

2025 Annual Report to the School Community

School Name: Hillsmeade Primary School (5482)



- 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 25 March 2026 at 01:53 PM by Linda Buckeridge (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 25 March 2026 at 01:53 PM by Linda Buckeridge (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

Hillsmeade Primary School is located in Narre Warren South, 52 kilometres south-east of Melbourne. Our vision states: *“At Hillsmeade Primary School, we aim to continually grow and learn together by supporting individual abilities and excellence in academic achievement, celebrating diverse backgrounds and cultures and becoming global citizens prepared for the needs and expectations of our ever changing society.”* This vision underpins all aspects of school life and is reflected in our core values of Kindness, Respect and Resilience, which are embedded across our teaching, learning and wellbeing practices.

In 2025, the school enrolment was 782 students. Of these, 39.77% speak a language other than English at home, 1% identify as Aboriginal and Torres Strait Islander (ATSI), and approximately 5% were classified as refugees. Our culturally diverse community is highly valued, and inclusive practices are central to our approach. Students are supported within a safe, orderly and engaging learning environment that promotes independence, active participation and leadership within both the school and broader community.

The primary school staffing profile in 2025 comprised 2.8 Principal Class officers, 4 Leadership staff, 50 Teaching staff and 33 Education Support staff. The Early Learning Centre (ELC) includes 1 Centre Director and 23 staff, inclusive of teachers and Education Support. The ELC provides 3- and 4-year-old kindergarten and long day care and holds an independent assessment rating of ‘Exceeding’. In 2025, the Outside School Hours Care (OSHC) program was outsourced to TeamKids, with between 40–60 Hillsmeade students accessing the service daily.

The school maintains a joint use agreement with the City of Casey for neighbouring sports grounds. Parent engagement remains strong, reflected in School Council participation and an 80.2% positive endorsement in the 2025 Parent Opinion Survey (an increase of 2% from 2024). Continuous improvement is evident across key measures, including the 2025 Staff Survey results, where all 24 factors were above similar, network and state schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Hillsmeade Primary School prioritised maximising student learning outcomes through the implementation of its Annual Implementation Plan. A key focus was strengthening the school’s agreed instructional and assessment frameworks to support a consistent, guaranteed and viable curriculum. Professional Learning Teams met weekly to analyse student data, monitor growth and plan targeted teaching at point of need. This disciplined approach to data inquiry strengthened collective efficacy and ensured greater consistency of practice across the school.

Explicit teaching in English and Mathematics remained central to the rollout of the Hillsmeade Instructional Model, aligned with VTLM 2.0 and Victorian Curriculum 2.0. Teachers embedded clear Learning Intentions and Success Criteria and refined Tier 1 instruction through aligned unit planning and multi-tiered systems of support. Leadership prioritised professional learning and collaborative planning time to strengthen curriculum coherence, differentiation and assessment practices.

Learning highlights from the 2025 Performance Summary include:

- Year 5 NAPLAN Numeracy: 72.7% of students achieved Strong or Exceeding proficiency, above similar schools (62.0%) and above the state (70.6%).
- Year 5 NAPLAN Reading: 73.6% achieved Strong or Exceeding proficiency, exceeding similar schools (68.4%).
- NAPLAN Relative Growth (Year 3–5): 74.1% of students achieved medium or high growth in Reading, comparable to the state (74.7%) and above similar schools (72.2%).
- Teacher Judgements (Prep–6): 77.0% of students achieved at or above age expected standards in English and 74.5% in Mathematics, reflecting continued focus on strengthening Tier 1 instruction.

These results demonstrate positive value-add in Reading and Numeracy and reflect the impact of strengthened instructional consistency and data-informed teaching.

Moving into 2026, the school will fully implement its Victorian Curriculum 2.0–aligned scope and sequences, strengthen Victoria’s Approach to Teaching Reading, enact the Mathematics Position Statement, and enhance assessment through ongoing reporting, moderation and targeted use of DIBELS data to further accelerate student growth.

Wellbeing

In 2025, our school strengthened its whole-school approach to student wellbeing through the implementation of a new streamlined referral process and consistent data analysis practices. The introduction of a clearer, more efficient wellbeing referral pathway, alongside regular Life Skills Go data analysis, enabled us to collaboratively share and monitor a unified caseload list across the Mental Health & Wellbeing Leader (MHWL), Youth Worker and Social Worker. This integrated approach improved communication, reduced duplication, and ensured that students were identified and supported in a timely manner. As a result, more students were seen more regularly across the school, with supports matched to their individual needs.

