

2025 Annual Report to the School Community

School Name: Croydon Hills Primary School (5255)



- 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 06:07 PM by Julie Reid (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 March 2026 at 11:21 AM by Julie Reid (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

Croydon Hills Primary School, established in 1988, is situated in the Maroondah Council, in the eastern suburbs of Melbourne. It is a vibrant and dynamic school with a clear vision and strong values that guide its educational practices. The school provides an excellent learning environment that encourages academic, social, and personal growth for all students, regardless of their backgrounds or abilities.

Vision:

Croydon Hills Primary School proudly provides our community a safe, inclusive and dynamic learning environment. We create opportunities for students to be inspired, challenged and achieve their best.

Values:

Respect

- We are kind, considerate and inclusive
- We appreciate all that we have

Excellence

- We have high expectations
- We strive for our personal best and take pride in our achievements

Responsibility

- We are honest and act with integrity
- We make a positive difference

Resilience

- We embrace challenge with a growth mindset
- We are curious and brave

The school has a culture and reputation for excellence. It is widely recognised within the broader community for high academic achievement, an exceptional wellbeing culture, and strong performance across sport, performing arts, visual arts, science and Indonesian, ensuring students are supported to achieve their personal best in all areas of school life.

In 2025, Croydon Hills Primary School had 737 students enrolled with an SFOE of 0.1952. The school continued to include all families from different ethnic, cultural, and socio-economic backgrounds. In 2025, five students identified as Koorie, and sixty-five students spoke English as an Additional Language, with Mandarin being the predominant language spoken at home. The school received Equity Funding for forty-one students. Twenty-seven students were supported by Tier 3 Disability Inclusion funding. The school also enrolled international students.

The school employed 96 staff, consisting of one Principal, three Assistant Principals, four Learning Specialists, forty-two classroom and specialist teachers and thirty Education Support

staff who fulfilled roles in administration, canteen, the library, uniform shop, learning support, disability inclusion support and buildings and grounds maintenance. In addition, the School Council employed a team of sixteen Out of School Hours educators.

Collaboration with School Council, the Parent Association (CHAPs) and parent helpers is a highly valued feature of the school.

Staff continued to engage in relevant and quality professional learning, leading to consistent whole school practices and high expectations. This led to quality learning experiences and contributed to the school's highest ever achievement in NAPLAN.

The school's three-hectare site is organised into four collaborative learning communities; Prep (6 classes), Junior (five Year 1 and five Year 2), Middle (four Year 3 and four Year 4) and Senior (four Year 5 and four Year 6) and includes 32 classrooms, dedicated specialist learning spaces, six playgrounds, extensive indoor and outdoor sporting facilities, a farm and Japanese garden, and direct access to Yarrunga Reserve to support camps, sport and community engagement opportunities.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school focused on maximising learning and achievement for every student, with a focus on increasing the proportion of Year 3 students within the strong and exceeding proficiency level in NAPLAN for Writing from 89% (2024) to 90% with 17% exceeding. This was achieved with 90% achieving strong and exceeding with 18% exceeding. The school also celebrated an 11% rise in the number of Year 5 students achieving strong and exceeding in Numeracy from 77% in 2024 to 88% in 2025.

Continued implementation of the Victorian Teaching and Learning 2.0 Framework incorporating such activities as daily reviews for Literacy and Numeracy, coupled with clear staff actions to reduce cognitive load have contributed to increased content retention and contributed to the school's enhanced NAPLAN performance.

The school's significant investment in a whole-school professional learning program coupled with privileged time for collaborative planning directly impacted student outcomes. In 2025, the professional learning focus was on responsive teaching and numeracy. Bron Rylie Jones facilitated sessions on instructional pedagogy and Dr Margarita Breed increased staff knowledge on 'Big ideas in Numeracy.'

The school's practice of using evidence based screening tools to identify gaps in learning and implement targeted interventions, including small group learning enhancement sessions, led to all students achieving their individual learning goals.

In 2026, the school will continue to focus on implementing a comprehensive and logically sequenced curriculum for literacy and numeracy, using data to drive planning and instruction, and teaching beyond curriculum expectations when appropriate. Building teacher capacity to extend and challenge students achieving above expected levels to ensure their continued learning

growth, will also be a focus. In addition, the school will continue developing knowledge-rich units to strengthen horizontal and vertical curriculum connections.

