

# 2025 Annual Report to the School Community

School Name: University Park Primary School (4945)



- 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 01 April 2026 at 01:41 PM by Natalie Cummaudo (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 01 April 2026 at 01:41 PM by Natalie Cummaudo (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

University Park Primary School (UPPS), founded in 1972, is situated in St Albans, 20 kilometers west of Melbourne, within the City of Brimbank. In 2025, the school had an enrolment of 229 students, comprising 109 females and 120 males. Of these, 61 percent spoke English as an additional language, and 3 percent were of Aboriginal or Torres Strait Islander descent. The school is home to a diverse community, representing 33 different cultural backgrounds.

The socio-economic profile of the school, based on parents' occupations and education, falls within the medium band, indicating moderate levels of educational attainment and socio-economic advantage. The staff included two members of the principal class, 19 teachers (some part-time), eight educational support staff, three administrative staff, one ICT staff member, and one maintenance worker. Additionally, two part-time allied health staff and consultants in literacy and numeracy provided further support.

The school's motto, "Learning Together - Achieving Success," is reflected in its collaborative approach to teaching, aimed at helping every student reach their full potential while fostering respect and responsibility within the school community. This philosophy is supported by five core values: Respect (showing kindness and embracing diversity), Honesty (being fair, truthful, and accountable), Responsibility (taking ownership of actions and behavior), Collaboration (working together and valuing diverse ideas), and Learning (encouraging curiosity, persistence, and the sharing of ideas).

The curriculum at University Park Primary School is aligned with the Victorian Curriculum, and students also participate in specialist programs in visual and media arts, physical education, performing arts, and Auslan (Australian Sign Language).

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2025, we continued a focus on improving student outcomes in Literacy and Numeracy, while redeveloping teaching and learning sequences to align with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0).

Teacher judgement results for numeracy indicate that 77.4% of students in F–6 were at or above age expected standards, which is above similar schools (74.0%) but below the state average (84.2%). The number of students who achieved exceeding or strong in NAPLAN fell to 42.9% for Year 3 students, which is below similar schools (51.3%) and significantly below the state average (66.2%). Our Grade 5 students however saw 53.8% of students achieving strong or exceeding,

which is slightly below similar schools (54.3%) but above the school's Year 3 cohort and shows improved performance across year levels.

These outcomes were achieved through several focussed approaches:

- Numeracy consultants supported planning and instruction, providing in class modelling.
- Fluency groups were established in Grades 5/6 and Grades 1/2 in the second half of the year to lift students' automaticity in number, with the expectation of improved outcomes in 2026.
- Explicit teaching became a targeted focus for improved instruction, supported in planning and through modelling by our consultants.

Our Naplan reading results showed 56.7% of Year 3 students achieved strong or exceeding proficiency levels, which is on par with similar schools; and 63.2% of year 5 students achieved strong or exceeding, which was above similar schools.

NAPLAN relative growth data shows that the majority of students achieved medium or high growth in reading (68.8%) and numeracy (62.5%) from Years 3 to 5, reflecting ongoing progress and providing a clear direction for continued improvement.

Overall, these results reflect the school's commitment to evidence based teaching practices and a continued focus on building strong foundations in literacy and numeracy for all students.

## Wellbeing

As a lead school for Respectful Relationships, University Park Primary School is committed to providing extensive wellbeing support and interventions for our students. The Resilience, Rights, and Respectful Relationships (RRRR) program is integrated into our Social Emotional Learning (SEL) curriculum, taught at all year levels twice a week. This is complemented by whole school SEL events each term, such as The National Day of Action Against Bullying and Do It For Dolly Day, which the community is invited to participate in.

We have fostered positive peer connections through our Buddy and Kinder Buddy programs, which promote social interactions between Foundation and Grade 6 students, as well as between Grade 1/2 and Grade 3/4 students. In 2025, we continued our partnership with STRIDE Education to offer leadership training for our student leaders, empowering them to initiate whole school improvements such as yard clean up at the end of recess. This initiative has positively impacted our Student Attitudes to School data, with 81% positive endorsement for sense of inclusion. Additionally, we achieved an 82% positive endorsement for respect for diversity in 2025, all of which were above the state and similar school averages.

Additionally, we provide comprehensive transition programs across all levels, to boost student confidence and preparedness, resulting in a 90% positive endorsement for school stage transitions.

Through Tier 2 funding for Disability inclusion, we employed a speech pathologist and occupational therapist weekly to provide individual and small group support. These services were further enhanced through professional learning and consultation with Education Support and teaching staff.

