by Year 5, indicating consistent growth and the impact of focused literacy instruction throughout the primary years. Similarly, in numeracy, 78.3% of Year 3 students achieved the same standards, advancing to 89.2% by Year 5, well above the state averages. The data regarding relative growth from Year 3 to Year 5 also underscores the school's commitment to fostering academic progression. Approximately 70.0% of students in reading and 70.4% in numeracy achieved high or medium growth relative to their peers statewide. These figures suggest that a significant proportion of students are not just maintaining but increasing their proficiency over time, emphasizing the effectiveness of the school's personalized learning approaches.

Overall, the performance summary provides strong evidence that the school has successfully met its goals in literacy and numeracy. The combination of high achievement rates, impressive NAPLAN results, and positive growth metrics serve as a testament to the quality of education provided at the school, highlighting the priority placed on academic excellence.

Wellbeing

The school has made significant strides in enhancing student wellbeing as part of its strategic goals, reflecting a strong commitment to fostering a positive school environment. Numerous initiatives were introduced over the past year, including enhanced mental health support, the implementation of social-emotional learning programs, and workshops focused on building resilience in students. By actively promoting these strategies, the school has supported a holistic approach to student wellbeing, which is essential for both academic and personal development.

One of the noteworthy highlights involves the school's Sense of Connectedness, which is reported through the Student Attitudes to School Survey. In 2025, the positive endorsement rate for this factor was recorded at 65.0%. While this figure is lower than the state average of 77.1%, it still demonstrates the school's efforts to create an inclusive community where students feel valued and connected. Future initiatives will aim to increase this percentage, emphasizing relationship-building activities and community engagements.

Moreover, the school has implemented a strong Anti-Bullying Program, reflected in the survey results regarding students' perceptions of how well bullying is managed. The endorsement rate for the Management of Bullying factor stood at 65.3%, which demonstrates the school's dedication to creating a safe and supportive environment for all students. Feedback from students indicates that they feel more empowered to report incidents and seek help when needed.

Additionally, parental satisfaction regarding the school's efforts in wellbeing is demonstrated through the Parent Opinion Survey. The general school satisfaction rating was 74.3%, which is slightly below the state average of 82.0%. This rating indicates areas for improvement in communication and engagement with parents regarding wellbeing initiatives and student support

systems, and the school plans to leverage this feedback to enhance parent-school partnerships moving forward.

Overall, the school's proactive measures and commitment to improving wellbeing outcomes highlight its importance as a foundation for further academic success. Continuous monitoring of student perception and wellbeing data will guide future enhancements, with the aim of fostering a healthier and more resilient school community.

Engagement

The analysis of student engagement at Eastwood Primary reveals substantial progress in cultivating an environment conducive to both learning and wellbeing, aligned with the Framework for Improving Student Outcomes (FISO) 2.0. This year's performance summary indicates a commendable average attendance rate of 90.3% across all year levels. The attendance rate achieved by Prep to Year 2 students is particularly robust, averaging between 90.7% to 91.7%, which demonstrates the effectiveness of the school in encouraging consistent attendance. Such high rates are critical, as regular attendance is closely linked to enhanced academic performance and greater student engagement.

Additionally, engagement metrics include the average number of absence days per student, reported at 18.7 days, highlighting sustained level of attendance when compared to similar schools' average of 18.4 days and notably lower than the state average of 21.5 days. This data reflects the school's commitment to reducing absenteeism and promoting regular school attendance. The implementation of engaging instructional strategies and classroom environments likely contributed to these positive outcomes.

In terms of student voice and agency, the school has prioritized initiatives that empower students, actively involving them in decision-making processes about their learning experiences. The implementation of student-led conferences has provided opportunities for students to articulate their learning goals and reflect on their progress. Such involvement has enhanced students' sense of ownership over their education and fostered a culture of accountability and motivation.

Another highlight relates to extracurricular engagement. The school has observed a high participation rate in various clubs and activities, notably in sports, arts, and academic challenges. For instance, over 75% of students participated in at least one extracurricular activity, a key indicator that supports not only academic growth but also social skills development. These activities have served as a vital platform for building community and enhancing student connectedness, further emphasizing the holistic approach to student engagement promoted by the school.

Overall, the engagement strategies employed by Eastwood Primary resonate well with the FISO framework, demonstrating a robust foundation for both student learning and wellbeing. The continuous efforts to enrich student experiences and encourage attendance signal a strong commitment to fostering an engaging educational environment.

