

2025 Annual Report to the School Community

School Name: Carrum Primary School (3385)



- 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 March 2026 at 10:46 AM by Clements Langford (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 March 2026 at 10:46 AM by Clements Langford (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

Carrum Primary School is a community minded primary school situated at the southern end of the City of Kingston, where Patterson River meets Port Phillip Bay. The school was founded in 1901, and is proud of its self-sufficient farmlet, gardens and wetlands that are highly valued aspects of the school's programs. A total of 369 students were enrolled at this school in 2025, 193 female and 176 male (14% of students had English as an additional language). In 2025 Carrum Primary School employed 28 teaching staff on a fulltime and part time basis (equivalent of 24.3 full-time) which including 2 Principal class, 2 Learning Specialists, 2 Lead Teacher. To support the staff and students 19 Education Support Staff (equivalent of 12.3 full-time ES) which also included 1 First Aid Officer. 1 Administration Assistant and 1 Business Manager were employed by the school. The staff work together to provide a safe, happy, friendly and challenging learning environment, ideal for learning. A team of dedicated and caring teachers taught a comprehensive and balanced curriculum, with the main emphasis on the development of literacy and numeracy. The school ran sixteen classes as well as specialists classes in the Arts, PE, STEAM and Mandarin. The school prides itself on fostering positive student well-being, by facilitating the development of each child as an individual and learner. We encourage students to take an active role in becoming responsible for their own learning. We develop the skills, values and attitudes to provide children with a framework for making positive contributions to their community. Our core purpose is to provide flexible differentiated learning programs that incorporate a variety of learning and teaching styles, catering for the diverse needs of our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the staff continued working on two targeted initiatives in relation to the FISO 2.0 initiative. The focus of the Annual Implementation Plan related to Building Excellence in Teaching and Learning with a clear focus on implementing evidence-based high impact strategies in the classroom. The Literacy and Numeracy Professional Learning Teams focused specifically on areas of Writing, Reading (OG- Phonics) and Numeracy, as well as, continuing to improve our ability to evaluate impact of school-based programs on learning. The staff have been involved in professional learning to support with instructional practice and assessment processes in line with the Department VTLM 2.0. These professional development sessions aim to establish a shared and consistent approach across the school. Our 2025 NAPLAN data continues to highlight strong performance in achievement and growth data. The employment of 2 Leading Teachers and the addition of two acting 2 Learning Specialists has helped to focus this work and support student outcomes and staff professional development. PLC goals and targets focus the work of the teachers on short term data sets to drive differentiated learning opportunities for the students to

meet their identified needs through the analysis of student data. The TLI and DI initiatives were again implemented from Grades Prep-6 to support students' catch-up and extension. Carrum Primary School Teacher assessments against the Victorian Curriculum show Carrum Primary School students are performing at a slightly higher level compared to other Victorian Government Schools students. Teacher assessment of student learning has been a focus for the school and this has meant teachers continue to use a consistent approach to critically analyse assessment data. The increasingly strong focus on academic rigor, has supported our comprehensive teaching and learning program and allowed teachers to work in teams in order to differentiate the curriculum to meet the individual needs of our students. The improved quality of assessment practices has enabled teachers to collect accurate data and use that data to provide differentiated teaching and learning programs. This has also allowed for targeted best practice professional learning in key learning areas. Our 2025 NAPLAN results show that once again our students in Grade 5 perform above similar school and the state averages for Reading, Writing and Numeracy. Our Grade 3 mean score for numeracy increased significantly and was above state and similar schools. There is still some work to go with our exceeding and strong percentage which is slightly below the state percentage. We have made the strategic decision to have our Numeracy Learning Specialist work in the P-2 area of the school in 2026 with the support of our network Educational Instructional Leaders to further improve student outcomes in numeracy. In the Grade 5 area while our results are very strong for students in the exceeding and strong range we are aiming to increase the number of students in the exceeding range and maintain and improve the positive results in growth data across Reading, Writing and Numeracy. The school has implemented a range of strategies within our structured English and Mathematics curriculum to improve student learning outcomes. Effective differentiation and meeting the identified learning needs of individual students is our key to improving learning outcomes. This requires ongoing development of curriculum knowledge and explicit teaching skills in Literacy and Mathematics in response to DE introduction of the Victorian Curriculum 2.0 and the VTLM 2.0.

