

2025 Annual Report to the School Community

School Name: Greythorn Primary School (4694)



~ Working Together ~

- 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 05 March 2026 at 02:38 PM by Andrew Searle (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 12 March 2026 at 09:08 AM by Andrew Searle (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
 - o student enrolment information
 - o the school's 'Student Family Occupation and Education' category
 - o responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - o school staff responses to the School Climate area of the School Staff Survey
- Learning
 - o English and Mathematics for Teacher Judgements against the curriculum
 - o Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - o Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - o student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - o student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - o average absence days per student
 - o 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

Greythorn Primary School serves the educational needs of families in the area of North Balwyn. The school opened in 1953 and occupies a site of just over 2 hectares with sweeping views to the city. The school celebrated its 70th anniversary in 2023. The current enrolment is 424 students with 18 classes from Foundation to Year 6. The facilities include a Library, Stadium, Music room, Hall, French room, and STEM centre. The landscaped gardens include extensive outdoor play areas with a combination of surfaces, as well as a large adventure playground and vegetable garden. Stage 1 of the playground replacement project was completed in 2025, utilising accumulated money from fundraising events over the past 3 years. Along with the classroom teaching and learning programs, all students attend weekly specialist lessons in Art, Music, P.E. and French. Additionally, they have weekly lessons with class teachers in the library along with the STEM centre. Additional assistance programs include MiniLit, MacqLit and EAL. These programs offer regular small group intervention lessons for students identified as requiring assistance with their learning. The MiniLit and MacqLit programs are part of the Tutor Learning Initiative. The Maths Olympiad program offers enrichment lessons in maths for a large number of students in Year 4-6. The school offers a wide range of extra-curricular activities including our lunch time Clubs program, Aeroschools, Choir, Orchestra, Taiko drumming, Swimming programs and Bike Education. Additionally, the school camp program offers annual camps for Year 3 - 6 students, as well as an optional annual Snowsports Camp for Year 4-6 students. As a pre-cursor to the camp program, the Year 2 students attend their annual onsite sleepover, providing them with an opportunity to experience a night away from home prior to attending their first camp the following year. As the students progress through the school, they have many opportunities to develop their leadership skills through a wide variety of roles. These include Junior School Council representatives in each classroom, Peer Mediators Program (Year 5), Buddys Program (Year 4) and the Year 6 leadership program. The Year 6 students assist in many ways throughout the year including running weekly assemblies, operating the sports shed daily, assisting during whole-school events and activities as well as during weekly school tours. The Year 6 students are viewed as role-models for all other students in the school. To enhance the classroom teaching and learning, all students have access to technology on a daily basis. All classrooms and learning areas have large screen TV's with AppleTV connectivity. The students from Year 3 to 6 bring their own iPads to school daily as part of our BYOD program which has been operating since 2018. The students from Foundation to Year 2 have access to iPads and netbooks on a daily basis. Additionally, several 3D printers are located in the library, giving the senior students the opportunity to work in 3D design and printing as they develop their digital technology skills. The school motto, *Working Together*, is exemplified on a daily basis. Parents are actively encouraged to be involved in daily school life. This includes assisting in classrooms and attending camps and excursions. The Greythorn PFA (Parents & Friends Association) work tirelessly to organise and coordinate regular fundraising and social events and activities. These efforts continue to raise much-needed additional funds for the school with over \$24 000 being raised in 2025. These events and activities also offer the school community many opportunities to meet and socialise together. The PFA remains an integral part of school life. Additionally, all parent participation and support complements and extends the educational experiences of every student and continues to

maintain an engaged and inclusive school community. Greythorn Primary School has 2 Principal Class Officers, 24.8 Teachers and 8.45 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