Wellbeing

In 2025, the school worked towards building the capacity of all student to be independent resilient learners.

The school achieved this by:

Providing opportunities for multi model presentations about digital citizenship (Think U Know) and 'Being Brave' (Brainstorm Productions)

Consistent daily routines and growth mindset language as well as teachers modelling 'mistake making' as part of the learning process

Staff professional learning about 'tier 1 strategies' to support wellbeing; how consistent routines and high expectations support positive relationships

The school's successes in this area are reflected in the high percentage of positive endorsement and continued improvement in the DE student Attitudes to School Survey factor responses for:

- Sense of connectedness (82%, 7% above similar schools and 5% above the state average)
- Managing bullying (83%, 9% above similar schools and 7% above the state average)
- Perseverance (79%, 3% above similar schools and the state average)

Our student wellbeing team continued to provide high level support to individuals, groups of student and their families through classroom sessions, staff professional learning, proactive needs based group programs such as 'Seasons for Growth' and 'Peaceful Kids' and coordinating peer-led programs such as 'Helping Hands' (a recess program that supports the development of positive social relationships). Connections with external community support agencies continued to ensure that students and families requiring therapeutic supports were able to access them.

Engagement

In absolute terms, student engagement is measured by student absence data. In 2025, 28% of students achieved 95% or above attendance. This percentage was the same as network schools and 1% above the state average. The school continues to work with all families to reiterate the importance of attendance and put internal and external supports in place for those who need it. The school acknowledges that absences related to the many families that choose to take extended holidays throughout the terms impact attendance data, as opposed to students missing days as a result of disengagement in learning.

The Department's Student Attitudes to School Survey reflected exemplary levels of positive response rates in factors relative to Engagement in learning:

- Effective classroom behaviour (86%, 9% above similar schools and 8% above the state average)

The school achieved high levels of engagement through:

- A sustained focus on rigorous curriculum planning, including a Multi-Tiered System of Support (MtSS) ensuring all students are supported and challenged at their point of need in all curriculum areas
- An extracurricular program that involves students engaging in camps, musical productions and performances, sporting events, Science excursions, Indonesian competitions, and termly excursions and incursions aligned to class units of study and special events (often accompanied by special lunch days from our school canteen).
- The school's Specialist subject program consists of weekly Science, Visual Arts, Library/Digital Technologies, Performing Arts, Physical Education and Languages (Indonesian) and Sensory Motor Gym (Prep) lessons.
- Small Group proactive Wellbeing programs building student capacity
- The school's well-established student leadership programs include a Junior School Council with one elected child representing their class to work together on school enhancement projects and our Year 6 Leadership program with appointed captains in all learning areas of the school. For example, Art Captains lead and report on Art Clubs, Wellbeing Captains lead the 'Helping Hands' peer support program and the Eco Captains champion sustainability initiatives throughout the school.

Other highlights from the school year

Croydon Hills Primary School is proud of the additional programs, events, activities, and partnerships that bring a positive benefit to the school community. Highlights of 2025 included:

• The unwavering dedication of CHAPs (Croydon Hills Association of Parents), to fundraising efforts resulting in numerous special projects being able to be undertaken. Of particular note was the highly successful trivia night. Thanks to multiple businesses for their generous donation of prizes.

The school's exceptional achievements in both participation and competition pathways with School Sport Victoria and other sport associations, the annual Indonesian speaking competition Sayembara Lisan, the Victorian School Music Festival (Choir) and Wakakirri (Dance and Drama).

Our annual Year 2 Concert (Minibeasts), Year 4 production, 'Charlie and the Chocolate Factory' and whole school Art Show.

The school's partnership with multiple sporting and leisure clubs continues to welcome hundreds of community members to our school buildings and grounds weekly.

Financial performance

The school concluded 2025 in a strong financial position and maintained its reputation within the school community of expending or committing funds to provide the optimal learning environment for students and staff. The school's financial statements represent clear financial acumen in the school's short and long-term planning processes and resulted in a whole school year net operating surplus of \$111,103. The surplus was a result of additional revenue via such things as the school's services (Out of School Hours Care, Canteen, and Uniform Shop), and parents' association (CHAPs) fundraising.

