

# 2025 Annual Report to the School Community

School Name: Westgarth Primary School (4177)



- 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 04:53 PM by Jo Wheeler (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 09:09 AM by Jo Wheeler (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

Westgarth Primary School (WPS) is located in the inner-city suburb of Northcote, approximately eight kilometres north of Melbourne's CBD. Established in 1924, the school operates across two adjacent sites: Brooke Street and Clarke Street. The Brooke Street campus accommodates the Prep–Year 2 classes, library, Spanish classroom and general office. The Clarke Street campus houses Years 3–6, specialist facilities and the Outside School Hours Care (OSHC) program.

The school features refurbished flexible learning spaces, studio learning areas and four modular classrooms. Purpose-built facilities include a kitchen garden centre, a STEAM (Science, Technology, Engineering, Arts and Mathematics) centre, and a competition-grade gymnasium with four modern classrooms and an under-croft for covered outdoor play. Outdoor facilities include new playing courts, playgrounds at both campuses, a kitchen garden, and designated areas for passive play and seating.

In 2025, enrolment totalled 550 students. The school's Student Family Occupation Education (SFOE) index band was low, indicating a low level of socio-educational disadvantage. The staffing profile comprised a Principal and Assistant Principal, a Leading Teacher, Numeracy and English Learning Specialists, a Disability Inclusion Specialist, 27 classroom teachers across 24 classes, six specialist teachers, three part-time Tutor Learning Initiative teachers, and 19 Education Support staff in a range of roles.

WPS is a high-performing school guided by a four-year Strategic Plan focused on:

- Optimising learning growth and achievement in literacy and numeracy
- Empowering students to be active agents in their learning
- Enriching students' social and emotional wellbeing

Key improvement priorities include:

#### **Teaching, Learning and Assessment**

- Strengthening teacher capability to differentiate teaching at students' point of need
- Building collective expertise in analysing and using data to inform planning and practice
- Documenting and monitoring the implementation of a guaranteed and viable curriculum

#### **Engagement**

- Developing a shared understanding of student voice and learner agency
- Embedding a consistent, student-driven goal-setting process across the school

#### **Support and Resources**

- Embedding the school's wellbeing framework
- Strengthening partnerships between staff, students and families to promote shared responsibility for learning and wellbeing

The school values underpinning all programs and practices are:

- **Respect** – Valuing diversity and the worth of others
- **Integrity** – Acting with honesty and trustworthiness
- **Excellence (Being Your Best)** – Embracing challenge and striving for personal best
- **Working Together** – Collaborating to achieve shared goals
- **Responsibility** – Being accountable for our actions toward ourselves, others and the environment

The school delivers an approved curriculum framework aligned with the Victorian Curriculum 2.0. In 2025, specialist programs included Performing Arts (Music), Visual Arts, Spanish (P–6), Physical Education, Library, STEAM (Years 3–6), and a Kitchen Garden program (Years 3–5).

WPS offers a School Council-run, accredited Outside School Hours Care program and a broad range of extracurricular opportunities. The school employs a part-time occupational therapist and speech therapist, and has access to Department of Education visiting specialists, including a psychologist and speech therapist, as well as partnerships with allied health services to support students and families. On-site spaces are available for external consultancy services.

The school community actively contributes to school life through program partnerships, volunteering, fundraising and social events, reflecting a strong and collaborative school culture.

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

### Learning

Our results across all measures remain strong, with several targets from the 2026 Strategic Plan already achieved ahead of schedule. These outstanding outcomes reflect the collective effort of our staff, students and community, and we are proud of the significant progress made throughout 2025.

#### Key highlights include:

- **The development of the Westgarth PS Playbook.**  
The Playbook clearly articulates the core teaching practices that have the greatest impact on learning for all students. Staff engaged in targeted professional learning focused on carefully selected strategies, instructional practices and lesson structures proven to enhance student outcomes. By embedding the Playbook into curriculum delivery, we have strengthened student engagement and ensured consistent, high-quality teaching practices across all classrooms.
- **Strong NAPLAN achievement.**  
In both Year 3 and Year 5, student achievement in Mathematics, Reading, Spelling, Grammar and Punctuation, and Writing was above that of similar schools across all domains, demonstrating sustained academic growth and effective teaching practices.