Wellbeing

The school had a designated Wellbeing Professional Learning Team dedicated to support students at school. Staff worked collaboratively during planning times to support professional learning and student well-being concerns. The school continued to offer a variety of tiered supports at each year level to support the students to engage with learning at school. The school increased staffing to cater to individual needs and provide the necessary support required for students to successfully access the curriculum in our school environment. Teachers developed activities to support effective communication, friendship development and connectedness at school. In 2025 new staff completed the Berry Street Education Model Training to keep this consistent across all areas of the school. This work continued to maintain the high level of positive responses on the attitude to school survey in relation to school connectedness and managing bullying over the past two years. In 2025 we had a change in our Student Engagement Learning Specialist. This supported us in increasing the focus on student agency and input in the classroom and in schoolwide communication. We continued to run student focus groups to assist in understanding the attitude to school survey data better and making improvements to our learning environment to enhance student well-being. Staff continued to collect student data throughout the year by implementing short school based surveys and reflected on these results with the students to ensure students opinions were considered and enacted. Throughout the year we updated our website and newsletter and were able to enhance

student voice through this forum. Increased focus on involvement from our school leaders during the year on school wide activities has made an improvement to the school. In Term 4 2025, Parent information sessions were held at the school along with 4 orientation sessions for 2026 prep students to support with their transition to school. Our Grade Prep to 5 students participated in 4 'Up Sessions' to support with their transition between grade levels. Further, our Grade 5/6 teachers worked closely with the high school and the City of Kingston to support our Grade 6 transition program. The teachers met with the teachers at PRSC to arrange activities with our local high schools to support students to feel comfortable in a secondary school setting. In 2026 in response to the change from the City of Kingston in relation to sessional kindergarten more information sessions and education sessions will be setup throughout the year to engage perspective enrolments.

Engagement

School attendance continues to be an area of focus with two of the main reasons students do not attend school being illness and family holidays. We continue to work with families of students who are reluctant to attend school and have developed attendance plans for these students and families. Our attendance rate for 2025 was 91% which is slightly better than similar schools. Our school average of 19 days absent is below that of Similar School and the State. Student and staff well-being has continued to be a significant priority. To support students, teachers made a concerted effort to provide predictable routines, soft landings and brain breaks throughout the day. As part of our Berry Street Education Program teachers use circle time to provide opportunity for connection and the teaching of school values. Student engagement continues to be an area of focus for our staff. Teachers worked collaboratively to provide students with engaging learning opportunities based upon an inquiry approach to learning. In 2025 teachers continued to focus on building a secure learning environment that was engaging and challenging. We continued to focus on core Literacy and Numeracy skills through the use of effective formative assessment to inform the planning of targeted teaching programs. Teachers offered opportunities for parents to discuss their child's progress during 'Meet the Teacher' and 'Parent Teachers Interviews'. Semester reports were shared on Compass at the end of Term 2 & 4. The reports provided an overview of what was taught during each semester, a progression point for Literacy and Numeracy and other curriculum areas taught was provided. The reports outlined how the children performed against Victorian Curriculum 2.0 outcomes at their year level.

Other highlights from the school year

2025 was a review year for Carrum Primary School and we were very proud of the findings by the panel that were reflected in the report. It was clear from the review that the areas the school was already focussing on were reflected in the data sets as the areas to continue to develop. This review showed that NAPLAN, Teacher Judgement and Survey Results were all in a very high range. Our school Performance Report also reflected this as we were graded as High for Learning and Wellbeing. This work demonstrates the work we have done as part of our Learning Community improvement cycle since COVID-19 is now taking traction and showing in results in all aspects of the school. A significant change that has had a major impact was the changing of the school hours. The data has shown a clear reduction in incidents that impact the health and

safety of students and staff. Staff have also reported an improvement in student engagement after break times enabling students to participate in more effective classroom programs after lunch.