## Engagement

University Park PS maintained its strong focus on attendance through our HERO strategy—Here Everyday, Ready On Time. This whole-school approach involved teachers conducting welfare check-ins, while administration staff followed up with families for explanations of absences.

Attendance results for every class were provided to teachers weekly, and house points awarded for 100% attendance. Attendance was highlighted at every assembly, where whole-class rewards were given to classes with 80% or more of students achieving perfect attendance over a two-week period. This strategy continues to be highly successful, with attendance rates of 89-94% across all cohorts in 2025. The average number of absence days in 2025 reduced to 18, significantly below the average for similar schools and the state.

The engagement of our Foundation students was supported by a robust transition program, which introduced students to their teacher and classroom environment in December of the previous year. Families were provided with vital information to support their child's learning, ensuring a smooth start to school. These sessions were crucial for building relationships with students and families, fostering a deeper understanding of each child's needs.

Further promoting student engagement, opportunities for connection were offered through student-run lunchtime clubs. Teachers supported student interests through differentiated curriculums and Individual Learning Plans, while also fostering student voice in Investigations cycles which inspired curiosity and exploration. Learning celebrations, including free sausage sizzles and opportunities for peer to peer sharing, were well attended and allowed students to share their progress with families.

Community engagement was further enhanced by events Harmony Day, Australia's Biggest Morning Tea and the Fathers' Day Breakfast.

## Other highlights from the school year

Using the Mental Health Fund, we continued interventions such as Canine Comprehension to support emotional wellbeing and help targeted students form and maintain healthy friendships.

Staff completed whole-school professional learning using the Berry Street Educational Model. We documented whole school 'givens' to ensure consistent trauma-informed practices were applied in every classroom, supported by modeling and coaching by our Wellbeing and Engagement leading teacher.

The school colour fun run is always an end of year highlight which brings our community together to raise school funds, and where we celebrate collaborative efforts by sliming teachers and students when we reach funding goals.

## Financial performance

University Park PS ended 2025 with a small surplus, demonstrating effective use of funding despite the challenges presented by a high number of staff at the top salary ranges and relatively small classes. The school also successfully maintained a full and dedicated team of experienced educators, and achieved high levels of funding outcomes for students with Disability Inclusion Profiles.

The school's partnership with Theircare, our before and after school care provider, continued successfully, with many students attending the holiday program.

Equity funding was used to employ literacy and numeracy consultants, as well as a specialist teacher. This investment supported professional development for staff to align planning and instruction with the VTLM 2.0, intervention programs for students, and ongoing data analysis to improve student learning outcomes.

University Park PS will continue to apply sound financial management practices, balancing student needs with the SRP to ensure we deliver the best possible education for our community.

**For more detailed information regarding our school please visit our website at  
<https://universityparkps.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


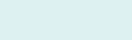

A total of 229 students were enrolled at this school in 2025, 109 female and 120 male. 61% had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

### 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 **Medium**.


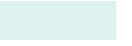

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

|   |                 | 2025  |   |
|---|-----------------|-------|---|
| % positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey) | School          | 92.3% |  |
|   | Similar schools | 87.6% |  |
|   | State           | 82.0% |  |

### School Staff Survey


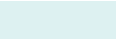


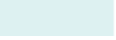

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

|   |                 | 2025  |   |
|---|-----------------|-------|---|
| % positive endorsement School Climate (School Staff Survey) | School          | 83.4% |  |
|   | Similar schools | 76.4% |  |
|   | 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         |   |
|--|-----------------|--------------|---|
| <b>English Prep - 6 % of students at or above age expected standards</b>     | <b>School</b>   | <b>78.4%</b> |  |
|  | Similar schools | 78.5%        |  |
|  | State           | 86.3%        |  |
| <b>Mathematics Prep - 6 % of students at or above age expected standards</b> | <b>School</b>   | <b>77.4%</b> |  |
|  | Similar schools | 74.0%        |  |
|  | State           | 84.2%        |  |

