

2025 Annual Report to the School Community

School Name: South Yarra Primary School (0583)



- 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 13 March 2026 at 01:37 PM by Neven Paleka (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 18 March 2026 at 07:54 AM by Neven Paleka (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

South Yarra Primary School is one of the oldest continuously operating primary schools in Victoria, established in 1854, and one of only a few schools within the City of Melbourne. The school is five kilometres from the Melbourne CBD and benefits from its unique location, opening onto Fawkner Park, known as *The School on the Park*.

The school has been providing education for 172 years. The current enrolment of 429 students comprises 226 girls and 203 boys across 20 classes. We are proud of our diversity and are sensitive to the varying family, ethnic, and socio-economic backgrounds of all our students.

South Yarra Primary School places a strong emphasis on both learning and wellbeing as core priorities. This commitment is reflected in the 2025 School Performance Report, where the school achieved a *high* rating—the highest possible—across the Learning and Wellbeing domains, as well as in Overall School Performance.

We are committed to excellence across the curriculum, supported by strong leadership and highly skilled teaching teams focused on achieving high-quality outcomes for every student. Our explicit teaching and learning program places each learner at the centre, with the school intentionally structured to maximise learning opportunities for all. Teachers differentiate the curriculum and personalise learning to meet the diverse needs of students, ensuring inclusive and engaging learning experiences. All programs align with the prescribed curriculum for Victorian government schools.

The staff profile consists of 3.0 Principal Class, 33 teachers, and 10 Education Support Staff. The school has a highly professional and committed team of teachers and support personnel whose skills, attributes, and experience create a challenging yet supportive learning environment. Our model of collaborative decision-making and distributed leadership strengthens and enriches the shared responsibility our staff hold for the effective operation of the school.

A key strength of our school is the strong sense of community among students, families, staff, local residents, and businesses. We enjoy a high level of parental involvement and support, and the home-school partnership is highly valued. The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey, was 87.9%.

Our vision is to strive for a rich, high-performing learning community that is inclusive and maximises opportunities for all. Our School Values—Respect, Responsibility, Friendliness, Caring for Others, Valuing Difference, and Including Others—underpin this vision.

In 2023, our school successfully underwent a comprehensive four-year review. The review team commended the outstanding achievements of our staff in fostering a high-performing and positive school culture, which has significantly enhanced learning opportunities for all students. Additionally, the team recognised our staff's dedication in implementing our Instructional Model, which incorporates diverse teaching and learning strategies to ensure active engagement and success among students. Remarkably, the school received an *Excelling* rating in all five areas of the Framework for Improving Student Outcomes (FISO 2.0)—Leadership, Teaching and Learning, Assessment, Engagement and Support, and Resources—with *Excelling* being the highest possible rating.

The Induction Program for new and graduate teachers is guided by the key aspects of our school vision and ethos, in alignment with Victorian Institute of Teaching (VIT) requirements. This program emphasises mentorship by individuals and teams, adherence to recommended guidelines, and professional learning opportunities with our in-situ consultants and staff mentors to ensure new teachers receive the necessary support and information to perform their roles effectively.

We maintain a strong collaborative relationship with our network and local cluster of schools. We regularly host tours for local and state colleagues, sharing professional knowledge, practices, and resources across the broader education community.

Specialist programs are offered in Physical Education, Visual Arts, S.T.E.A.M. (Science, Technology, Engineering, Art, and Mathematics), Drama/Music, and French. Additionally, a wide range of extracurricular activities is available to cater to the diverse interests, passions, and talents of our students. We are committed to providing positive learning experiences that engage, challenge, and inspire every student.

Progress towards strategic goals, student outcomes and student engagement

Learning

SYPS is renowned for its excellence in Literacy and Numeracy, surpassing both the State mean and similar schools with comparable socio-economic profiles. In 2025, student achievements in English, evaluated against the Victorian Curriculum, remained notably high, with over 97.4% attaining or exceeding the age-expected level. Similarly, in Mathematics, based on the same assessment criteria, over 97.0% of students achieved at or above the state median. Our School's NAPLAN results are significantly above those of state schools across all areas and compare very strongly with data from similar schools and other schools within the network.