The students at Greythorn Primary School continue to achieve at high levels with their learning outcomes. According to teacher judgement data, students across all year levels achieve well above state benchmark levels and are comparable to or above levels achieved in similar schools in our network. This is particularly evident in the key learning areas of Mathematics and English. Ongoing professional learning and development with the teachers continues to ensure that the pedagogical practice in classrooms remains at a high level and up to date with current trends. Improved assessment practices combined with consistent planning for teaching and learning across all year levels ensures that teaching is responsive to cater for the needs of individual students. Intervention and enrichment programs also continue have a positive impact on student learning outcomes. The MiniLit and MacqLit programs offer small group intervention sessions to assist students in the junior and senior school with the development of their reading skills. These 2 programs continue to have an extremely positive impact with the majority of the students attending the sessions. Additionally, with the ever-increasing number of students attending GPS with English as their second language, our EAL program supports students to improve and develop their reading and writing skills in English, along with their oral language skills. Many of our EAL students are given the opportunity to attend Blackburn English Language School for a semester which also has a dramatic impact on developing their language skills. Greythorn Primary School's NAPLAN data continues to show high levels of achievement across all domains. The 2025 data was no exception. In the key areas of Reading and Numeracy, the percentage of students achieving in the Strong or Exceeding level was above all State averages and above or at all Similar Schools averages. In Reading for Year 3 students, 85.5% of students achieved above both State (70.9%) and Similar Schools (86.1%) averages. This was also the case in Reading for Year 5 students, with 91.4% of students achieving above both State (67.6%) and Similar Schools (86.9%) averages. In Numeracy the Year 3 students (90.1%), achieved at or above both State (74.5%) and Similar Schools (85.5%) averages. In Numeracy for Year 5 students, their achievements were particularly outstanding with 94.5% of students scoring in the Strong and Exceeding range compared to the State average of 70.6% and the Similar Schools average of 89.5%. These achievements reflect the high quality teaching and learning that is delivered consistently across all year levels. It also reflects positively on the ongoing, targeted and sequential professional learning that the teachers undertake to continually build upon and improve their pedagogical practice. Our additional assistance and enrichment programs also support student learning and are an integral part of the programs that the school offers to improve students learning outcomes. Additionally, students requiring additional assistance are also targeted through our SWAN (Students with Additional Needs) program and the Disability Inclusion Profiles.

Wellbeing

Greythorn Primary School strives to improve student wellbeing and social competency outcomes and it remains a focus through targeted programs and strategies. The implementation of the Respectful Relationships program in 2021 and The Resilience Project in 2023, including weekly sequential lessons in all year levels, continues to have a positive impact on student wellbeing. The weekly lessons are combined with classroom strategies including The Zones of Regulation, Circle Time and LifeSkillsGO. Additionally, the school values of *Optimism, Respect, Pride and Integrity* (ORPI) remain a focus. The values are explicitly taught and referred to across all year levels including highlighting and referring to them at weekly assemblies through the class awards and the Junior and Senior ORPI awards. The school approaches all wellbeing issues with a tiered approach that includes liaising and interacting where necessary with the Principal and Assistant Principal, teachers, parents and allied health professionals. This team approach enables the school to assist where necessary in a timely and professional manner. On a daily basis, all teachers monitor the health and wellbeing of their students and will intervene when the need arises, communicating with parents and others to deal with any scenario. At the beginning of 2025, the school employed a social worker in an ongoing position, two days a week. This has allowed us to offer a higher level of support and expertise regarding wellbeing to both students and families. Additionally, the fostering and maintenance of a positive and inclusive school environment continues to support student wellbeing. The participation of all students in regular whole-school activities fosters a sense of connectedness with not only peers, but students and teachers across all year levels. Whole-school activities are held throughout the year including Harmony Day, House Cross-country, Easter Hat Parade, ORPI Day, Book Week Parade, French Day, House Athletics, Science Day, House Swimming, Christmas Concert and more. The Junior School Council also organises dress-up days to support designated charities and these days also foster a sense of connectedness and belonging at school, which all assist in maintaining the wellbeing of the students and a positive and inclusive school culture. The management of student behaviour is also a high priority of the school. The *Greythorn Primary School Behaviour Plan* outlines clearly on a graded scale the intervention strategies and consequences of inappropriate behaviour. The plan ensures that all situations are dealt with consistently by all staff if the need arises and students experience a fair and transparent process with any situation.

Engagement

Student engagement remains a priority at Greythorn Primary School, in-line with the FISO (Framework for Improving Student Outcomes) 2.0 model. High level student engagement is achieved at GPS through a range of strategies. This includes ensuring that the teaching and learning process is engaging and responsive for all students across all year levels. Through the ongoing monitoring of student achievement and the careful planning of responsive teaching to cater for individual needs, students remain engaged in the learning process on a daily basis. Explicit teaching is planned by teachers through the school's instructional model to assist all students. The teaching and learning that the students are exposed to in the school's specialist programs also foster engagement with the students. The 2022 school review process highlighted

an area for improvement as Student Voice & Agency. This was evident in the Attitudes to School data along with the Parent Opinion Survey data. Since then, professional learning has been carried out with staff to improve the levels of voice and agency that the students are given on a daily basis with their learning. The *Amplify* document that the Department of Education produced several years ago has been an excellent resource for the staff professional learning. The extra-curricular activities and events that the school offers the students also creates and fosters a high level of student engagement. This includes our lunch time Clubs program, Year 3-6 camps, Taiko drumming groups, Choir, GPS Youth Orchestra, Harmony Day, ORPI Day, French Day, Science Day, Easter Hat Parade, Book Week, inter-school sport, House Cross-Country, Swimming and Athletics Carnivals, Colour Run, Year 6 Market Day and much more. Additionally, the leadership opportunities that the student can engage in include Peer Mediators program, Junior School Council, Buddy program and the extensive Year 6 leadership program. These programs develop self-confidence, a sense of responsibility and public speaking skills, fostering further student engagement and connectedness within the entire school community.

