2025 Annual Report to the School Community

School Name: Auburn South Primary School (4183)

- 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 23 March 2026 at 04:59 PM by Travis Paterson (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 24 March 2026 at 08:27 AM by Travis Paterson (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

Auburn South Primary School was established in 1925 and is located in the suburb of Hawthorn East, Victoria, in the local government area of the City of Boroondara. The school was listed as a significant place by the City of Boroondara in February 2021 due to its historical, architectural and aesthetic significance to the local area.

At Auburn South Primary School we develop a positive sense of identity within a community that empowers individuals to flourish as open-minded inquirers, creative thinkers and compassionate, globally responsible citizens. To achieve this, our school prioritises the following:

· Inquiry: Learners are curious and have the skills to pursue learning that has real-word relevance and impact.

· Agency: Learners are motivated to take initiative and make meaningful and intentional decisions to direct their learning. This is supported by voice, choice and ownership within the learning community.

· International Mindedness: Learners develop the attributes to thrive in a culturally diverse and rich learning environment. They actively seek different perspectives and understand the world through a local and global lens.

· Relationships and Wellbeing: Learners foster respectful relationships and build strategies that enable positive behaviours to strengthen their health and wellbeing.

As an authorised International Baccalaureate Primary Years Program (IB PYP) school we ensure that all students are able to identify their strengths, experience personal and academic growth, be challenged in their learning, and reach their potential. This commitment to the philosophy of the IB PYP also ensures that our students develop the skills, knowledge and attributes required to become an internationally minded citizen. Our Stephanie Alexander Kitchen Garden program supports this philosophy and builds upon our already high levels of student engagement and connectedness to school.

In 2025, the school's Student Family Occupation and Education Index (SFOE) was 0.0801 placing the school in the 'low band' for level of social disadvantage and any associated funding. In 2025, 21% of students speak a language other than English at home. In total, 24 different languages are spoken, and 103 (19%) students speak English as an Additional Language (EAL).

As an International Baccalaureate World School, Auburn South Primary School openly welcomes enrolments via the International Student program with 18 international students attending in 2025. Like similar schools in the area, the school's enrolments have been slowly decreasing over the past 3 years (due to cost of living/housing and a reduction in birth rates) and in 2025 the school had 549 students (including 18 international students).

In 2025 there were three principal class officers, one learning specialist teacher, 30 teachers and 10 Education Support Staff (administration, school nurse, library and integration).

The substantive principal Marcus Wicher, was successfully appointed to another principal position midway through 2025, and the new substantive principal, Travis Paterson commenced at ASPS from the start of term four 2025.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Auburn South Primary School delivered on the below actions within our Annual Implementation Plan (AIP) to support a continued focus on student learning, with an increased focus on numeracy and reading. Our goal was to: Maximise the learning growth and achievement of every student.

School leadership was able to do this through the following actions:
- Embed teacher planning practices and documentation to support consistent whole school approaches to Reading and Numeracy.
- Strengthen teacher instructional practice in numeracy, using the Thinking Classrooms approach, to strengthen problem solving and reasoning.
- Refine and embed and whole school approach to reading.

In the final year of the current Strategic Plan, the school continued to deepen its implementation of a Professional Learning Community (PLC) approach, with a strong focus on collaborative inquiry, the use of data to plan for teaching, and strengthening instructional practice, particularly in Numeracy through the Building Thinking Classrooms (BTC) approach, and in Reading through embedding consistent practices P-2. Significant progress was made in curriculum consistency, professional learning culture, and the enactment of school-wide pedagogical expectations. While student learning outcomes showed strong improvement in some key areas, others indicate a continued need to consolidate and deepen practice, particularly in upper-primary reading and numeracy.

The PLC structure continued to anchor professional learning and inquiry. All teams undertook numeracy-focused PLC cycles centred on BTC implementation, supported by Numeracy Leaders and external expertise through Professional Learning with Peter Liljedahl. Video coaching supported shared understanding, deepening of practice, and increased consistency across classrooms. Planning documentation for Reading and Numeracy was refined and used more consistently across teams. Teachers increasingly used formative assessment and rich tasks to guide instruction.

