2025 Annual Report to the School Community

School Name: Oak Park Primary School (4721)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 20 April 2026 at 02:50 PM by Michael Gill (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 12:14 PM by Michael Gill (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

The stated purpose of Oak Park Primary School is to 'work collaboratively to provide a stimulating, safe and challenging learning environment that promotes resilient, innovative thinkers'. Our school values, developed in consultation with the school community are Respect, Responsibility and Resilience. Oak Park Primary School is located in the City of Merri-Bek close to the border of the City of Moonee Valley.
The school has a capped enrolment of 450 students but currently sits just below that at 398, recent data shows that 20 percent of students have English as an additional language. The original school buildings were established in 1954. Stage One of a total redevelopment of the school was completed in 2004. The remainder of the old school was demolished in 2006 and Stage two completed in September 2007. Stage two incorporated new General Purpose Classrooms, a Multi Purpose Centre, an Arts Centre and Library. The school also gained a full sized, non template gymnasium in 2011 as part of the BER initiative.
The 2025 School Family Occupation (SFO) index score of 0.3120 suggests that student achievement means could be expected to be in the top half of state results. During the current School Strategic Plan period, the school seeks to improve student outcomes in English and Mathematics, further empower students to take responsibility for their own learning and strengthen our PLC structures.
Teaching staff acknowledge the crucial role they play in the lives of our students with consensus that collaboration, professional learning and planning are the most significant factors in improving student outcomes. A major focus during the past few years has been to assist teachers to develop their pedagogy, to gain agreement on what good teaching is, and deliver that in every classroom. All teachers have planning time working collaboration with their PLC (teaching team) to promote classroom consistency and effective curriculum planning.

There are Specialist classes in Visual Arts, Performing Arts, Science (semester long), Japanese (semester long) and Physical Education. An instrumental Music Program is outsourced and offers voice, keyboard, guitar and drums. The school has well developed structures in place to support student wellbeing and has introduced School Wide Positive Behaviour approaches and inclusive practices supported by the Mental Health and Wellbeing Leader initiative. The school presents as an attractive and orderly environment and student behaviour is generally very good. A supportive performance and development culture exists and openness, dialogue, inquiry, risk taking and trust are fostered. Peer Observations between teachers are encouraged and teachers are focused on sustained improvement.

Progress towards strategic goals, student outcomes and student engagement

Learning

In Mathematics, we have successfully embedded the Launch, Explore, Summarise approach within our school's Instructional Model. This year, all Professional Learning Communities (PLCs) completed cycles led by our Learning Specialists, with a specific focus on differentiation and peer observations. This has been particularly beneficial for our newer staff, who received multiple exposures to our instructional model. We have refined the use of our Problem-Solving Scope and Sequence, supported by engaging classroom displays that showcase student work. Using funding from the Victorian High-Ability Program, we established an extension program for high-achieving students. This initiative received very positive feedback from our parent community and was greatly enjoyed by the students. This focus on problem-solving will remain a core component of our start-up program for 2026.

In Writing, our staff have worked diligently to align our documentation and assessment processes with the new Victorian 2.0 curriculum expectations. A whole-school PLC cycle significantly improved our conferencing and feedback processes, allowing us to reflect on the next steps for our 2026 Annual Implementation Plan (AIP).We successfully refined the phonics scope and sequence for Foundation to Grade 2. Now in our third year of using Little Learners Love Literacy, our Junior School staff have gained the confidence and consistency required to ensure high-quality delivery. We have consolidated our writing assessment documentation across all PLCs, ensuring a unified approach as we move into the new school year.

In Reading, the Reading Workshop model has been revised this year, with a focus on effective teacher modelling and clear documentation to support consistency, especially for our new teaching staff. Our intervention structures remain a source of great pride for our Leading Teacher and Education Support (ES) staff. We invested in comprehensive training for both teachers and ES staff to deliver MiniLit and MacqLit. These programs have been highly effective in supporting student results and have served as a vital lever in keeping students out of the 'Needs Support' category in NAPLAN testing. We have effectively reported the progress of students in these programs to their families, ensuring a transparent and collaborative approach to student growth.

These results are a testament to the robust support and extension structures we have in place at Oak Park Primary School, ensuring every student has the opportunity to succeed.