To sustain these exceptional standards, our teachers engage in ongoing, targeted professional learning. They collaborate within year-level teams to create teaching opportunities that cater to both enable and extend, employing flexible groupings tailored to individual student needs, assessed through various strategies. Additionally, moderation of student work samples is conducted across year levels.

In 2025, our work continued to be guided by key Department of Education initiatives, including the Victorian Teaching and Learning Model 2.0 (VTLM 2.0), the Victorian Approach to Teaching Reading with the implementation of Systematic Synthetic Phonics (F–6), the Victorian Approach to Teaching Mathematics, Victorian Lesson Plans (VLP), and Positive Classroom Management Strategies (PCMS). Together, these initiatives supported consistent, evidence-based teaching and learning practices across the school.

We continued the Tutor Learning Initiative, providing targeted support to students and establishing short-term, attainable goals for identified individuals. Decisions regarding student participation were informed by comprehensive analyses of inclusion, engagement, and health and wellbeing

data. Our commitment to an evidence-based approach was strengthened through strong partnerships between tutors, classroom teachers, and families.

South Yarra Primary School actively participated in the Victorian High Abilities Program (VHAP), with students centrally selected based on NAPLAN data. Students in Years 4, 5, and 6 also had opportunities to engage in the school-based Mathematics Enrichment Program, further extending high-ability learners.

Wellbeing

We continued to strengthen our whole-school approach to student wellbeing, grounded in consistent support, ongoing professional learning, and clear, effective behaviour management practices. At the heart of our school ethos is a strong commitment to the wellbeing of both students and staff.

This commitment was reflected in the 2025 Staff Survey results, which exceeded those of similar, network and state schools across all measures. These results affirm the positive and collaborative culture we have built—one where staff and students are actively engaged in learning, growth and continuous improvement.

To further strengthen our proactive approach to student wellbeing and management, we established dedicated leadership roles focused on wellbeing and inclusion. We have also embedded the Positive Classroom Management Strategies (PCMS) framework across the school to support consistent and effective classroom practices.

In addition, we enhanced our internal Wellbeing Instructional Model. This model provides a shared and consistent approach across the school, aligning wellbeing with high-quality teaching and learning. It also ensures clarity around expectations, routines and responses, supporting a positive and inclusive learning environment for all students.

Throughout 2025, we reviewed and refined our School Approach to Student Management and Wellbeing, alongside our Child Safe Standards documentation. Targeted wellbeing programs continued to focus on developing leadership skills, promoting respectful relationships, strengthening social skills, building self-esteem, valuing diversity and fostering resilience. Teaching and learning programs remained differentiated to meet the individual needs of all students, with PCMS practices reinforcing safe, supportive and engaging classroom environments.

The 2025 Attitudes to School Survey again highlighted a strong sense of student connectedness, with results outperforming state, network and similar schools across all measures.

Students demonstrated strong outcomes across key indicators, including effective teaching time, motivation and interest, self-regulation and goal setting, respect for diversity, sense of connectedness and teacher concern. Across both 2025 results and the four-year average, our management of bullying reflects exemplary practice, with a higher proportion of positive responses than state and similar school comparisons.

We will continue to prioritise programs such as Respectful Relationships and student leadership initiatives to further strengthen wellbeing and inclusion, and to uphold our positive school values.

Engagement

South Yarra Primary School is committed to delivering the Victorian Curriculum through evidence-based teaching and learning practices that support inclusive, student-centred and differentiated learning.

We actively work to ensure optimal student engagement, both in their learning and within our school community. Our school's Student Wellbeing and Engagement Policy continued to be the key document, ensuring the consistent implementation of our approach to behaviour management. The school continues to focus on a curricular and co-curricular approach to student engagement.

Empowering student agency and voice in their learning journey is paramount. This is achieved through personalised learning experiences, an active Junior School Council facilitating ideas for school improvement, Year 6 leadership roles, and buddy/mentoring programs fostering collaboration among staff and students. To cater to diverse interests, we offer a wide array of extracurricular activities, including Swim Squad, Art Club, Lunchtime Orchestra, Chess Club, STEAM Club, French Poetry, Lunchtime Library, Garden Club, SYPS News, LEGO Club, Camps, Wellbeing Club, Gymnastics, Maths Challenge, Lunchtime Sports, Supported Play and many others.