The school received a total of \$8745.50 in donations from the school's families, as well as a number of grants, including Sporting Schools (\$3,150), Inclusion Development Fund money to support students in OSHC, and an Australian Cricket Foundation Grant to install cricket nets. The school also received two VSBA led grants. One, an Accessible Building Program, providing improved access to school facilities via 32 new automated doors and specialised equipment, the other, the installation and restoration of ten all-ability access ramps.

School Council continued hire agreements with Maroondah Magic Basketball Club, Soccajoey's, David Tweedie Instrumental Music, Warrandyte South and Warranwood Cricket Clubs, Croydon Hills Netball Club, and Ringwood East and North Ringwood Football Clubs. Collectively, the annual revenue received for all hires totaled \$33,837.00.

Capital Expenditure led to the addition of the boat playground and landscaping (\$95,500) and the installation of new signage (\$36,600).

Equity funding totalling \$45,000 contributed to increased resourcing of materials to support the school's Learning Enhancement and Wellbeing programs.

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

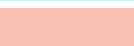
A total of 738 students were enrolled at this school in 2025, 351 female and 387 male. 12% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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	88.5%	
	Similar schools	77.7%	
	State	82.0%	

School Staff Survey


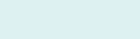


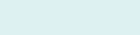

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	87.0%	
	Similar schools	79.4%	
	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	
English Prep - 6 % of students at or above age expected standards	School	92.6%	
	Similar schools	93.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	91.8%	
	Similar schools	92.4%	
	State	84.2%	

NAPLAN

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


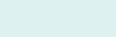


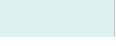

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	91.4%	86.3%
	Similar schools	82.3%	81.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	89.3%	88.4%
	Similar schools	86.3%	85.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	91.3%	90.0%
	Similar schools	81.6%	80.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	87.3%	81.8%
	Similar schools	83.2%	81.4%
	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'.


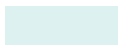

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	74.3%	
	Similar schools	77.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	71.7%	
	Similar schools	74.3%	
	State	74.0%	

WELLBEING


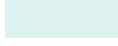

Student Attitudes to School – Sense of Connectedness

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
Years 4 to 6 % positive endorsement	School	81.9%		84.6%
	Similar schools	74.8%		76.4%
	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	83.0%		83.9%
	Similar schools	74.3%		75.3%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

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

		2025	4-year average
Prep - 6	School	17.3	18.6
	Similar schools	18.2	18.6
	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	92.5%	
Year 1	School	92.4%	
Year 2	School	91.1%	
Year 3	School	92.1%	
Year 4	School	90.1%	
Year 5	School	90.5%	
Year 6	School	90.0%	

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	\$8,059,431
Government Provided DET Grants	\$692,508
Government Grants Commonwealth	\$756,613
Government Grants State	\$4,755
Revenue Other	\$49,661
Locally Raised Funds	\$1,489,071
Capital Grants	\$0
Total Operating Revenue	\$11,052,040

Equity	Actual
Equity (Social Disadvantage)	\$45,320
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$45,320

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

Expenditure	Actual
Student Resource Package ¹	\$8,374,100
Adjustments	\$0
Books & Publications	\$2,264
Camps/Excursions/Activities	\$286,729
Communication Costs	\$17,494
Consumables	\$231,726
Miscellaneous Expenses ²	\$50,422
Agency Staff	\$59,912
Professional Development	\$61,918
Equipment/Maintenance/Hire	\$208,974
Property Services	\$387,650
Salaries & Allowances ³	\$1,166,888
Support Services	\$52,381

Expenditure	Actual
Trading & Fundraising	\$334,991
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$761
Utilities	\$76,226
Total Operating Expenditure	\$11,312,438
Net Operating Surplus/-Deficit	(\$260,398)
Asset Acquisitions	\$123,233

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	\$720,786
Official Account	\$68,982
Other Accounts	\$0
Total Funds Available	\$789,768

Financial Commitments	Actual
Operating Reserve	\$489,723
Other Recurrent Expenditure	\$27,613
Provision Accounts	\$393
Funds Received in Advance	\$36,859
School Based Programs	\$4,472
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	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$55,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$694,060

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.