Year 3 Results - Students receiving 'strong' or 'exceeding' NAPLAN proficiency

Reading - Oak Park - 73%, Network Schools - 59%

Writing - Oak Park - 75%, Network Schools - 71%

Numeracy - Oak Park - 68%, Network Schools - 53%

Year 5 Results - Students receiving 'strong' or 'exceeding' NAPLAN proficiency

Reading - Oak Park - 92%, Network Schools - 64%

Writing - Oak Park - 74%, Network Schools - 64%

Numeracy - Oak Park - 78%, Network Schools - 57%

Wellbeing

Throughout 2025, we bolstered our capacity to support the diverse needs of our students, building on the foundations of our Wellbeing Community of Practice. A primary focus this year was the successful transition to the Disability Inclusion Model. To lead this work, we increased our Disability Inclusion Coordinator's time fraction to 0.4 EFT and expanded our Mental Health and Wellbeing Leader position to a full-time (1.0 EFT) role. This increased leadership capacity, combined with the employment of two additional Education Support staff has ensured that our neuro-diverse students (particularly within the Junior cohort) receive high-quality, personalised assistance directly within their classrooms.

Staff professional growth has been a cornerstone of our wellbeing strategy. All staff participated in four comprehensive training days dedicated to the Berry Street Education Model (BSEM). This professional learning has equipped our team with trauma-informed strategies to support student regulation and engagement. We have already established a set of agreed-upon 'non-negotiables' for BSEM to ensure a consistent, school-wide rollout in 2026. Furthermore, we have enhanced our delivery of the Respectful Relationships curriculum by establishing a consistent scope and sequence, ensuring that resilience and social-emotional skills are taught explicitly and sequentially across all year levels.

Our physical environment has also evolved to meet student needs. We completed the expansion of the Wellbeing Space within the school library, featuring updated sensory resources and custom cabinetry. This space was officially opened with an opportunity for community members to visit the space to ensure families understand how it supports student regulation. By combining these structural improvements with targeted Tier 2 interventions like MiniLit and MacqLit, we continue to foster a safe, inclusive environment where every student is empowered to thrive both emotionally and academically.

Engagement

Student engagement remains at the heart of our school improvement journey, with 2025 seeing a focused effort to align school culture with clear, student-informed expectations. A major milestone was the review and refinement of our School-Wide Positive Behaviour Support (SWPBS) matrix. Working alongside the Student Wellbeing Community of Practice and our student leaders, we ensured that student voice was central to this process. The result is a more inclusive and accessible framework, featuring separate Junior and Senior versions with age-appropriate artwork. To further support our neuro-diverse and younger learners, we integrated Boardmaker visuals to ensure the matrix is clear and usable for everyone. While the new matrix is ready, we have strategically scheduled the full launch for Term 1, 2026, to ensure it receives the dedicated focus it deserves.

In Mathematics, we sustained a robust whole-school approach to communication. Regular newsletter updates kept our families informed of our strategic focus on differentiation and problem-solving, ensuring that the Maths Dispositions introduced in previous years remain

embedded in our community's language. By maintaining this high level of transparency, we have reinforced the connection between positive learning habits and academic success.

We also took proactive steps to engage families as partners in the learning process. We delivered targeted training workshops for volunteers focused on the Reading curriculum, specifically teaching parents how to use decodable readers and establish sustainable home-reading routines. While this program was partially delivered this year, the positive response has prompted plans to expand these sessions in 2026. By bridging the gap between school instruction and home support, and continuing to monitor attendance trends closely, we remain committed to ensuring every student is deeply connected to their learning and the wider Oak Park community.

Other highlights from the school year

In 2025, Oak Park Primary School continued to build on its extracurricular culture, delivering a year filled with community connection, physical activity, and creative achievement. A major highlight was the biennial Art Show, which saw over 1,000 tickets sold to adult attendees. Every student was represented, proudly exhibiting three to four original pieces of art in a celebration of talent and creativity that resonated throughout the school.

Our commitment to physical development and life skills remained a priority. For the second consecutive year, we successfully held our swimming program at the Windy Hill indoor pool, providing consistent water safety education across all year levels. Our established camp programs: including the Year 2 Big Night In and the 3-day and 4-day camps for our senior students.

