

# 2025 Annual Report to the School Community

School Name: Marlborough Primary School (5045)



- 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 16 April 2026 at 03:52 PM by Timothy Mulhall (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 16 April 2026 at 03:52 PM by Timothy Mulhall (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

Marlborough Primary School is located in Melbourne's eastern suburbs and provides a supportive and inclusive learning environment for a diverse community of learners. In 2025 the school had an enrolment of 124 students, with a gender distribution of approximately 55% male and 45% female. Our student community reflects a range of cultural and linguistic backgrounds, with 29 students speaking English as an Additional Language, representing a variety of languages spoken at home. The school's socio-economic profile, as measured by the Student Family Occupation and Education (SFOE) index of 0.3456, places Marlborough Primary School within the Low–Medium band.

At Marlborough Primary School, we strive to create a learning community where wellbeing, inclusion and high expectations support every student to develop lifelong skills and achieve their personal best. Our school vision is underpinned by the values of Respect, Responsibility, Inclusion and Safety First, which guide how we learn, work and interact with one another. These values shape our school culture by fostering respectful relationships, encouraging responsible behaviour, promoting inclusion, and ensuring that the safety and wellbeing of every member of our community remains a priority. The addition of *Safety First* as a core value in 2025 emerged through consultation with students, staff and families as part of the school's School Wide Positive Behaviour Support work.

The school operates with a dedicated team of teaching and education support staff who work collaboratively to support student learning and wellbeing. The school structure includes six classes across the junior, middle and senior levels, with multi-age groupings designed to support balanced class sizes and provide flexible approaches to meeting student learning needs.

Our curriculum reflects the Victorian Curriculum framework and includes specialist programs in Visual Arts, Physical Education, Science and Indonesian. Student wellbeing remains a central focus of the school's work, supported through a range of evidence-informed approaches including Respectful Relationships, the Berry Street Education Model, Positive Education and Friendology. These approaches support the development of positive relationships, emotional literacy and a strong sense of belonging for all students.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2025, Marlborough Primary School continued to progress the goals outlined in the School Strategic Plan and Annual Implementation Plan, with a strong focus on improving student learning achievement and growth in literacy. A key element of this work was strengthening whole-school

approaches to teaching and learning through a clearer understanding of the science of learning and the application of evidence-informed teaching practices.

Staff engaged in professional learning focused on the neuroscience of learning to deepen their understanding of how students acquire and retain new knowledge. This work supported teachers to further embed explicit teaching practices and structured approaches to literacy, including the continued implementation of structured literacy and the *Units of Study in English*. Teaching teams regularly reviewed student evidence such as pre-assessment data and work samples to inform planning and ensure that lessons responded to identified learning needs.

The school also prioritised the development of collaborative curriculum team structures to strengthen pedagogy, data literacy and curriculum planning in English and across other learning areas. Teams worked together to refine unit planners, engage in collaborative lesson planning and analyse student progress. This work contributed to improved staff perceptions of collective responsibility and shared practice, with the School Staff Survey showing positive endorsement of 96% for Collective Responsibility and 76% for Collective Efficacy.

Student achievement data indicates positive progress in literacy outcomes. The school achieved 32% of students demonstrating High Relative Growth in NAPLAN, exceeding the School Strategic Plan target of 28%. In addition, 82% of Year 5 students achieved in the Strong or Exceeding proficiency levels in NAPLAN Reading, which is 7% higher than similar schools.

Alongside this work, the school participated in the Primary Maths Specialist Initiative, supporting the development of middle leadership in mathematics. Through this initiative, teacher leaders have provided professional learning and ongoing support to colleagues as the school begins redeveloping its mathematics curriculum and strengthening instructional practices. This work is focused on aligning mathematics teaching with the Victorian Teaching and Learning Model 2.0, building teacher capability and promoting greater consistency in pedagogical approaches across the school.

## Wellbeing

We continued to prioritise student wellbeing as a foundation for learning, aligning with the goals outlined in the School Strategic Plan and Annual Implementation Plan. A key focus was strengthening whole-school approaches to wellbeing through consistent practices, targeted supports and a shared understanding of how to create safe and inclusive learning environments.

Student wellbeing data indicates positive outcomes across several areas. 71% of students reported normal to high resilience, while 73% reported positive emotional awareness and self-regulation. These results reflect the school's ongoing work to support students to understand and manage their emotions, build coping strategies and develop positive relationships.

A significant area of development in 2025 was the continued implementation of School Wide Positive Behaviour Support (SWPBS). This included the introduction of clear, consistent behavioural expectations aligned with the school's values, including the addition of *Safety First*. Staff worked collaboratively to explicitly teach expected behaviours and recognise positive choices, contributing to a more consistent and predictable environment for students.

The school also continued to embed the Berry Street Education Model, strengthening staff capability to support students with a range of social, emotional and behavioural needs. This

approach has supported the development of consistent classroom routines, increased student engagement and strengthened relationships between staff and students.

An additional highlight has been the development of the school's visiting dog program, which has provided targeted support for student wellbeing. The program has contributed to increased student engagement, supported emotional regulation and provided opportunities for students to build confidence and connection within the school environment.

Staff wellbeing has also remained a priority, with School Staff Survey data indicating 70% positive endorsement for staff safety and wellbeing, reflecting a continued focus on creating a supportive and collaborative workplace culture.

