

2025 Annual Report to the School Community

School Name: Edgars Creek Primary School (5310)



- 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 22 March 2026 at 09:49 PM by Teresa Marnik (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 22 March 2026 at 09:50 PM by Teresa Marnik (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

Edgars Creek Primary School is located in Wollert, within the City of Whittlesea, one of Melbourne's fastest-growing communities. In 2025, the school proudly celebrated its fifth year of operation, continuing to grow and strengthen its connection with students, families, and the broader community. Our school is committed to providing a safe, inclusive, and supportive environment where every student is valued and supported to achieve their full potential.

Our vision, "Empowering all students to strive for excellence and become independent lifelong learners," guides our work each day. This is underpinned by our core values of Respect, Responsibility, Courage, and Curiosity, which are embedded across all aspects of school life and support the development of a positive and inclusive learning culture.

In 2025, our enrolment increased to 812 students across 39 home groups, reflecting the continued growth of our community. Our school community is culturally and linguistically diverse, with 79 percent of students identified as having English as an Additional Language. This diversity is a strength of our school and enriches the learning experiences of all students. Our Student Family Occupation and Education (SFOE) band value is Low–Medium, and we remain committed to providing equitable opportunities and targeted support to ensure every student can succeed.

The school was led by a dedicated Leadership Team, including a Principal, one Assistant Principal, one Acting Assistant Principal, an Acting Business Manager, two Leading Teachers, three Learning Specialists, and an Acting Mental Health and Wellbeing Leader (0.8). Our broader team of approximately 85 staff, including teachers, education support staff, and administrative staff, worked collaboratively to support student learning, engagement and wellbeing.

Teaching and learning programs are aligned with the Victorian Curriculum 2.0, with a strong focus on literacy and numeracy as the foundation for student success. Students also participated in a range of specialist programs, including Visual Arts, Performing Arts, Science, Physical Education, Digital Technologies, Spanish, and Oral Language, providing opportunities to develop their skills, creativity and confidence.

Edgars Creek Primary School values its strong partnerships with families and the wider community. We are proud of the supportive and inclusive environment we have built together and remain committed to ensuring that every student matters and every moment counts.

Progress towards strategic goals, student outcomes and student engagement

Learning

A strong focus on explicit teaching and the introduction of cognitive load theory deepened instructional practice across the school. Teachers implemented structured lessons with clear

learning intentions, modelling, guided practice, and feedback to support student understanding and knowledge retention. This work was supported by robust Professional Learning Inquiry Cycles, in which teachers collaboratively analysed student data, identified learning needs, planned targeted instruction, and monitored progress. These cycles also provided opportunities to celebrate student growth and strengthened collective responsibility for improving student outcomes.

Staff engaged in unpacking the Victorian Teaching and Learning Model (VTLM 2.0) and strengthening its alignment with our school's Instructional Framework. This supported consistent, evidence-based teaching practices across all classrooms. A strong focus on numeracy was prioritised, with targeted resources purchased to enhance teaching quality, support differentiated instruction, and improve student engagement and achievement in Mathematics.

Our tutoring program provided targeted literacy and numeracy support, enabling identified students to strengthen foundational skills and demonstrate measurable growth. High-ability students were extended through participation in the GATEWAYS program and the Victorian High-Ability Program (VHAP), providing enrichment and extension opportunities that promoted critical thinking and deeper learning.

These strategies contributed to positive student learning outcomes. Teacher Judgement data showed 89.1% of students P–6 achieved at or above the expected level in English, exceeding Similar Schools and State averages. In Mathematics, 79.4% of students achieved at or above the expected level, exceeding Similar Schools. NAPLAN results showed 56.4% of Year 3 students and 62.4% of Year 5 students achieved Strong or Exceeding in Reading. Numeracy growth was also strong, with 76.7% of students demonstrating high or relative growth from Year 3 to Year 5, exceeding Similar Schools and State averages.

We remain committed to embedding these evidence-based practices to sustain improvement and ensure continued excellence in student learning outcomes.

Wellbeing

Student wellbeing remained a key priority at Edgars Creek Primary School, supported by a strong, whole-school approach to building a safe, inclusive, and supportive learning environment. School leaders led the implementation of the School-Wide Positive Behaviour Support (SWPBS) framework with fidelity, strengthening consistent expectations, positive behaviour reinforcement, and a shared understanding of behavioural standards across the school. This framework supported students to develop positive behaviours, self-regulation, and a strong sense of belonging.

