# 2025 Annual Report to the School Community

## School Name: Geelong South Primary School (2143)

- 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 20 April 2026 at 08:36 AM by Jarod Bacon (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 20 April 2026 at 08:36 AM by Jarod Bacon (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

In 2025, Geelong South Primary School had an enrolment of 325 students. The school's Student Family Occupation Education (SFOE) index was 0.2007, placing it within the low band. This represents a low level of socio-educational disadvantage.

The student cohort reflected a diverse range of learning needs and cultural backgrounds. Seven per cent of students identified as First Nations. English as an Additional Language (EAL) funded students made up 25 students (8%), while 34 students (10%) received equity funding. A further 14 students (4%) were supported through the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

The school is supported by a dedicated and highly skilled workforce, including a Principal, Assistant Principal, 19 full-time classroom teachers, 12 Education Support Staff (ESS), 3 administrative staff, and a Business Manager.

Geelong South Primary School features a combination of modern and heritage facilities that support contemporary teaching and learning while preserving the school’s historical character. The refurbished heritage building houses the Library, Art room, and a double classroom used for STEM, offering flexible and engaging learning spaces.

Additional classrooms are located across two buildings, including an upstairs learning hub designed to encourage collaboration, innovation, and flexible learning practices. Outdoor facilities include basketball and netball courts, oval spaces, vegetable gardens, and playgrounds, which are widely used by students, families, and the local community.

Our gym has been a much-needed addition, enabling the school to host fortnightly Friday morning assemblies, a highly successful trivia night fundraiser, and the Grade 6 graduation ceremony. Additional facilities include a music room, OSHC facilities, and an outdoor amphitheatre.

Strong partnerships with families and the community underpin the school’s approach to wellbeing and engagement. Community celebrations include the Wadawurrung Welcome Ceremony, Bush Dance Music Arts Night, Colour Fun Run, alongside partnerships with organisations such as the Geelong Farmers Market.

# Progress towards strategic goals, student outcomes and student engagement

## Learning

In 2025, our school progressed its improvement focusing its professional learning on classroom routines, use of high-impact teaching strategies, and collaborative analysis of student data within Professional Learning Communities (PLCs). Late in the year, the school utilised the Department of Education's Victorian Teaching and Learning Model (VTLM) 2.0 to reflect on, refine and adapt our own instructional model, strengthening alignment with current evidence-based practice and establishing shared language for teaching and learning.

Reading remained a key strength across the school. NAPLAN results showed strong achievement at both Year 3 and Year 5. In Year 3 Reading, 80.5% of students achieved in the Strong or Exceeding proficiency levels, surpassing the state average (69.5%) and aligning with similar schools. This represents a substantial improvement on the school's three-year average of 69.8%. At Year 5, 87.8% of students achieved in the Strong or Exceeding bands, outperforming similar schools (84.7%) and the state (73.9%).

Student growth in Reading was also a significant highlight. From Year 3 to 5, 83.8% of students achieved High or Medium relative growth, exceeding both similar schools and the state. This indicates that most students made at least expected progress over time, including students who entered with lower prior achievement.

Numeracy outcomes showed strengths in the early years. Year 3 Numeracy results were strong, with 81.1% of students achieving Strong or Exceeding, above both similar schools and the state. Teacher judgement data indicated that 78.9% of students from Prep to Year 6 were working at or above expected standards in Mathematics.

## Wellbeing

In 2025, our school continued to prioritise student wellbeing as a key foundation for engagement, learning and positive behaviour. Whole-school practices focused on strengthening respectful relationships, consistent expectations and inclusive classroom environments. Targeted wellbeing supports and clear processes for responding to student needs ensured that students were known, supported and able to seek help when required.

A focus on connectedness remained central to our wellbeing approach. Results from the Student Attitudes to School Survey indicate that 75.8% of students in Years 4 to 6 reported a positive sense of connectedness to school. This result was comparable to similar schools (76.2%) and slightly below the state average (77.1%). While lower than the school's four-year average of 84.4%, the data provided valuable insight into student experience and highlighted the importance of continuing to build strong peer relationships, student voice and a sense of belonging across the school.

Students' perceptions of how effectively bullying is managed remained consistent with similar schools. In 2025, 75.4% of Years 4 to 6 students provided positive endorsement for the Managing Bullying factor. This result aligned with similar schools (75.4%) and was comparable to the state average (76.4%). Although below the school's four-year average of 80.7%, the data reflects the ongoing complexity of social dynamics and reinforces the importance of clear expectations, early intervention and restorative practices.

South Geelong Primary School continued its implementation of School Wide Positive Behaviour Support (SWPBS). This included establishing clear major and minor behaviours and utilised the Department's Positive Classroom Management Strategies (PCMS) resources, particularly focusing on discouraging inappropriate behaviours.

## Engagement

In 2025, the school maintained a strong focus on student engagement, recognising the critical relationship between regular attendance, positive relationships and improved learning outcomes. Whole-school approaches emphasised clear expectations, consistent routines and proactive communication with families to support students' consistent participation in learning.

Overall attendance remained stable and better than the state average. Across Prep to Year 6, students recorded an average of 19.0 absence days, which is slightly lower than both similar schools (19.2 days) and the state average (21.5 days), and consistent with the school's four-year average (19.4 days). This indicates that, despite ongoing challenges such as illness and family commitments, most students attended school regularly.

Attendance rates across all year levels remained relatively consistent. In the early years, attendance was strongest, with Prep students attending 90.8% of school days, increasing to 91.6% in Year 2. Attendance in the middle and upper years ranged from 90.6% in Year 3 to 89.2% in Year 6. While these rates reflect a gradual decline across year levels, this pattern is consistent with state and system-wide trends.