## Engagement

We continued to prioritise student engagement as a key enabler of both learning and wellbeing. Student voice data reflects a strong sense of inclusion and connectedness across the school, with 86% of students reporting a strong sense of inclusion and 73% reporting a strong sense of connectedness. In addition, 85% of students indicated that they are good to very good at managing relationships with their peers, highlighting the positive social environment that supports student engagement in learning.

Attendance remained an ongoing area of focus throughout the year. The school strengthened its approach by refining roles and responsibilities, improving attendance protocols, and enhancing systems for monitoring and responding to attendance concerns. As a result, there has been increased consistency and accuracy in attendance data recording, along with clearer expectations across the school community. Individualised attendance supports were implemented for students experiencing challenges with regular attendance, ensuring a more targeted and responsive approach. The introduction of updated attendance coding is also expected to provide a more accurate representation of student attendance data moving forward, particularly for students accessing modified timetables.

A key strength of the school in 2025 has been the consistency of staffing, with strong staff retention supporting the development of stable and positive relationships between staff and students. This continuity has contributed to a safe, predictable and supportive learning environment, which underpins student engagement.

## Financial performance

Marlborough Primary School maintained a strong financial position in 2025, with an end-of-year surplus of \$92,128. This reflects careful financial management and the strategic use of available resources to support school priorities.

The school benefited from a range of additional funding sources beyond the Student Resource Package. This included a Flexible Leadership in Schools grant, which enabled the employment of a 0.2 FTE Assistant Principal to strengthen leadership capacity. The school also secured an

Animal Assisted Wellbeing and Engagement grant (\$14,800) to support the establishment of a school wellbeing dog program, including training in partnership with Lead the Way.

Further grants included funding through the Primary Maths Specialist Initiative, Sporting Schools (approximately \$5,000), and a Healthy Eating Garden Project grant, along with support for safe tree management.

Parent and community fundraising contributed approximately \$11,500, which supported improvements to classroom resources, library furnishings, and outdoor facilities. In addition, the school received \$8,000 through the *Shop for Your School* initiative, which funded upgrades to the library and the purchase of a 3D printer.

School funds were also allocated to the completion of playground payments, installation of flagpoles, and refurbishment of outdoor courts. These investments have enhanced both the learning environment and student engagement.

## 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 123 students were enrolled at this school in 2025, 55 female and 68 male. 24% had English as an additional language and 7% 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	82.6%	
	Similar schools	80.2%	
	State	82.0%	

### School Staff Survey


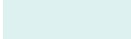


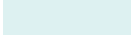

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	73.3%	
	Similar schools	76.5%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>82.6%</b>	
	Similar schools	86.2%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>80.0%</b>	
	Similar schools	85.1%	
	State	84.2%	

## NAPLAN

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


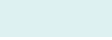


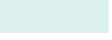

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>41.7%</b>	<b>58.1%</b>
	Similar schools	70.7%	70.9%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>78.3%</b>	<b>76.6%</b>
	Similar schools	74.3%	76.0%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>33.3%</b>	<b>58.1%</b>
	Similar schools	65.3%	65.8%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>75.0%</b>	<b>71.6%</b>
	Similar schools	70.8%	69.4%
	State	69.1%	68.1%

### NAPLAN relative growth

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

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




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

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>72.7%</b>	
	Similar schools	72.5%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>60.0%</b>	
	Similar schools	71.5%	
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>73.3%</b>		<b>74.2%</b>
	Similar schools	76.1%		75.2%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>73.4%</b>		<b>68.2%</b>
	Similar schools	76.1%		74.6%
	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
<b>Prep - 6</b>	<b>School</b>	<b>28.5</b>	<b>25.1</b>
	Similar schools	21.9	21.9
	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	
<b>Prep</b>	<b>School</b>	<b>85.8%</b>	
<b>Year 1</b>	<b>School</b>	<b>90.4%</b>	
<b>Year 2</b>	<b>School</b>	<b>85.6%</b>	
<b>Year 3</b>	<b>School</b>	<b>88.0%</b>	
<b>Year 4</b>	<b>School</b>	<b>87.5%</b>	
<b>Year 5</b>	<b>School</b>	<b>84.3%</b>	
<b>Year 6</b>	<b>School</b>	<b>81.2%</b>	

## 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	\$2,209,103
Government Provided DET Grants	\$251,828
Government Grants Commonwealth	\$5,100
Government Grants State	\$0
Revenue Other	\$17,088
Locally Raised Funds	\$134,551
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,617,670</b>

Equity	Actual
Equity (Social Disadvantage)	\$44,451
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$44,451</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$2,106,880
Adjustments	\$0
Books & Publications	\$870
Camps/Excursions/Activities	\$50,459
Communication Costs	\$3,709
Consumables	\$49,657
Miscellaneous Expenses <sup>2</sup>	\$12,347
Agency Staff	\$5,761
Professional Development	\$15,028
Equipment/Maintenance/Hire	\$50,464
Property Services	\$37,467
Salaries & Allowances <sup>3</sup>	\$100,343
Support Services	\$20,736

Expenditure	Actual
Trading & Fundraising	\$17,233
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,094
Utilities	\$23,544
<b>Total Operating Expenditure</b>	<b>\$2,495,591</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$122,079</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$132,982
Official Account	\$24,586
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$157,568</b>

Financial Commitments	Actual
Operating Reserve	\$64,785
Other Recurrent Expenditure	\$3,422
Provision Accounts	\$2,782
Funds Received in Advance	\$5,947
School Based Programs	\$66,682
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,819
Repayable to the Department	\$0
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
<b>Total Financial Commitments</b>	<b>\$151,437</b>

*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.*