Other highlights from the school year

- Highlights for 2025 include
- • Year 6 Production - 'Bonnie in Wonderland' •
- • Year 3-6 camps • Snow Sports camp
- • Year 6 Market Day •
- • Harmony Day
- • ORPI Day
- • French Day •
- • PFA Twilight Festival •
- • Book Week
- • Science Day •
- • House Carnivals (Swimming/Athletics/Cross-country) •
- • Year 5 Bike Education
- • Colour Run

Financial performance

The school's revenue and expenditure were closely monitored by the Finance Committee and School Council throughout 2025. This includes managing the funding from the SRP (Student Resource Package), quarterly cash grants, parent contributions, PFA fundraising and revenue

raised from the hiring of the school's facilities. The financial resources were managed effectively to maximise the teaching and learning along with the management, maintenance and development of the school's buildings and grounds. Greythorn Primary School continues to offer the students a plethora of extra-curricular activities and opportunities that provides them all with positive and engaging educational experience throughout their time at the school. This includes the specialist programs, Clubs program, Camp program, leadership opportunities along with music and sport opportunities. The careful management of the school's financial resources continues to enable the school to provide these opportunities. Throughout 2025, the PFA once again organised and coordinated a wide range of fundraising events and activities. These included the Twilight Festival, Easter Raffle, Bake Sales, Mothers & Fathers Day Stalls, the sale of pasta and mangoes and more. Their efforts raised in excess of \$24 000. Funds raised by the PFA are being accumulated with other fundraising efforts to complete Stage 2 of the playground replacement process.

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 424 students were enrolled at this school in 2025, 199 female and 225 male. 41% 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	100.0%	
	Similar schools	82.1%	
	State	82.0%	

School Staff Survey

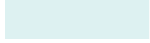
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

2025			
% positive endorsement School Climate (School Staff Survey)	School	92.7%	
	Similar schools	79.9%	
	State	77.4%	

LEARNING

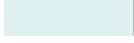
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	95.9%	
	Similar schools	94.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.8%	
	Similar schools	93.3%	
	State	84.2%	

NAPLAN

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

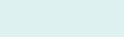
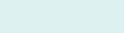
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	83.1%		85.6%
	Similar schools	86.1%		85.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	91.7%		93.0%
	Similar schools	88.9%		89.5%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	90.0%		86.2%
	Similar schools	85.5%		85.4%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	94.5%		95.5%
	Similar schools	89.5%		88.0%
	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	86.4%	
	Similar schools	81.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	93.8%	
	Similar schools	83.4%	
	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	83.3%		83.5%
	Similar schools	80.4%		80.5%
	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	77.7%		78.5%
	Similar schools	78.5%		77.7%
	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	17.2	17.3
	Similar schools	17.4	18.1
	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	91.5%	
Year 1	School	90.8%	
Year 2	School	89.3%	
Year 3	School	92.4%	
Year 4	School	92.3%	
Year 5	School	92.2%	
Year 6	School	89.8%	

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	\$4,080,382
Government Provided DET Grants	\$318,728
Government Grants Commonwealth	\$7,439
Government Grants State	\$0
Revenue Other	\$39,393
Locally Raised Funds	\$847,140
Capital Grants	\$0
Total Operating Revenue	\$5,293,082

Equity	Actual
Equity (Social Disadvantage)	\$7,721
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$7,721

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

Expenditure	Actual
Student Resource Package ¹	\$4,191,327
Adjustments	\$0
Books & Publications	\$5,795
Camps/Excursions/Activities	\$356,967
Communication Costs	\$1,902
Consumables	\$94,796
Miscellaneous Expenses ²	\$120,601
Agency Staff	\$15,125
Professional Development	\$23,259
Equipment/Maintenance/Hire	\$103,264
Property Services	\$154,994

Expenditure	Actual
Salaries & Allowances ³	\$436,947
Support Services	\$2,517
Trading & Fundraising	\$77,613
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,605
Total Operating Expenditure	\$5,634,711
Net Operating Surplus/-Deficit	(\$341,629)
Asset Acquisitions	\$5,480

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	\$324,646
Official Account	\$136,344
Other Accounts	\$73,544
Total Funds Available	\$534,535

Financial Commitments	Actual
Operating Reserve	\$240,564
Other Recurrent Expenditure	\$471
Provision Accounts	\$5,217
Funds Received in Advance	\$21,082
School Based Programs	\$18,948
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$135,176
Asset/Equipment Replacement < 12 months	\$101,384
Capital - Buildings/Grounds < 12 months	\$28,353
Maintenance - Buildings/Grounds < 12 months	\$28,881
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$580,076

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.