The impact of this coordinated model was evident in our 2025 Attitudes to School Survey (ATOSS) data. An outstanding 93% of students reported that they felt they had an advocate at school, reflecting the strength of relationships and trust built through consistent adult support. Additionally, there was a significant increase to 80% positive endorsement in emotional regulation and awareness. These outcomes demonstrated that our proactive, data-informed practices contributed to measurable improvements in student wellbeing, self-awareness and connectedness.

Our Youth Worker and Social Worker continued to deliver targeted small group interventions designed to build students’ social and emotional capabilities. These included social skills groups, Prep transition programs, and Year 5/6 programs with a focus on resilience, body image,

relationships and respect. Alongside group work, both staff members maintained 1:1 interventions for identified students requiring more personalised support, ensuring continuity of care and tailored goal setting.

Our MHWL and Youth Worker further strengthened our established engagement programs: STAR, Koorie Club and Pasifika.

- The STAR program increased to four days per week and supported over 50 students. A partnership was formed with a similar program at Alkira Secondary College, whose staff and students visited on several occasions to share ideas, strengthen practice and foster meaningful cross-school connections.
- Pasifika continued its strong link with Alkira Secondary College and proudly performed on stage at Bunjil Place as part of the 4C's Showcase Evening, celebrating culture, identity and student voice.
- Koorie Club continued to meet weekly, building students' cultural connections with one another and strengthening links to the broader community through our KESO. These sessions provided a culturally safe and empowering space for students to deepen their understanding of identity, heritage and community connection.

These groups along with our strong wellbeing practices contributed greatly to increased positive endorsement in ATOSS for Sense of Connectedness, which rose to 86%, and Sense of Inclusion, which increased to 94%.

Breakfast Club remained a significant success, operating three times per week and supporting student engagement and readiness for learning. On the two days Breakfast Club did not run, our newly appointed Wellbeing Ambassadors distributed breakfast packs to classrooms. In addition to this responsibility, the ambassadors played an important leadership role by acting as a voice for their classmates on wellbeing matters, ensuring student perspectives were represented and embedded across the school.

Engagement

Student engagement remained a key focus for our school in 2025, recognising its important role in supporting both student learning and wellbeing in alignment with FISO 2.0. Student attendance also remained a high priority, driving the ongoing work of the Hillsmeade Operations Team to strengthen attendance policies, procedures and consistent practices across the school.

In 2025, the average number of student absence days at Hillsmeade was 23.1, compared to 23.8 days for similar schools and 21.5 days across the state. Our data sits lower than similar schools and slightly higher than the state average. When reviewing four-year trends, our average of 22.9 absence days is closer to the state average of 21.7 and stronger than similar schools at 24.3. Student absences were consistently tracked, documented and followed up with families to maintain strong connections to school and support successful transitions back to learning. The development of a clear attendance handbook outlining procedures at each stage is expected to further support improved attendance outcomes moving into 2026.

Throughout 2025, Hillsmeade PS continued to provide a range of activities and opportunities designed to strengthen student engagement, including:

- Enhancing assemblies to promote student voice, celebration and entertainment, including initiatives such as *Hillsmeade's Got Talent* and *Hillsmeade Heroes*.
- Continuing *Hillsmeade Happenings*, our internal school TV program.
- Personalising learning by identifying what students know, what they need to learn next and how they will get there.
- Expanding Student Representative Council roles and supporting student leadership through lunchtime clubs, assemblies and whole-school initiatives.
- Providing opportunities for Family Teacher Conversations and strengthening partnerships with families.
- Hosting community events such as open mornings, Family Fun Night, Footy Day, the Easter Hat Parade, Book Week celebrations and Parent Helper information sessions.
- Delivering a school-wide swimming program.
- Providing camp experiences for students in Years 2, 4 and 6.

Other highlights from the school year

Hillsmeade Primary School continued to strengthen student engagement and community connection through a wide range of whole-school events and initiatives in 2025. Signature community events including Meet the Teacher, Family Fun Night and the End of Year Extravaganza fostered strong partnerships with families. Book Week celebrations, open mornings and the Prep Teddy Bear's Picnic supported both literacy engagement and positive transitions into school.

The biannual Year 5/6 production, *Madagascar Jnr*, was proudly performed at Bunjil Place, providing students with an authentic theatre experience and showcasing their confidence, collaboration and creativity. For the first time, the Year 6 Graduation was also held at Bunjil Place, creating a memorable and celebratory conclusion to primary school. The event carried a strong sense of pride and achievement, reinforcing the significance of this milestone for students and families.

Student leadership and House events continued to strengthen school spirit and belonging. Interschool sport and cross country participation reflected strong commitment and sportsmanship. Cultural inclusion remained a key focus, with NAIDOC Week and Harmony Day celebrations, ongoing Koori Club initiatives, and a strengthened Pasifika focus. Hillsmeade was proud to participate in the 4Cs cultural showcase, further elevating student voice and cultural representation across our network.