Leaders also prioritised Practice 2: Classroom Procedures and Routines through the Prioritising Classroom Management Strategies (PCMS), thereby supporting teachers in establishing structured, predictable, and engaging learning environments. This work was strengthened through professional learning with Dr. Bill Rogers on one of our Curriculum Days, where staff deepened their understanding of effective classroom management, positive relationships, and proactive strategies to support student engagement and behaviour.

Edgars Creek Primary School actively engaged in the Mental Health and Wellbeing Menu, implementing targeted programs including Canine Comprehension, Cool Kids, Resilience, Rights and Respectful Relationships (RRRR), Smiling Mind, and Butterfly Foundation programs. These

initiatives supported students to develop emotional regulation, resilience and positive social skills. Support was provided through individual, small group and whole-class approaches, ensuring all students were appropriately supported. One key intervention was employing a Speech Pathologist 3 days a week. The Speech Pathologist focused on supporting students through social groups, working with families and building the capacity of staff.

Student Attitudes to School Survey data reflected the positive impact of these initiatives. In 2025, 83.5% of students in Years 4–6 reported a positive Sense of Connectedness, exceeding Similar Schools (77.4%) and the State average (77.1%). Students also reported strong confidence in the school's Management of Bullying, with an 83.7% positive endorsement, significantly above Similar Schools (74.1%) and the State average (76.4%).

These results demonstrate the effectiveness of Edgars Creek Primary School's comprehensive wellbeing framework in strengthening student engagement, wellbeing, and readiness to learn. The school remains committed to sustaining and embedding these practices to support positive outcomes for all students.

Engagement

Student attendance processes continued to be strengthened at Edgars Creek Primary School throughout 2025. Clear procedures were implemented to follow up on unexplained absences, and regular communication was provided to families highlighting the importance of consistent school attendance to support student learning and wellbeing. While some families undertook extended overseas travel during the school term, impacting overall attendance data, the school introduced Student Learning Absence Plans to ensure continuity of learning and minimise disruption to student progress.

We continued our valued partnership through the intergenerational program with a local retirement village, providing students with meaningful opportunities to build connections and engage with the wider community.

Student voice and agency remained a strong focus. School Captains and Vice Captains demonstrated leadership by facilitating assemblies and supporting significant school events. Specialist Leaders and House Leaders also played an important role in promoting student engagement and whole-school participation. Our Junior School Council representatives actively contributed to the school community by organising fundraising initiatives and supporting local charities, fostering a strong sense of social responsibility and leadership.

Whole-school wellbeing and engagement programs continued to support student participation and connection. Initiatives such as the Breakfast Club provided students with a positive start to the school day, supporting readiness to learn. Whole-school events, including Harmony Day and Do It For Dolly Day, promoted inclusion, anti-bullying and community engagement.

Student engagement was further enhanced through an increased range of student clubs offered during recess and lunch breaks. These clubs provided students with opportunities to explore their interests, develop social connections, and strengthen their sense of belonging within the school community.

Other highlights from the school year

Edgars Creek Primary School provides a rich range of programs and experiences that enhance student learning, wellbeing and community connection. In 2025, the school proudly introduced a sequential P–6 camping and experiences program designed to progressively build student confidence, independence and resilience. This program includes the Prep Breakfast, Year 1 Dinner and Disco, Year 2 Dinner and Movie Night, Year 4 camp and the Year 6 two-night camp, supporting students to develop leadership, teamwork and independence.

Our excursions program strengthened curriculum connections through authentic learning experiences. Students participated in a range of excursions, including Prep visiting Bundoora Farm, Year 1 attending Edenvale Farm, Year 2 visiting Melbourne Museum, Year 3 attending the Polly Woodside, and Year 5 participating in a Parliament incursion. These experiences enriched classroom learning and supported deeper student engagement.

Whole school events such as the Specialist Spectacular, Book Week Parade, Harmony Day, Spanish cultural celebrations and Science Week fostered creativity, engagement and a strong sense of belonging. Students demonstrated strong participation in interschool sports, gala days, Cross Country and Hoop Time, promoting teamwork and physical wellbeing.

