

2025 Annual Report to the School Community

School Name: Albanvale Primary School (5179)



- 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 09:17 AM by Michael Uzunovski (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 04 May 2026 at 10:47 AM by Michael Uzunovski (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

Albanvale Primary School is located in Melbourne's western suburbs and serves a diverse and multicultural community. The school has an enrolment of 311 students who represent a wide range of cultural, linguistic and socioeconomic backgrounds, contributing to a rich and inclusive learning environment.

The school is committed to providing a safe, supportive and engaging learning environment where all students are supported to achieve positive academic, social and emotional outcomes. Teaching and learning programs are guided by the School Strategic Plan and are aligned to the Victorian Curriculum, with a strong focus on improving student learning outcomes through high-quality instructional practice. Staff work collaboratively to analyse student learning data, strengthen teaching practice and implement targeted interventions to support learning growth for all students.

Albanvale Primary School operates straight year levels from Prep to Year 2, with composite classes in Years 3/4 and 5/6. Students' learning experiences are enhanced through specialist programs in Performing Arts, Science, Physical Education, Visual Arts and Italian. Student wellbeing and engagement are a core priority, supported through a whole-school approach to positive behaviour, resilience and connectedness. The school's commitment to wellbeing is recognised through its achievement of Platinum status in the School-Wide Positive Behaviour Support (SWPBS) framework. Strong partnerships with families, carers and the wider community are highly valued and are recognised as essential in supporting student learning and wellbeing. Ongoing community engagement, reflective practice and a culture of continuous improvement underpin the work of the school. The school has made progress toward achieving our four-year goals and are on track to reach the consolidation phase of implementation by the end of 2026.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Albanvale Primary School, improving student learning outcomes remains a core focus. Throughout the year, the school continued to prioritise high-quality teaching and learning practices to support consistent learning growth for all students. Teaching and learning programs were aligned to the Victorian Curriculum, with an emphasis on building strong foundations in literacy and numeracy aligned to the Victorian Teaching and Learning Model 2.0 (VTLM).

Teachers worked collaboratively to plan, implement and review teaching programs, using assessment and student learning data to inform instruction and identify targeted interventions. A focus on explicit teaching, differentiation and formative assessment supported students to engage

in their learning and progress at their point of need. Our robust multi-tiered systems of support targeted informed interventions that were implemented to support students requiring additional assistance, or extension opportunities to challenge and extend high-achieving students.

Ongoing professional learning, instructional coaching and ongoing cycles of action research supported staff to strengthen instructional consistency aligned to the VTLM 2.0 and continue to build collective efficacy. This focus on continuous improvement, informed by data and shared professional dialogue, enabled the school to monitor student progress and refine teaching practices to maximise learning outcomes. Despite the learning gains in Writing, the school will continue with this priority to embed practices across the school.

Wellbeing

Results from the Student Attitudes to School Survey reflect the strong and positive culture at Albanvale Primary School. Students reported very high levels of connection to their school, with results exceeding those of similar schools, network schools and the state across all areas. In particular, students indicated a strong sense of belonging and feeling safe at school, highlighting the supportive and inclusive environment that has been built within our community.

One of the most encouraging outcomes was the significant improvement in students reporting that they do not experience bullying, alongside improved perceptions of how bullying is managed. These results align closely with the school's continued focus on the implementation of School-Wide Positive Behaviour Support (SWPBS) and proactive wellbeing initiatives. Programs and shared learning experiences were designed to strengthen positive relationships, promote respectful behaviour and help students develop the skills needed to support one another.

This collective commitment to student wellbeing was recognised through the school achieving Platinum accreditation under the SWPBS Framework. Albanvale Primary School is proud of its strong, caring and welcoming culture, grounded in the school values of Excellence through Respect, Responsibility and Collaboration.

Student wellbeing will continue to be a central focus, ensuring all students feel safe, supported and ready to learn. The school will regularly monitor student engagement and wellbeing through whole-school surveys, including the Student Attitudes to School Survey. When additional support is needed, students and families are supported through partnerships with the school's Student Wellbeing Officer, Department of Education support services and external agencies. Key wellbeing programs — including Restorative Practices, School-Wide Positive Behaviours, Respectful Relationships, transition programs, house teams, Junior School Improvement Team, values education and student leadership opportunities — will continue to strengthen relationships, student voice and a positive sense of community across the school

Engagement

Regular attendance continued to be a strength at Albanvale Primary School. Over the past year, student absences remained lower than those of similar schools and the state, with the school's

four-year average also reflecting strong attendance patterns. When students were absent, this was most commonly due to illness, followed by parent-approved leave for extended family holidays.

Supporting students to attend school regularly is a shared priority between the school and families. To encourage positive attendance habits, the school implemented a range of supportive and motivating strategies. These included closely monitoring attendance through a dedicated Attendance Officer, celebrating attendance achievements at school assemblies, recognising class and individual efforts, and maintaining regular communication with families through phone calls and newsletter updates. These approaches allowed the school to identify students who needed additional support and provide personalised assistance to help them stay connected to learning.