Throughout the year, school leaders and teachers monitored attendance data closely to identify emerging patterns and students at risk of disengagement. Early intervention strategies, including family communication and wellbeing support, were used to promote regular attendance and re-engagement where required.

Engagement strategies were further strengthened through classroom practices that promoted predictable structures, active participation and clear learning intentions. These approaches supported students to feel confident, connected and ready to learn when attending school.

Our Voice and Agency Leaders (VAL) continued to be a great success, regularly prioritising and supporting student input into a wide range of school related initiatives and also raising funds for a number of community based organisations.

## Financial performance

South Geelong Primary School managed its resources strategically throughout the year to prioritise student learning, engagement, and wellbeing. The school finished 2025 with a modest deficit, primarily reflecting the additional staffing and supports delivered through the Tier 3 Disability Inclusion program to meet individual student needs.

Spending decisions were carefully aligned with key improvement priorities, directing funds toward effective teaching and learning, wellbeing initiatives, and ongoing staff development. Planning was informed by student data, cohort needs, wellbeing considerations, and Department expectations, ensuring a responsive and future focused approach.

The school also maintained a strong focus on improving its physical environment, investing in projects such as a new front fence, upgraded network cabling, pavement marking, and general maintenance including painting and upkeep of internal spaces.

Equity funding continued to strengthen student outcomes by supporting targeted interventions, additional classroom assistance, and access to specialised programs. The Schools Mental Health Fund further enabled the delivery of social and emotional learning programs and wellbeing supports and additional staffing needs.

All Department funding, along with locally raised funds, has been responsibly allocated or committed in accordance with Department requirements and School Council governance. The school community takes pride in its well-resourced learning environment, with the school continuing to serve as a valued hub within the South Geelong community.

**For more detailed information regarding our school please visit our website at https://gsps.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 327 students were enrolled at this school in 2025, 152 female and 175 male. 7% had English as an additional language and 2% 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** | **87.5%** |
| | Similar schools | 81.7% |
| | 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** | **76.2%** |
| | Similar schools | 78.1% |
| | 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** | **88.5%** |
| | Similar schools | 91.3% |
| | State | 86.3% |
| **Mathematics Prep - 6 % of students at or above age expected standards** | **School** | **78.9%** |
| | Similar schools | 90.3% |
| | 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** | **80.5%** | **69.8%** |
| | Similar schools | 79.2% | 79.4% |
| | State | 69.5% | 69.3% |
| **Reading Year 5 % of students Strong or Exceeding proficiency levels** | **School** | **87.8%** | **83.3%** |
| | Similar schools | 84.7% | 85.3% |
| | State | 73.9% | 74.6% |
| **Numeracy Year 3 % of students Strong or Exceeding proficiency levels** | **School** | **81.1%** | **77.4%** |
| | Similar schools | 77.3% | 77.2% |
| | State | 66.2% | 66.4% |
| **Numeracy Year 5 % of students Strong or Exceeding proficiency levels** | **School** | **63.2%** | **67.9%** |
| | Similar schools | 79.4% | 78.3% |
| | 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 | 77.0% |
| | State | 74.7% |
| **Numeracy Year 3 to 5 % of students High or Medium relative growth** | **School** | **61.8%** |
| | Similar schools | 73.2% |
| | 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** | **75.8%** | **84.4%** |
| | Similar schools | 76.2% | 76.6% |
| | 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** | **75.4%** | **80.7%** |
| | Similar schools | 75.4% | 75.4% |
| | 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** | **19.0** | **19.4** |
| | Similar schools | 19.2 | 19.8 |
| | 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** | **90.8%** |
| **Year 1** | **School** | **91.3%** |
| **Year 2** | **School** | **91.6%** |
| **Year 3** | **School** | **90.6%** |
| **Year 4** | **School** | **89.7%** |
| **Year 5** | **School** | **89.7%** |
| **Year 6** | **School** | **89.2%** |

# 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 | $3,482,755 |
| Government Provided DET Grants | $466,854 |
| Government Grants Commonwealth | $9,804 |
| Government Grants State | $3,839 |
| Revenue Other | $21,202 |
| Locally Raised Funds | $343,014 |
| Capital Grants | $0 |
| **Total Operating Revenue** | **$4,327,467** |

| Equity | Actual |
|---|---|
| Equity (Social Disadvantage) | $38,320 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage - Extraordinary Growth) | $0 |
| **Equity Total** | **$38,320** |

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

| Expenditure | Actual |
|---|---|
| Student Resource Package[1] | $3,526,395 |
| Adjustments | $650 |
| Books & Publications | $3,649 |
| Camps/Excursions/Activities | $130,340 |
| Communication Costs | $2,928 |
| Consumables | $56,841 |
| Miscellaneous Expenses[2] | $11,683 |
| Agency Staff | $58,113 |
| Professional Development | $11,596 |
| Equipment/Maintenance/Hire | $14,552 |
| Property Services | $183,163 |
| Salaries & Allowances[3] | $158,976 |
| Support Services | $26,431 |

| Expenditure | Actual |
|---|---|
| Trading & Fundraising | $23,622 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $28,379 |
| **Total Operating Expenditure** | **$4,237,318** |
| **Net Operating Surplus/-Deficit** | **$90,150** |
| **Asset Acquisitions** | **$0** |

[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 | $158,517 |
| Official Account | $50,816 |
| Other Accounts | $50,420 |
| **Total Funds Available** | **$259,752** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $118,379 |
| Other Recurrent Expenditure | $399 |
| Provision Accounts | $0 |
| Funds Received in Advance | $139,951 |
| 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 | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $10,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| **Total Financial Commitments** | **$268,729** |

*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.*