Financial performance

At the conclusion of 2025, Eastwood Primary School's financial position reflects a robust balance of revenues and expenditures, aligning with their operational needs and goals. The total operating revenue for the year was reported at \$7,943,719, primarily generated from various sources including the Student Resource Package, amounting to \$6,321,525 and additional funding from government grants. This shows that the school successfully maintained a diverse revenue stream essential for sustaining its educational programs and initiatives.

The performance summary indicates a net operating surplus of \$399,353 which highlights the school's ability to manage its finances effectively while providing high quality educational outcomes. This surplus is indicative of careful budgeting and financial planning allowing the school to invest in future projects and improvements. However, the total funds available at the yearend were reported at \$1,359,786, and a commitment to responsibly allocate these resources towards both current and future needs.

Notably, extraordinary expenditure items included significant investments such as \$138,719 allocated for camps, excursions, and activities that enhance the student experience beyond regular classroom settings. Additionally, \$216,461 was spent on property services, which supported the maintenance and improvement of school facilities, ensuring a conducive learning environment for students.

In terms of funding sources, the school benefited from various government grants, such as \$966,069 from the Department of Education and Training (DET), as well as minor contributions from Commonwealth and State government grants. Locally raised funds accounted for \$526,936, showcasing community support and involvement, which is crucial in fostering a collaborative and engaged school environment. This broad financial base not only supports educational programs but also offers a buffer against unforeseen financial challenges that could arise in future fiscal years.

Overall, Eastwood Primary School's financial performance during 2025 illustrates a stable and healthy fiscal environment, allowing it to focus on advancing student learning and community engagement while ensuring long-term sustainability.

**For more detailed information regarding our school please visit our website at
www.eastwood.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 553 students were enrolled at this school in 2025, 274 female and 279 male. 16% had English as an additional language and 3% 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	74.3%	
	Similar schools	77.6%	
	State	82.0%	

School Staff Survey


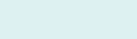


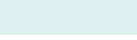

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.6%	
	Similar schools	78.8%	
	State	77.4%	

LEARNING


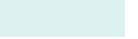


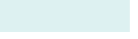


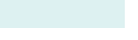




Teacher Judgement of student achievement against the Victorian Curriculum

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	91.0%	
	Similar schools	92.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.1%	
	Similar schools	92.0%	
	State	84.2%	

NAPLAN

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


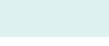


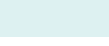

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	79.3%		84.2%
	Similar schools	81.5%		80.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	90.5%		88.1%
	Similar schools	84.7%		84.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	78.3%		82.9%
	Similar schools	81.3%		79.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	89.2%		84.6%
	Similar schools	81.4%		80.2%
	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	70.0%	
	Similar schools	75.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	70.4%	
	Similar schools	73.9%	
	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	65.0%		76.0%
	Similar schools	74.9%		76.3%
	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	65.3%		75.9%
	Similar schools	74.6%		75.3%
	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	18.7	19.1
	Similar schools	18.4	18.7
	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	91.7%	
Year 1	School	91.7%	
Year 2	School	90.7%	
Year 3	School	91.0%	
Year 4	School	90.3%	
Year 5	School	89.1%	
Year 6	School	89.5%	

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	\$6,321,524
Government Provided DET Grants	\$966,069
Government Grants Commonwealth	\$13,049
Government Grants State	\$2,550
Revenue Other	\$113,592
Locally Raised Funds	\$526,936
Capital Grants	\$0
Total Operating Revenue	\$7,943,719

Equity	Actual
Equity (Social Disadvantage)	\$77,352
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$77,352

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

Expenditure	Actual
Student Resource Package ¹	\$6,422,759
Adjustments	\$0
Books & Publications	\$56
Camps/Excursions/Activities	\$138,719
Communication Costs	\$3,536
Consumables	\$94,767
Miscellaneous Expenses ²	\$77,913
Agency Staff	\$109,570
Professional Development	\$21,294
Equipment/Maintenance/Hire	\$51,456
Property Services	\$216,461
Salaries & Allowances ³	\$207,368
Support Services	\$91,876

Expenditure	Actual
Trading & Fundraising	\$55,469
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,122
Total Operating Expenditure	\$7,544,366
Net Operating Surplus/-Deficit	\$399,353
Asset Acquisitions	\$386,373

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	\$1,094,240
Official Account	\$149,446
Other Accounts	\$116,100
Total Funds Available	\$1,359,786

Financial Commitments	Actual
Operating Reserve	\$186,934
Other Recurrent Expenditure	\$10,351
Provision Accounts	\$0
Funds Received in Advance	\$156,101
School Based Programs	\$458,794
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$211,479
Maintenance - Buildings/Grounds < 12 months	\$369,331
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,398,990

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.