

2025 Annual Report to the School Community

School Name: Newington Primary School (2103)



- 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 14 March 2026 at 03:32 PM by Sam Streeter (Principal)

- 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

To be attested by the 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
 - 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

Newington Primary School had an enrolment of 278 students in 2025, with 13 generalist classrooms in full-time operation, and class sizes ranging between 18 and 24 students. Of these enrolments, 9% of students identified as Aboriginal or Torres Strait Islander, and 5% had an EAL background, two of whom were international fee-paying students. Throughout 2025, we had 29 staff members, including administrative staff, classroom support staff, classroom teachers, specialist teachers, and leadership staff. There was movement among staff throughout the year due to other career opportunities and leave entitlements, which were handled on an individual basis.

We continued to run an extensive specialist program at Newington, including Visual Arts, Physical Education, Music/Performing Arts, The Sustainable Gardening Kitchen, and Japanese.

At Newington Primary School, our vision, "Inspire, Inquire, Grow," continued to be a focal point for the school. In 2025, we designed a new mission statement and introduced new values in line with our move away from being an International Baccalaureate school. Respect, Responsibility, and Inclusivity are the three values we demonstrate throughout our tours, daily operations, and in taking steps toward new opportunities in both learning and wellbeing.

Located alongside Victoria Park on Russell Street, with the main entrance to the school off Inkerman Street, Newington Primary School is ideally situated within walking distance of a nearby high school, Lake Wendouree, and other local landmarks. Although this has caused the zone to be quite small for enrolment intake, enrolments in 2025 remained steady. The site on which the school is located is reasonably sized and has facilities for students to use daily, including four playgrounds, three sandpits, soccer pitches, and well-resourced classrooms spread throughout the school in cohort levels, providing a junior section, middle section, and senior section.

Progress towards strategic goals, student outcomes and student engagement

Learning

Inquiry learning with a new pathway forward was a significant focus in 2025, with the introduction of throughlines across the school. These involved staff utilising their skill sets in inquiry learning and knowledge of the Victorian Curriculum to design and implement term-long inquiries across all year levels that focused on; Identity, Influence, Innovation and Integrity. Across the school, students were seen to be engaged in their learning through questioning their understandings, hands-on tasks, and other opportunities within the wider community or inside the classroom walls.

In Literacy, we continued to embed Heggerty and Sounds Write from Foundation to Year 2. This involved continuing to train all staff teaching F-2. The students in Years 3–6 focused on Spelling

Mastery as the next step from Sounds Write, with students placed in groupings that saw them streamed from 3–6 based on their ability level to enable them to focus on the skills they were ready to learn. This ran for half an hour a day, supported by dedicated literacy time in their own classrooms. Literacy Circles continued to be implemented with more depth in the Year 5 and 6 classrooms. All classes utilised their inquiry focus to engage students further in literacy through reading and writing tasks, while using the instructional model and elements of the literacy model. Targeted DOE initiatives, like tutoring and leaders working with individuals to build capacity, can also be credited with student growth in Literacy in 2025.

In Numeracy, staff collaborated on different explicit teaching resources and approaches while integrating a daily review into each session that met the needs of the students based on their data. Having students give reasoning behind their answers to problems and equations also continued to be a focus. Prior to reporting each six months, staff worked together to moderate assessment tasks.

Wellbeing

The Wellbeing team was active in working with the newly appointed MHWL for 2025, in continuing to lead staff in building their capacity in the area of student wellbeing and mental health. Their goal for the year focused on student connectedness. Staff investigated and implemented new ideas on how to connect students with the school. One example was "Fun Friday" afternoons across the school, where students chose activities of interest to them personally. As a school, we did not meet the target we had set in the Attitudes to School Survey around connectedness, especially in the Grade 5 cohort. This continues to be a focus moving forward.

Staff also started to implement a termly wellbeing check-in on individual students. This data was then looked at by leadership and the MHWL so they can monitor and support individual students where needed.

The MHWL engaged students in club activities during break times that focused on good mental health, connecting with others, and social capabilities.