Wellbeing

As a Visible Wellbeing Partner School and through the strategic implementation of the SEARCH framework, our school is wholly committed to the ongoing development of wellbeing and positive mental health. It is our aim to ensure that our students (and staff) are empowered with the knowledge, skills and experience to support and develop and enhance personal wellbeing. At Auburn South Primary School, we also use a tiered positive behaviour support approach, and the

'prevent, teach, reinforce' model, to create a school culture that develops resilient, respectful, compassionate learners.

The second important area for focus from our 2025 AIP included the continued focus on student wellbeing. Our goal was to: Support and develop the health and wellbeing of all students. School leadership was able to do this through the following actions:
- Engage with Berry Street to strengthen school-wide approaches to wellbeing, positive behaviour and trauma-informed practices.
- Embed school-wide routines and consistent expectations to support student learning and wellbeing.

Leaders were able to support staff in developing Positive Behaviour Plans that are reflective of the Prevent, Teach, Reinforce approach. School leaders also provided opportunities for staff to better understand the respectful relationships program and supported staff to continue to embed restorative practices. Professional learning was provided so staff were strengthened in their understanding and delivery of wellbeing, positive behaviour and trauma-informed practices. The school also committed to further student wellbeing through the employment of a school psychologist (0.4) to provide targeted Tier 2 and 3 support.

The school continues to prioritise elements of embedding consistent instructional practice and strengthening assessment for learning, while deepening implementation of restorative, relational and trauma-informed approaches.

Engagement

Our leadership and administration team worked diligently to track the student absence data across the year, regularly following up with parents and families to ensure that students were actively engaged in their learning and regularly attending school. Whilst most families were supportive, some required further intervention and support to ensure that their child attended school as required. However, this was an exception to the rule.
A small number of families continued to take holiday breaks during term time, sometimes for only a number of days, others for weeks or months at a time (particularly when they were travelling around Australia or overseas), resulting in large blocks of student absence. However, with the regular check ins and constant focus, student absence data was similar to 2024. Student absence data (average number of student absence days) for 2025 was pleasing with a result of an average of 14.7 days (a 0.5 increase on 2024), which was lower than Similar Schools, the Network and the State averages.

Our specialist programs provide great variety and a range of options for students to engage differently with their learning. For example the visual arts program provided a wonderful range of hands-on activities that enabled opportunities for students to explore, investigate and create unique and interesting ways to work
with a range of materials, resulting in some amazing and beautiful pieces of art. Similarly in STEM, our Science Technology, Engineering and Mathematics subject, students enjoyed the hands-on approach that emphasises critical thinking, problem-solving, and collaborative skills. Students explore real-world challenges, conduct experiments, and apply their knowledge to practical situations.

Our year five and six students also created artifacts, displays, PowerPoint presentations, online

quizzes, models and other items of interest as part of the annual International Baccalaureate: Primary Years Program (IB:PYP) Exhibition. Over several weeks, students worked collaboratively in small teams, with the guidance of a teacher/school leadership mentor on a project of interest. They shared their learning, and demonstrated research and investigative skills in an exhibition display. Their presentations were shared to the whole school, along with parents, friends and family members who came to visit over two sessions.

Our Stephanie Alexander Kitchen Garden program continues to be a highlight for many students. The program is a fun, hands-on learning program delivering pleasurable food education. With strong curriculum integration and a focus on student wellbeing, collaboration and leadership, students learn to grow, harvest, prepare and share fresh, seasonal, delicious food – forming positive food habits for life. Students commence this program from year two through fortnightly gardening sessions each term, with students in years four to six participating in four kitchen and four garden sessions per term.

The Department of Education's Student Excellence Program supports high-ability students, with many students from years five and six participating in the 10 week online extension activities in mathematics and English. Students are supported by a mentor teacher who supervises and coordinates the program.

Collectively together these and many other opportunities contributed to engaging and meeting the diverse needs of students at Auburn South Primary School.

Other highlights from the school year

The school promotes strong connections with parents to further enrich the community. Together with the School Council, parents are encouraged to participate in a number of volunteer groups and opportunities that foster cohesiveness. Parent run events include a school disco, colour run and movie night, along with other fundraising activities, student activities and parent social gatherings.