Within our school, student voice and agency are a high priority, facilitated through structures such as the Junior School Council and numerous opportunities for leadership roles. Class meetings and various classroom responsibilities further empower students, fostering a sense of engagement within the school and wider community.

We celebrate student achievements through classroom affirmations, award presentations during assemblies, and recognition in our school newsletter.

Additionally, our student attendance consistently surpasses the state average, reflecting our ongoing commitment to fostering an engaging, supportive and inclusive learning environment.

Financial performance

At the end of 2025, South Yarra Primary School had achieved a robust financial standing, enabling the carryover of a surplus into the following year to facilitate planned projects. This outcome was attributed to competent financial management and the unwavering support of families within the school community, including successful fundraising efforts.

In addition to School Resource Package (SRP) funds, the school also received funding through the Rolling Facilities Evaluation – Condition Assessment Report. This funding supported the upgrade of the 172-year-old roof and replacement of gutters on the BASTOW Building, along with other essential roofing repairs across the school.

The support we received, combined with prudent financial management, gave us the flexibility and resources to sustain high-quality learning programs and meet essential maintenance needs. In 2025, funds were allocated to ongoing painting projects, new reading books and teacher resources, classroom furniture, ICT equipment, and resources to support inclusive education. These investments reflect our commitment to fostering engaging and inclusive learning

environments for our students. Additionally, successful fundraising efforts raised \$16,044.32 further enhancing our ability to support school events and initiatives.

**For more detailed information regarding our school please visit our website at
<https://southyarraps.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 434 students were enrolled at this school in 2025, 221 female and 213 male. 33% 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	87.9%	
	Similar schools	81.2%	
	State	82.0%	

School Staff Survey

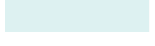
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	93.1%	
	Similar schools	79.6%	
	State	77.4%	

LEARNING

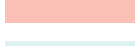
Teacher Judgement of student achievement against the Victorian Curriculum

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	97.4%	
	Similar schools	94.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	97.0%	
	Similar schools	93.6%	
	State	84.2%	

NAPLAN

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

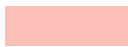
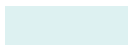
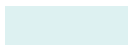
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	85.7%		87.3%
	Similar schools	85.9%		85.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	89.1%		88.1%
	Similar schools	89.2%		89.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	92.8%		91.6%
	Similar schools	85.4%		85.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	89.1%		88.2%
	Similar schools	89.6%		88.4%
	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.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	82.2%	
	Similar schools	82.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	75.6%	
	Similar schools	83.2%	
	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	87.2%		86.0%
	Similar schools	80.7%		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	84.4%		84.1%
	Similar schools	78.6%		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	19.3	19.1
	Similar schools	17.3	18.0
	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	91.8%	
Year 1	School	90.2%	
Year 2	School	89.6%	
Year 3	School	91.6%	
Year 4	School	89.6%	
Year 5	School	89.7%	
Year 6	School	87.4%	

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	\$4,329,992
Government Provided DET Grants	\$589,010
Government Grants Commonwealth	\$6,955
Government Grants State	\$0
Revenue Other	\$6,228
Locally Raised Funds	\$445,361
Capital Grants	\$0
Total Operating Revenue	\$5,377,546

Equity	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$5,000

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

Expenditure	Actual
Student Resource Package ¹	\$4,176,592
Adjustments	\$0
Books & Publications	\$6,033
Camps/Excursions/Activities	\$151,144
Communication Costs	\$7,218
Consumables	\$140,828
Miscellaneous Expenses ²	\$31,774
Agency Staff	\$312,903
Professional Development	\$30,923
Equipment/Maintenance/Hire	\$96,383
Property Services	\$133,399
Salaries & Allowances ³	\$184,183
Support Services	\$21,165

Expenditure	Actual
Trading & Fundraising	\$26,303
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,148
Total Operating Expenditure	\$5,334,994
Net Operating Surplus/-Deficit	\$42,552
Asset Acquisitions	\$205

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	\$24,954
Official Account	\$27,759
Other Accounts	\$33,927
Total Funds Available	\$86,640

Financial Commitments	Actual
Operating Reserve	\$193,067
Other Recurrent Expenditure	\$8,835
Provision Accounts	\$0
Funds Received in Advance	\$36,105
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$100,000
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	\$338,007

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.