Environmental and well-being initiatives, including the Nude Food program and Emu Bob's sustainability initiative, supported student responsibility and environmental awareness.

Financial performance

Our school remains in a strong financial position.

Throughout 2025, we made strategic investments to further enhance our learning environments. This included upgrading furniture in the Prep building and reconfiguring spaces within our permanent buildings to maximise functionality — including improvements to our amphitheatre areas, the creation of an additional office space, and the installation of a wall to better separate the office area from the staff lounge.

The school also invested in a projector for the gym to enhance whole-school assemblies, physical education programs and community events. In addition, we made a significant investment in upgrading our iPad fleet to strengthen digital learning opportunities across all year levels.

We were fortunate to secure additional portable buildings to accommodate our growing student population and ensure our learning spaces remain fit for purpose.

To further enhance student wellbeing and support students with additional needs, funds were allocated to targeted resources and intervention supports. Significant investments were also made in curriculum resources, including take-home books, decodable readers and mathematics teaching materials to strengthen classroom instruction and improve student outcomes.

Our Equity funding was strategically allocated through the Student Resource Package to support additional teaching and education support staff, ensuring targeted intervention and continued educational excellence for all students.

The total funds available to the school at the end of the year reflect a strong overall financial position, enabling us to confidently plan and fund future improvement projects that will continue to benefit our entire school community.

**For more detailed information regarding our school please visit our website at
<https://edgarscreekps.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 800 students were enrolled at this school in 2025, 394 female and 406 male. 80% had English as an additional language and 1% 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 - Medium**.

Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	75.6%	
	Similar schools	81.1%	
	State	82.0%	

School Staff Survey

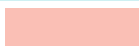
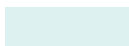
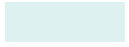
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	67.4%	
	Similar schools	72.9%	
	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	89.1%	
	Similar schools	82.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	79.4%	
	Similar schools	78.4%	
	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	56.4%		59.6%
	Similar schools	61.0%		61.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	62.4%		68.1%
	Similar schools	68.4%		69.2%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	47.5%		50.5%
	Similar schools	53.9%		55.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	57.8%		57.4%
	Similar schools	61.5%		60.9%
	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	63.6%	
	Similar schools	74.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	76.7%	
	Similar schools	75.2%	
	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	83.5%		83.8%
	Similar schools	77.4%		77.9%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	83.7%		85.6%
	Similar schools	74.4%		73.7%
	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	27.1	27.0
	Similar schools	25.3	25.5
	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	86.0%	
Year 1	School	85.0%	
Year 2	School	87.5%	
Year 3	School	86.7%	
Year 4	School	86.1%	
Year 5	School	86.4%	
Year 6	School	86.4%	

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	\$8,922,257
Government Provided DET Grants	\$1,472,655
Government Grants Commonwealth	\$17,999
Government Grants State	\$0
Revenue Other	\$60,250
Locally Raised Funds	\$342,609
Capital Grants	\$0
Total Operating Revenue	\$10,815,769

Equity	Actual
Equity (Social Disadvantage)	\$185,734
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$185,734

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

Expenditure	Actual
Student Resource Package ¹	\$8,502,887
Adjustments	(\$500)
Books & Publications	\$4,737
Camps/Excursions/Activities	\$131,775
Communication Costs	\$6,690
Consumables	\$160,728
Miscellaneous Expenses ²	\$28,683
Agency Staff	\$279,326
Professional Development	\$44,277
Equipment/Maintenance/Hire	\$130,427
Property Services	\$192,796
Salaries & Allowances ³	\$161,390
Support Services	\$161,688

Expenditure	Actual
Trading & Fundraising	\$16,668
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$93,719
Total Operating Expenditure	\$9,915,291
Net Operating Surplus/-Deficit	\$900,478
Asset Acquisitions	\$146,466

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	\$993,426
Official Account	\$28,446
Other Accounts	\$13,496
Total Funds Available	\$1,035,369

Financial Commitments	Actual
Operating Reserve	\$235,484
Other Recurrent Expenditure	\$28,558
Provision Accounts	\$0
Funds Received in Advance	\$2,000
School Based Programs	\$88,362
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$39,028
Repayable to the Department	\$848
Asset/Equipment Replacement < 12 months	\$30,500
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$574,780

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.