In 2025, Auburn South Primary School successfully conducted student camps at year three, four, five and year six levels to Phillip Island Adventure Resort, Camp Arrabri, Camp Mangung and Camp Forest Edge respectively. These camps were an integral part of the teaching and learning program to develop students' practical skills and knowledge while preparing them for future camping opportunities. Our camp program promotes and enhances students' personal development, organisational, social and resilience skills. I thank the attending staff and parent volunteers for making these camps possible.

Our year five and six students completed the much loved and highly anticipated annual City to South fun run. This event takes place in term four each year with all students participating at their own pace. Students rate this activity as a highlight of their year due to the opportunity to train as a team and achieve their personal goal.

Auburn South Primary School has a very targeted and extensive physical education program, providing students with opportunities to compete in sports competitions at school, such as the cross country and athletics competitions as well as competing against other local primary schools. If they are successful, students compete at the district level, before moving onto the higher levels of divisional, regional and then state level. In 2025 students from ASPS were successful in many of these events enjoying much success at the different competition levels.

Financial performance

The 2021-2025 School Strategic Plan, along with the 2025 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The school allocated its parent fundraising contributions to provide for non-funded DE resources. This included funds allocated to purchase additional resources and activities.

The school operates its own canteen, which is run by staff on local payroll. The canteen is run as non-profit entity, and provides a wonderful support and resource to ASPS families and students. The canteen made a small profit in 2025, which will be redistributed back into the canteen for the purchase of new equipment in 2026.

The ongoing repayments for the deficit repayable to the Department of Education continue and the school is up to date with the repayment plan schedule and on track to meet its future obligations.

The DE allocated $5,000 equity funding was spent on student wellbeing programs and resources.

For more detailed information regarding our school please visit our website at https://auburnsthps.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 543 students were enrolled at this school in 2025, 251 female and 292 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**	**63.5%**
	Similar schools	80.0%
	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**	**70.0%**
	Similar schools	79.0%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**96.7%**
	Similar schools	95.4%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**95.2%**
	Similar schools	94.8%
	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**	**89.6%**	**84.5%**
	Similar schools	86.0%	86.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**80.0%**	**84.6%**
	Similar schools	87.5%	89.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**87.8%**	**84.6%**
	Similar schools	85.4%	85.2%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**79.7%**	**82.0%**
	Similar schools	87.3%	86.8%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**71.4%**
	Similar schools	79.6%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**70.0%**
	Similar schools	79.0%
	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**	**75.5%**	**80.0%**
	Similar schools	79.3%	79.9%
	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**	**64.0%**	**70.0%**
	Similar schools	77.0%	77.5%
	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**	**14.7**	**15.0**
	Similar schools	17.0	17.5
	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**	**93.9%**	
Year 1	**School**	**92.4%**	
Year 2	**School**	**90.9%**	
Year 3	**School**	**93.8%**	
Year 4	**School**	**92.8%**	
Year 5	**School**	**91.9%**	
Year 6	**School**	**92.3%**	

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	$5,280,606
Government Provided DET Grants	$550,194
Government Grants Commonwealth	$6,012
Government Grants State	$0
Revenue Other	$33,170
Locally Raised Funds	$1,387,624
Capital Grants	$0
Total Operating Revenue	**$7,257,606**

Equity	Actual
Equity (Social Disadvantage)	$9,094
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$9,094**

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

Expenditure	Actual
Student Resource Package[1]	$5,397,101
Adjustments	$0
Books & Publications	$11,261
Camps/Excursions/Activities	$328,000
Communication Costs	$4,006
Consumables	$100,187
Miscellaneous Expenses[2]	$113,976
Agency Staff	$434,853
Professional Development	$41,556
Equipment/Maintenance/Hire	$90,523
Property Services	$114,635
Salaries & Allowances[3]	$208,231
Support Services	$16,836

Expenditure	Actual
Trading & Fundraising	$146,279
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$68,747
Total Operating Expenditure	**$7,076,190**
Net Operating Surplus/-Deficit	**$181,417**
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	$540,563
Official Account	$3,142
Other Accounts	$133,691
Total Funds Available	**$677,395**

Financial Commitments	Actual
Operating Reserve	$279,848
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$162,778
School Based Programs	$32,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$790,840
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
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	**$1,265,466**

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.