Student leadership has also played an important role in building positive attitudes towards attendance and engagement. The Junior School Improvement Team developed peer-led initiatives aimed at making school an enjoyable and engaging place to be. Activities such as lunchtime clubs, sporting competitions and attendance raffles helped foster a sense of belonging, encourage participation and strengthen connections between students.

The school will continue to work closely with families to promote the importance of regular attendance. Attendance patterns will remain closely monitored, with a focus on early communication, encouragement and recognition rather than punishment. Families will continue to be supported through access to the school's Student Wellbeing Officer and Attendance Officer, ensuring that any barriers to attendance are addressed collaboratively and compassionately.

Creating a positive and engaging learning environment remains central to the school's work. Students are encouraged to take an active role in their learning through opportunities to share their voice, set goals and reflect on their progress. Classroom practices such as clear learning intentions, success criteria, differentiated learning and appropriately challenging goals support students to feel confident, capable and motivated. In addition, the school explicitly teaches the Victorian Curriculum capabilities and integrates digital technologies into learning, helping students develop the skills they need to be engaged, curious and successful learners.

Financial performance

During the reporting period, Albanvale Primary School received equity funding totalling \$786,234, which was directed towards improving student learning outcomes and reducing barriers to engagement. These funds were strategically used to strengthen teaching and learning across the school, including the employment of school-based instructional coaches who worked alongside teachers to improve classroom practice and support consistent, high-quality instruction.

Additional equity funding supported the purchase of literacy and numeracy resources, upgrades to ICT hardware, and the renewal of library collections and teacher reference materials, ensuring students and staff had access to high-quality learning tools.

As a result of changes to the school's staffing profile, savings in salary expenditure were achieved and carried forward, contributing to a net operating surplus of \$417,756. These funds have been responsibly allocated for future use to support ongoing school improvement. Planned expenditure includes continued maintenance and upgrades to school facilities, expansion of staffing to

strengthen intervention and Response to Intervention (RTI) programs, and further investment in digital technologies and educational resources to enhance teaching and learning.

Significant investment was also made in school buildings and grounds to improve safety, comfort and learning environments for students and staff. This included extensive underground plumbing repairs, safety works to upgrade internal ceilings in original school buildings, installation of upgraded heating and cooling systems in learning spaces, replacement of flooring in the Art and Science rooms, and the establishment of high-quality sports and play equipment across the school.

The school remains committed to careful financial planning and responsible resource management to ensure that funding continues to be directed towards initiatives that strengthen learning, wellbeing and the overall school environment for the benefit of the entire community.

**For more detailed information regarding our school please visit our website at
<https://www.albanvaleps.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 321 students were enrolled at this school in 2025, 151 female and 170 male. 70% 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 **High**.




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	91.2%	
	Similar schools	90.6%	
	State	82.0%	

School Staff Survey





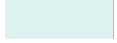

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	90.8%	
	Similar schools	75.7%	
	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	76.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	95.1%	
	Similar schools	70.9%	
	State	84.2%	

NAPLAN

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


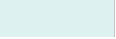


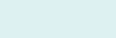

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	93.3%	76.7%
	Similar schools	54.0%	53.6%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	95.0%	85.5%
	Similar schools	59.2%	59.0%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	80.0%	69.7%
	Similar schools	46.3%	46.9%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	76.9%	79.8%
	Similar schools	50.5%	50.7%
	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	82.9%	
	Similar schools	74.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	82.4%	
	Similar schools	76.4%	
	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	97.9%	97.2%
	Similar schools	81.5%	81.0%
	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	97.0%	94.6%
	Similar schools	81.5%	79.2%
	State	76.4%	75.8%

ENGAGEMENT



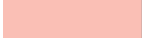




Average absence days per student

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	19.1	21.2
	Similar schools	23.0	23.3
	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	89.9%	
Year 1	School	88.8%	
Year 2	School	90.8%	
Year 3	School	91.2%	
Year 4	School	89.2%	
Year 5	School	91.1%	
Year 6	School	91.4%	

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	\$3,615,514
Government Provided DET Grants	\$1,861,849
Government Grants Commonwealth	\$16,174
Government Grants State	\$0
Revenue Other	\$104,265
Locally Raised Funds	\$89,660
Capital Grants	\$0
Total Operating Revenue	\$5,687,462

Equity	Actual
Equity (Social Disadvantage)	\$786,234
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$786,234

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

Expenditure	Actual
Student Resource Package ¹	\$3,946,185
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$71,960
Communication Costs	\$3,406
Consumables	\$125,921
Miscellaneous Expenses ²	\$11,799
Agency Staff	\$246,987
Professional Development	\$88,881
Equipment/Maintenance/Hire	\$169,010
Property Services	\$483,853

Expenditure	Actual
Salaries & Allowances ³	\$0
Support Services	\$44,781
Trading & Fundraising	\$33,340
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,582
Total Operating Expenditure	\$5,269,705
Net Operating Surplus/-Deficit	\$417,756
Asset Acquisitions	\$563,431

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	\$778,911
Official Account	\$126,055
Other Accounts	\$0
Total Funds Available	\$904,966

Financial Commitments	Actual
Operating Reserve	\$220,587
Other Recurrent Expenditure	\$79,572
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$72,891
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$130,000
Capital - Buildings/Grounds < 12 months	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$210,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,063,050

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.