Other wellbeing measures and resources implemented throughout 2025 included Provisional Psychologists, Therapy Dogs, and the Zones of Regulation. In weekly class sessions, students were engaged in Wellbeing lessons that were underpinned by the program Resilience, Rights & Respectful Relationships (RRRRs).

Engagement

Proud of the attendance rate for 2025, the average number of days absent for a student was 15.5 across the school. This is well below similar schools and the state average. The Year 3 cohort had the lowest attendance percentage at 91%. As a school, we identified vulnerable students and those at risk of disengagement. This involved working with the Department of Education's Student Support Services and other external agencies for support and advice when required. Regular Student Support Group meetings were also conducted for students who needed them on a regular

basis. For some students, attending the breakfast club before school or a lunchtime club contributed to many students successfully engaging in our school environment.

During the transition process for students starting Foundation or Year 7 in 2026, individual students were prepared to either engage at Newington or beyond. Individual meetings were arranged for students when required, and close relationships were built with the relevant kindergarten or secondary school for different students. In 2025, our Foundation students for 2026 were invited to visit the school on numerous occasions to see the environment and experience various elements of school life.

Throughout the school day, some students demonstrated engagement in their learning environment through the work they did as part of the Green Team, Dream Team, or Student Voice team. Other students joined the school choir, which met at lunchtime to practice, leading to competing at South Street and later performing at different places in the Ballarat community. Assembly was often the venue where students demonstrated their learning or shared actions they had taken within our community. Our student leadership team also engaged with the school council and with the wider Ballarat community when representing the school.

Other highlights from the school year

Highlights for Newington Primary School in 2025 included:

- The establishment of a School Council Committee called "Chromequest," which is a group of parents leading the fundraising for new Chromebooks. This committee was enthusiastic, committed, and driven in their goal, raising a significant amount of funds. Some events the group ran were student discos, a color run, Father's Day breakfast, Footy Day hot dogs, and a pie drive.
- Each term, the school opened its doors to welcome parents, friends, and family members to celebrate the learning that had taken place in the school. Each time, this was well received, with many in attendance.
- Mother's Day and Father's Day were celebrated with a morning of activities, where students invited in special guests to share the time with them at school.
- The introduction of wristbands that students receive from their teachers and classmates, based around the school's Vision, was well received. This was further complemented by the once-a-term certificates that were presented at the last assembly for the term, which represented the school's Values. A Principal's and Assistant Principal's award was also introduced each term.
- Year 4 and Year 6 students went on camp, both of which were a success.
- Year 5 students went to Sovereign Hill to dress up.
- All other year levels also participated in incursions and excursions throughout the year.
- Sports days were held for senior students and junior students, with students progressing in different events, including two students qualifying for state-level competition in high jump.

Financial performance

In 2025, the school received equity funding of \$118,915.00. This equity funding enabled the school to continue focusing on student wellbeing and learning through professional development for staff around Sounds Write and with an external facilitator. It further allowed the school to update resources and programs to best meet student needs and to employ additional staff. Due to a significant drop from previous years equity funding and the trajectory of the school's equity money moving forward, the school made the decision to step away from the International Baccalaureate Program, which had previously been funded through this line.

The school utilised targeted funding in the wellbeing and tutoring space to meet the needs of students through staff resourcing and expertise. The School Council was aware that technology leases and other needs of the school were to be covered through the budget annually. This enabled us the opportunity to focus on areas of achievement, engagement, and wellbeing that align with the goals of the School Strategic Plan, which will be reviewed in 2026. The school was in a sound position to provide the students and staff of Newington Primary School with the resources and facilities necessary to meet the school's aims and goals in 2025.

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 278 students were enrolled at this school in 2025, 137 female and 141 male. 8% had English as an additional language and 8% 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**.