The year was also marked by a significant enhancement to our school facilities. Following another highly successful Fun Run, the Parents and Friends Association (PFA) raised substantial funds which, combined with the school’s contribution, allowed for the construction of a brand-new playground. This addition serves as a lasting legacy of our community's generosity. While we moved away from external environmental partnerships this year, our focus on providing high-quality infrastructure and engaging events ensured 2025 was a standout year for student experience at Oak Park.

Financial performance

We maintained a strong financial position throughout 2025, consistently managing our resources to support both student wellbeing and school infrastructure. We received $39,907 in Equity Funding and $152,842 in Tier 2 Disability Inclusion Funding. These funds were strategically allocated to staffing, including our Mental Health and Wellbeing Leader and the expansion of our Education Support team, ensuring we met the diverse needs of our students under the Disability Inclusion Model.

A significant financial milestone this year was the $100,000 investment in a new playground. This project was made possible through the diligent use of school savings combined with the impressive fundraising efforts of our Parents and Friends Association (PFA). Our community support remains robust, with approximately 80% of families providing their voluntary Curriculum

Contributions, a figure that remains consistent with previous years and allows us to maintain high-quality classroom resources.

In terms of school operations, Team Kids continued as our before and after school care provider following a successful tenure and renewal by the School Council. While we have moved away from the PIVOT survey to streamline our data collection, our focus remains on using evidence-based tools to monitor school climate. Looking ahead, our healthy balance in the High Yield Investment Account ensures we are well-positioned for future grounds enhancements and operational requirements.

For more detailed information regarding our school please visit our website at https://www.oakparkps.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 398 students were enrolled at this school in 2025, 176 female and 222 male. 20% 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**	**81.8%**
	Similar schools	79.9%
	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**	**76.3%**
	Similar schools	79.1%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**91.8%**
	Similar schools	90.6%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**87.0%**
	Similar schools	89.3%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**73.4%**	**79.9%**
	Similar schools	77.4%	78.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**91.9%**	**89.7%**
	Similar schools	82.6%	83.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**67.7%**	**70.4%**
	Similar schools	76.7%	75.7%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**78.4%**	**77.1%**
	Similar schools	77.8%	77.1%
	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**	**91.4%**
	Similar schools	77.1%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**82.9%**
	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**	**72.6%**		**75.2%**
	Similar schools	77.5%		76.7%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**75.4%**		**73.6%**
	Similar schools	77.3%		75.7%
	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**	**18.4**	**18.4**
	Similar schools	19.1	19.6
	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**	**93.7%**	
Year 1	**School**	**90.5%**	
Year 2	**School**	**91.2%**	
Year 3	**School**	**90.0%**	
Year 4	**School**	**90.8%**	
Year 5	**School**	**90.3%**	
Year 6	**School**	**88.4%**	

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	$4,091,574
Government Provided DET Grants	$353,062
Government Grants Commonwealth	$8,482
Government Grants State	$0
Revenue Other	$32,562
Locally Raised Funds	$347,551
Capital Grants	$0
Total Operating Revenue	**$4,833,233**

Equity	**Actual**
Equity (Social Disadvantage)	$39,908
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$39,908**

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

Expenditure	**Actual**
Student Resource Package[1]	$4,170,983
Adjustments	$0
Books & Publications	$349
Camps/Excursions/Activities	$172,027
Communication Costs	$8,789
Consumables	$135,028
Miscellaneous Expenses[2]	$32,853
Agency Staff	$15,166
Professional Development	$46,121
Equipment/Maintenance/Hire	$52,836
Property Services	$119,642
Salaries & Allowances[3]	$236,800
Support Services	$17,976

Expenditure	Actual
Trading & Fundraising	$26,389
Motor Vehicle Expenses	$0
Travel & Subsistence	$64
Utilities	$35,029
Total Operating Expenditure	**$5,070,051**
Net Operating Surplus/-Deficit	**($236,818)**
Asset Acquisitions	**$0**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$538,402
Official Account	$12,319
Other Accounts	$0
Total Funds Available	**$550,721**

Financial Commitments	Actual
Operating Reserve	$149,845
Other Recurrent Expenditure	$8,371
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$342,619
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$10,000
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$103,532
Maintenance - Buildings/Grounds < 12 months	$63,208
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$677,574**

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.