- **Enhanced support for students with additional learning needs.**  
The school continued to provide small-group intervention programs, partially funded through the Department of Education's Tutor Learning Initiative and local school funds. The employment of additional integration aides further expanded our capacity to support a growing number of students with diverse learning needs.
- **Extension opportunities for high-achieving students.**  
Students across year levels benefited from differentiated classroom programs and enrichment opportunities, including participation in the Victorian High-Ability Program (VHAP), the Melbourne Young Writers' Studio workshops (English), the Monopoly Dreams mathematics excursion, and the Darebin Council-sponsored Annual Yarning Conference for selected Year 5 students. Our School Captains also represented the school at the Dream and Lead junior leadership conference.
- **Celebrating personal achievement.**  
We are equally proud of the many and varied personal accomplishments of our students. These include outstanding sporting successes across multiple school teams, a student placing in the top 0.01% nationally in the Australian Mathematics Competition, significant progress toward Individual Learning and Behaviour Plan goals, and numerous personal bests achieved across a wide range of pursuits.

Together, these achievements reflect a school community committed to excellence, inclusion and continuous improvement.

## Wellbeing

Student wellbeing has remained a central priority for our school, and we are proud that the philosophy and practices we have intentionally embedded are now integral to our culture and daily operations. We have established a consistent whole-school approach, with clear processes and shared language to support student wellbeing. Our beginning-of-year program, *Setting the Scene*, was refined to incorporate the Department of Education's Positive Classroom Management Strategies, alongside the non-negotiable practices of the Berry Street Education Model.

We continue to collaborate with a range of external organisations to design and deliver targeted wellbeing initiatives. These include programs with Stride Education; coaching and mentoring through Melbourne Victory FC; workshops for students and families with URSTRONG; programs delivered by LifeChanger Foundation; and information sessions with Victoria Police to strengthen eSmart behaviours. We have also refined our scope and sequence for Resilience, Rights and Respectful Relationships (RRRR), embedding weekly lessons consistently across year-level planning.

Our Attitudes to School Survey data continues to show improvement, providing strong evidence that our approaches and targeted learning programs are having a positive impact. A key focus in 2025 was a comprehensive review of our approach to managing bullying. This included dedicated staff training, the development of a clearly documented framework, and explicit teaching for students about what constitutes bullying, how to seek support, and how the school responds to reported incidents. While the Attitudes to School Survey results do not yet reflect the full impact of this work, we anticipate that, over time, increased student understanding of bullying and of the school's

processes will be evident in the data. We also expect greater consistency in student responses as this shared understanding becomes further embedded.

## Engagement

We believe there is a cross correlation between wellbeing and engagement which is why we put a great deal of strategic planning into our offerings. Our leading teacher oversees many of the programs offered and the School Improvement Team supports teachers with the resources required to provide a differentiated and engaging learning environment for their students. Our results show that our students are engaged in their learning and school.

- 32% of students had 95% or higher attendance in 2025 (compared to 29% similar schools) with extended family holidays making up a substantial proportion of daily absences
- In Student Attitudes to School Survey results we see continual improvement relating to engagement and wellbeing.
- In the Parent/Guardian/Caregiver Opinion Survey our results are consistent with the previous year and are tracking higher than similar schools.
- We have maintained a high number of student leaders (school captains, and captains for sports (house), art, library, Resilience, Rights and Respectful Relationships, STEAM, environment and junior school council.
- Student led assemblies and special events
- 44 students participated in Victorian High-Ability Program in 2025 (23 English & 21 Maths)
- Masterclass excursions and experiences organised for high achieving students to extend academic abilities beyond the classroom
- 185 students participated in Australian Mathematics Competition
- Extended level of opportunities in sport, including term gala days, Victorian primary school inter-school triathlon, as well as house athletics and swimming carnivals
- Specialist subject specific events including the Whole School performance and Super Science Night (with workshops and info talks run by students and parents)

## Other highlights from the school year

Each year brings many highlights, particularly within our learning program. Several have already been mentioned, including the whole-school performance, camps and the Spring Fair. However, the standout highlight of 2025 was the completion and opening of our new competition-grade gymnasium and classroom building at our Clarke Street site.

This significant project also delivered a covered undercroft for outdoor play, new playing fields, and the refurbishment of our former gymnasium into a dedicated STEAM centre and general-purpose space.

At our Brooke Street site, further infrastructure improvements included the installation of a ship-themed playground structure and associated landscaping. This project was made possible through the generous fundraising efforts of our community.

## Financial performance

Westgarth Primary School maintained a strong and stable financial position throughout 2025. The Annual Implementation Plan continued to guide School Council in the strategic allocation of funds and resources to support key programs and priorities. The school's Cash Flow Statement reflects an overall surplus for the year, despite significant outflows associated with the School Savings Bonus. Notably, 2025 saw substantial inflows from fundraising initiatives and contributions to the Building Fund. These additional resources will be strategically reinvested in 2026 to further enhance student outcomes and complement the recently completed building works at the Clarke Street Campus.