Sustainability also remained a priority, with a whole-school recycling program embedded across classrooms and students participating in the Marine Team to promote environmental responsibility and action. These initiatives collectively reinforce Hillsmeade's values of Kindness, Respect and Resilience across the school community.

Financial performance

At the conclusion of 2025, Hillsmeade Primary School remained in a sound financial position, recording a net operating surplus of \$195,978 and total available funds of \$1,281,488. The school continued to manage a planned SRP deficit associated with the employment of Early Learning Centre (ELC) staff through the credit component of the Student Resource Package. This structural arrangement results in an annual SRP deficit; however, funds are strategically reserved to meet repayment commitments, including \$362,150 repayable to the Department and \$427,052 held as an operating reserve.

Total operating revenue in 2025 was \$12,105,528, including \$9,278,199 through the Student Resource Package and \$367,053 in equity funding (Social Disadvantage). Additional government funding included \$1,634,539 in DET grants, \$398,495 in Commonwealth grants and \$6,131 in State grants. Locally raised funds totalled \$604,863, including fundraising initiatives (\$5,906), gym hire (\$26,839) and \$49,480 from overseas fee-paying students. Interest earnings of \$56,501 were generated from high-yield investments.

School Council maintained oversight of financial commitments, including leadership structures and professional learning investments, ensuring resources were strategically aligned to support improved student outcomes and future sustainability.

**For more detailed information regarding our school please visit our website at
<https://www.hillsmeade.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 777 students were enrolled at this school in 2025, 354 female and 423 male. 40% had English as an additional language and 1% 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 **Medium**.

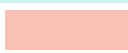
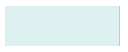

Parent Satisfaction Summary

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	80.9%	
	Similar schools	80.0%	
	State	82.0%	

School Staff Survey


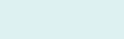


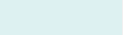

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	84.1%	
	Similar schools	74.9%	
	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	77.0%	
	Similar schools	81.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	74.5%	
	Similar schools	80.3%	
	State	84.2%	

NAPLAN

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


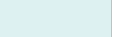




		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	66.3%	62.2%
	Similar schools	64.4%	63.6%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	73.6%	73.1%
	Similar schools	68.4%	70.2%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	61.2%	59.4%
	Similar schools	58.4%	57.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	72.7%	70.2%
	Similar schools	62.0%	61.3%
	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'.


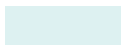

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	74.1%	
	Similar schools	72.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	71.8%	
	Similar schools	73.1%	
	State	74.0%	

WELLBEING


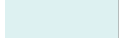

Student Attitudes to School – Sense of Connectedness

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	86.2%		84.0%
	Similar schools	75.6%		75.3%
	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	86.0%		83.7%
	Similar schools	75.2%		73.4%
	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	23.1	22.9
	Similar schools	23.8	24.3
	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	88.7%	
Year 1	School	87.1%	
Year 2	School	87.7%	
Year 3	School	88.4%	
Year 4	School	88.0%	
Year 5	School	87.3%	
Year 6	School	90.9%	

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	\$9,308,754
Government Provided DET Grants	\$1,634,539
Government Grants Commonwealth	\$398,495
Government Grants State	\$6,131
Revenue Other	\$183,301
Locally Raised Funds	\$604,863
Capital Grants	\$0
Total Operating Revenue	\$12,136,083

Equity	Actual
Equity (Social Disadvantage)	\$367,053
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$367,053

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

Expenditure	Actual
Student Resource Package ¹	\$9,347,560
Adjustments	\$0
Books & Publications	\$12,564
Camps/Excursions/Activities	\$143,780
Communication Costs	\$10,536
Consumables	\$232,570
Miscellaneous Expenses ²	\$37,694
Agency Staff	\$85,162
Professional Development	\$116,653
Equipment/Maintenance/Hire	\$136,672
Property Services	\$369,837
Salaries & Allowances ³	\$1,056,692
Support Services	\$225,740

Expenditure	Actual
Trading & Fundraising	\$42,361
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,048
Utilities	\$91,000
Total Operating Expenditure	\$11,909,869
Net Operating Surplus/-Deficit	\$226,214
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	\$1,103,191
Official Account	\$178,298
Other Accounts	\$0
Total Funds Available	\$1,281,488

Financial Commitments	Actual
Operating Reserve	\$427,052
Other Recurrent Expenditure	\$3,520
Provision Accounts	\$6,386
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$362,150
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$296,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,095,107

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.