## NAPLAN

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


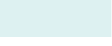


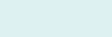

|   |                 | 2025         |   | 3-year average |
|---|-----------------|--------------|---|----------------|
| <b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>56.7%</b> |  | <b>64.6%</b>   |
|   | Similar schools | 58.6%        |  | 57.5%          |
|   | State           | 69.5%        |  | 69.3%          |
| <b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>63.2%</b> |  | <b>69.6%</b>   |
|   | Similar schools | 62.4%        |  | 63.2%          |
|   | State           | 73.9%        |  | 74.6%          |
| <b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>42.9%</b> |  | <b>46.4%</b>   |
|   | Similar schools | 51.3%        |  | 49.7%          |
|   | State           | 66.2%        |  | 66.4%          |
| <b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>53.8%</b> |  | <b>61.1%</b>   |
|   | Similar schools | 54.3%        |  | 54.6%          |
|   | 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         |   |
|--|-----------------|--------------|---|
| <b>Reading Year 3 to 5 % of students High or Medium relative growth</b>  | <b>School</b>   | <b>68.8%</b> |  |
|  | Similar schools | 73.4%        |  |
|  | State           | 74.7%        |  |
| <b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b> | <b>School</b>   | <b>62.5%</b> |  |
|  | Similar schools | 74.7%        |  |
|  | State           | 74.0%        |  |

## WELLBEING


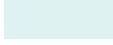

### Student Attitudes to School – Sense of Connectedness

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 |
|--|-----------------|--------------|---|----------------|
| <b>Years 4 to 6 % positive endorsement</b> | <b>School</b>   | <b>71.2%</b> |  | <b>78.1%</b>   |
|  | Similar schools | 80.3%        |  | 79.9%          |
|  | State           | 77.1%        |  | 77.3%          |

### Student Attitudes to School – Managing Bullying

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

|  |                 | 2025         |   | 4-year average |
|--|-----------------|--------------|---|----------------|
| <b>Years 4 to 6 % positive endorsement</b> | <b>School</b>   | <b>65.6%</b> |  | <b>74.2%</b>   |
|  | Similar schools | 81.4%        |  | 78.8%          |
|  | State           | 76.4%        |  | 75.8%          |

## ENGAGEMENT








### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

|          |                 | 2025 | 4-year average |
|----------|-----------------|------|----------------|
| Prep - 6 | School          | 18.0 | 19.5           |
|          | Similar schools | 22.6 | 23.0           |
|          | 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 | 94.2% |    |
| Year 1 | School | 91.6% |   |
| Year 2 | School | 91.1% |  |
| Year 3 | School | 91.1% |  |
| Year 4 | School | 89.8% |  |
| Year 5 | School | 88.5% |  |
| Year 6 | School | 91.8% |  |

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

| <b>Revenue</b>                 | <b>Actual</b>      |
|--------------------------------|--------------------|
| Student Resource Package       | \$3,155,131        |
| Government Provided DET Grants | \$505,628          |
| Government Grants Commonwealth | \$8,050            |
| Government Grants State        | \$0                |
| Revenue Other                  | \$48,209           |
| Locally Raised Funds           | \$100,764          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$3,817,783</b> |

| <b>Equity</b>                                       | <b>Actual</b>    |
|---|------------------|
| Equity (Social Disadvantage)                        | \$258,760        |
| Equity (Catch Up)                                   | \$0              |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0              |
| <b>Equity Total</b>                                 | <b>\$258,760</b> |

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

| <b>Expenditure</b>                    | <b>Actual</b> |
|---------------------------------------|---------------|
| Student Resource Package <sup>1</sup> | \$3,086,441   |
| Adjustments                           | \$0           |
| Books & Publications                  | \$2,395       |
| Camps/Excursions/Activities           | \$66,689      |
| Communication Costs                   | \$3,681       |
| Consumables                           | \$67,152      |
| Miscellaneous Expenses <sup>2</sup>   | \$4,508       |
| Agency Staff                          | \$92,572      |
| Professional Development              | \$31,159      |
| Equipment/Maintenance/Hire            | \$22,840      |
| Property Services                     | \$29,836      |
| Salaries & Allowances <sup>3</sup>    | \$64,536      |
| Support Services                      | \$158,135     |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Trading & Fundraising                 | \$12,174           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$28,458           |
| <b>Total Operating Expenditure</b>    | <b>\$3,670,575</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$147,207</b>   |
| <b>Asset Acquisitions</b>             | <b>\$48,466</b>    |

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

| Funds Available               | Actual           |
|-------------------------------|------------------|
| High Yield Investment Account | \$318,621        |
| Official Account              | \$11,542         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$330,163</b> |

| Financial Commitments                       | Actual           |
|---|------------------|
| Operating Reserve                           | \$97,356         |
| Other Recurrent Expenditure                 | \$24,775         |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$3,970          |
| School Based Programs                       | \$47,940         |
| 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 | \$70,000         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$244,040</b> |

*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.*