As in previous years, the school operates with a managed deficit in the credit (staffing) component of the Student Resource Package. This primarily reflects the centrally paid salaries of OSHC staff, the First Aid Officer, and staff delivering the Stephanie Alexander Kitchen Garden Program (SAKGP). Parent voluntary contributions continue to play an important role in supporting these programs and offsetting the associated staffing costs. In 2025, the school successfully repaid the 2024 credit staffing deficit of \$310,287. The staffing deficit is closely monitored and regularly reported to School Council through the Finance Sub-Committee. The 2025 credit staffing deficit of \$285,240 will be addressed through the Term 3 and Term 4 quarterly grants received in 2026

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

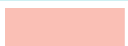
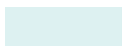

A total of 550 students were enrolled at this school in 2025, 271 female and 275 male. 4% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### 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**.


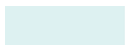

### Parent Satisfaction Summary

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	77.6%	
	Similar schools	76.8%	
	State	82.0%	

### School Staff Survey


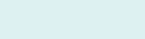


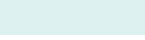

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.5%	
	Similar schools	77.6%	
	State	77.4%	

## LEARNING


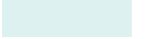


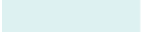


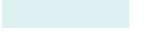




### Teacher Judgement of student achievement against the Victorian Curriculum

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>96.0%</b>	
	Similar schools	95.2%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>95.4%</b>	
	Similar schools	94.8%	
	State	84.2%	

## NAPLAN

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


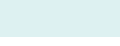


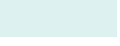

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>94.3%</b>		<b>91.3%</b>
	Similar schools	85.4%		85.1%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>93.7%</b>		<b>94.0%</b>
	Similar schools	90.1%		90.5%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>93.0%</b>		<b>88.9%</b>
	Similar schools	83.5%		83.8%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>88.3%</b>		<b>88.0%</b>
	Similar schools	85.4%		84.5%
	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'.


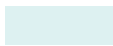

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>78.3%</b>	
	Similar schools	79.9%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>78.3%</b>	
	Similar schools	76.3%	
	State	74.0%	

## WELLBEING


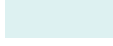

### Student Attitudes to School – Sense of Connectedness

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>69.2%</b>		<b>71.3%</b>
	Similar schools	74.8%		75.5%
	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>71.7%</b>		<b>69.6%</b>
	Similar schools	74.1%		73.8%
	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	16.4	16.6
	Similar schools	18.0	18.5
	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	94.0%	<div style="width: 94%;"></div>
Year 1	School	93.2%	<div style="width: 93.2%;"></div>
Year 2	School	90.6%	<div style="width: 90.6%;"></div>
Year 3	School	93.2%	<div style="width: 93.2%;"></div>
Year 4	School	89.6%	<div style="width: 89.6%;"></div>
Year 5	School	90.8%	<div style="width: 90.8%;"></div>
Year 6	School	90.5%	<div style="width: 90.5%;"></div>

## 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	\$5,097,819
Government Provided DET Grants	\$378,088
Government Grants Commonwealth	\$223,615
Government Grants State	\$18,675
Revenue Other	\$67,985
Locally Raised Funds	\$1,332,533
Capital Grants	\$196,279
<b>Total Operating Revenue</b>	<b>\$7,314,994</b>

Equity	Actual
Equity (Social Disadvantage)	\$7,432
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,432</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$5,383,206
Adjustments	\$0
Books & Publications	\$12,626
Camps/Excursions/Activities	\$200,758
Communication Costs	\$5,597
Consumables	\$156,931
Miscellaneous Expenses <sup>2</sup>	\$137,283
Agency Staff	\$6,269
Professional Development	\$14,324
Equipment/Maintenance/Hire	\$163,447
Property Services	\$166,242
Salaries & Allowances <sup>3</sup>	\$704,149
Support Services	\$111,930

Expenditure	Actual
Trading & Fundraising	\$105,970
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$64,054
<b>Total Operating Expenditure</b>	<b>\$7,232,787</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$114,072)</b>
<b>Asset Acquisitions</b>	<b>\$168,854</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	\$1,386,230
Official Account	\$34,780
Other Accounts	\$130,396
<b>Total Funds Available</b>	<b>\$1,551,406</b>

Financial Commitments	Actual
Operating Reserve	\$308,263
Other Recurrent Expenditure	\$19,329
Provision Accounts	\$18,614
Funds Received in Advance	\$0
School Based Programs	\$316,248
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	\$352,179
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,014,633</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.*