Once again our students hosted the 'The Big Green Conference'. This year the students worked with schools in our network to share their learning and celebrate the work they are doing at their schools. Our teachers continue to work with other schools in the network to support students understanding of Environmental Science and Sustainability. Throughout 2025 the school worked with Monash University to participate in a STEAM project based on developing students understanding of key curriculum outcomes in the Victorian Curriculum 2.0. A major highlight of the school year was our Art show. Students were able to showcase their talents with the families. Our Arts Team led by our Arts Captain put the exhibition together and it was a great night that celebrated the work our student do in visual arts. Another family event was our Christmas Concert. The students were able to showcase their performing arts skills and talents while sharing the Christmas Spirit. This was a fantastic community event and a credit to our teachers, students and parent helpers. It also continued to strengthen the connection within our school community. Our students continue to participate in a number of interschool sport events. Our whole school gala days were a great success. Students were able to compete in house teams for Athletics and Cross Country. Many of our students qualified in various sports for division and regional level for swimming, cross country and athletics. In 2025 we had one of our amazing students win the State Title for 800 meters at the State Athletics Championship. A fantastic achievement and something that was celebrated at school. In 2025 we continue to enhance our school communities ability to be inclusive. With the support of our KESO we underwent CUST refresher training and reflected on the steps we have taken to ensure a culturally inclusive school environment. While we have made many steps forward in this process we continue to work with local community groups and our culturely diverse families to continue to build a community where everyone feels safe.

Financial performance

Budgets were monitored throughout the year to ensure funds were allocated appropriately. Payment of subject contributions and essential education items by parents were similar to previous years and programs were resourced appropriately. All funds were allocated to ensure all curriculum programs and school projects were supported effectively. All funds received from the Department, 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. Our current surplus has been factored into long term work force and resource planning of the school and committed for future years.

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 367 students were enrolled at this school in 2025, 192 female and 175 male. 7% 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	80.0%	
	Similar schools	78.9%	
	State	82.0%	

School Staff Survey

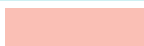
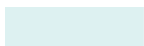
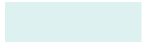
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	77.5%	
	Similar schools	78.0%	
	State	77.4%	

LEARNING

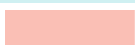
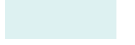
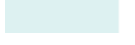
Teacher Judgement of student achievement against the Victorian Curriculum

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	91.7%	
	Similar schools	90.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.1%	
	Similar schools	89.2%	
	State	84.2%	

NAPLAN

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

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	85.4%		77.1%
	Similar schools	75.4%		75.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	87.0%		86.4%
	Similar schools	79.4%		80.6%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	64.6%		65.5%
	Similar schools	72.2%		72.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	86.4%		80.0%
	Similar schools	75.0%		73.8%
	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	81.0%	
	Similar schools	72.8%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	72.5%	
	Similar schools	71.9%	
	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	91.5%		78.3%
	Similar schools	77.2%		77.3%
	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	87.8%		77.5%
	Similar schools	77.5%		76.7%
	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	19.5
	Similar schools	20.1	20.7
	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	92.4%	
Year 1	School	91.8%	
Year 2	School	91.1%	
Year 3	School	90.5%	
Year 4	School	88.8%	
Year 5	School	90.7%	
Year 6	School	86.9%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,072,929
Government Provided DET Grants	\$448,542
Government Grants Commonwealth	\$13,028
Government Grants State	\$0
Revenue Other	\$22,585
Locally Raised Funds	\$337,360
Capital Grants	\$0
Total Operating Revenue	\$4,894,444

Equity	Actual
Equity (Social Disadvantage)	\$29,225
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$29,225

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

Expenditure	Actual
Student Resource Package ¹	\$4,082,198
Adjustments	\$0
Books & Publications	\$7,431
Camps/Excursions/Activities	\$113,342
Communication Costs	\$3,407
Consumables	\$52,355
Miscellaneous Expenses ²	\$14,430
Agency Staff	\$144,111
Professional Development	\$33,798
Equipment/Maintenance/Hire	\$45,867
Property Services	\$105,634
Salaries & Allowances ³	\$19,113
Support Services	\$63,243

Expenditure	Actual
Trading & Fundraising	\$26,540
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,274
Total Operating Expenditure	\$4,735,741
Net Operating Surplus/-Deficit	\$158,703
Asset Acquisitions	\$179,668

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	\$226,795
Official Account	\$53,075
Other Accounts	\$0
Total Funds Available	\$279,870

Financial Commitments	Actual
Operating Reserve	\$108,924
Other Recurrent Expenditure	\$11,390
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$245,559
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,919
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$22,486
Capital - Buildings/Grounds < 12 months	\$227,640
Maintenance - Buildings/Grounds < 12 months	\$53,758
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$678,675

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.