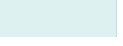

Parent Satisfaction Summary

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 | 79.7% |  |
| | State | 82.0% |  |

School Staff Survey


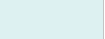


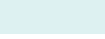


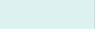




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

| | | 2025 | |
|---|-----------------|-------|---|
| % positive endorsement School Climate (School Staff Survey) | School | 73.9% |  |
| | Similar schools | 76.3% |  |
| | State | 77.4% |  |

LEARNING

NAPLAN

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

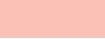
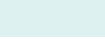


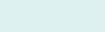

| | | 2025 | |
|---|-----------------|--------------|---|
| Reading Year 3 % of students Strong or Exceeding proficiency levels | School | 69.8% |  |
| | Similar schools | 66.7% |  |
| | State | 69.5% |  |
| Reading Year 5 % of students Strong or Exceeding proficiency levels | School | 67.6% |  |
| | Similar schools | 70.4% |  |
| | State | 73.9% |  |
| Numeracy Year 3 % of students Strong or Exceeding proficiency levels | School | 67.4% |  |
| | Similar schools | 63.0% |  |
| | State | 66.2% |  |
| Numeracy Year 5 % of students Strong or Exceeding proficiency levels | School | 58.3% |  |
| | Similar schools | 65.3% |  |
| | State | 69.1% |  |

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'.


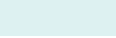

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

| | | 2025 | |
|--|-----------------|--------------|---|
| Reading Year 3 to 5 % of students High or Medium relative growth | School | 68.6% |  |
| | Similar schools | 71.6% |  |
| | State | 74.7% |  |
| Numeracy Year 3 to 5 % of students High or Medium relative growth | School | 70.6% |  |
| | Similar schools | 69.2% |  |
| | State | 74.0% |  |

WELLBEING


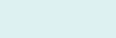

Student Attitudes to School – Sense of Connectedness

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 | |
|--|-----------------|--------------|---|
| Years 4 to 6 % positive endorsement | School | 68.6% |  |
| | Similar schools | 78.6% |  |
| | State | 77.1% |  |

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 | |
|--|-----------------|--------------|---|
| Years 4 to 6 % positive endorsement | School | 68.4% |  |
| | Similar schools | 79.2% |  |
| | State | 76.4% |  |

ENGAGEMENT




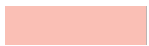



Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

| | | 2025 |
|-----------------|-----------------|-------------|
| Prep - 6 | School | 12.2 |
| | Similar schools | 21.7 |
| | State | 21.5 |

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | | 2025 | |
|---------------|---------------|--------------|---|
| Prep | School | 95.0% |  |
| Year 1 | School | 95.8% |  |
| Year 2 | School | 94.0% |  |
| Year 3 | School | 91.9% |  |
| Year 4 | School | 94.6% |  |
| Year 5 | School | 92.9% |  |
| Year 6 | School | 93.4% |  |

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 12 March 2026.

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,052,752 |
| Government Provided DET Grants | \$478,485 |
| Government Grants Commonwealth | \$8,599 |
| Government Grants State | (\$1,094) |
| Revenue Other | \$8,811 |
| Locally Raised Funds | \$192,075 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,739,628 |

| Equity | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$118,915 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0 |
| Equity Total | \$118,915 |

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

| Expenditure | Actual |
|---------------------------------------|-------------|
| Student Resource Package ¹ | \$3,061,530 |
| Adjustments | \$450 |
| Books & Publications | \$1,005 |
| Camps/Excursions/Activities | \$114,211 |
| Communication Costs | \$6,909 |
| Consumables | \$51,531 |
| Miscellaneous Expenses ² | \$5,544 |
| Agency Staff | \$0 |
| Professional Development | \$17,693 |
| Equipment/Maintenance/Hire | \$41,178 |
| Property Services | \$97,138 |
| Salaries & Allowances ³ | \$339,954 |
| Support Services | \$64,142 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Trading & Fundraising | \$22,014 |
| Motor Vehicle Expenses | \$15 |
| Travel & Subsistence | \$0 |
| Utilities | \$42,545 |
| Total Operating Expenditure | \$3,865,858 |
| Net Operating Surplus/-Deficit | (\$126,230) |
| 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.

Draft

FINANCIAL POSITION AS AT 31 DECEMBER 2025

| Funds Available | Actual |
|-------------------------------|-----------------|
| High Yield Investment Account | \$21,412 |
| Official Account | \$6,458 |
| Other Accounts | \$0 |
| Total Funds Available | \$27,869 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$133,980 |
| Other Recurrent Expenditure | \$21,494 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$65,971 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$25,822 |
| 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 |
| Total Financial Commitments | \$247,267 |

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.