

2025 Annual Report to the School Community

School Name: Glen Iris Primary School (1148)



- 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 31 March 2026 at 10:07 AM by Madeleine Tippens (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 02 April 2026 at 03:45 PM by Madeleine Tippens (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

Glen Iris Primary School is a government primary school located in the suburb of Glen Iris in Melbourne's inner eastern region of Victoria. Established in 1865, the school serves students from Foundation to Year 6 and reflects a strong connection to its local community. The school's vision, *"Growth through belonging; a community where every child thrives,"* underpins a commitment to inclusive, student-centred learning. Its core values—empathy, honesty, resilience, gratitude and respect—guide both academic and social development, fostering well-rounded learners.

Glen Iris Primary School is a medium-sized school with approximately 380 students enrolled, 23 full-time equivalent teaching staff, 4.8 full-time equivalent education support staff, and two-principal class staff. The school is structured around an explicit teaching model, including evidence-based approaches such as structured synthetic phonics in the early years.

The school is situated in a well-established residential area approximately 10 kilometres from Melbourne's CBD, with a designated neighbourhood school zone that prioritises local enrolments. The school is a culturally diverse student cohort, with a significant proportion of students coming from language backgrounds other than English.

A notable feature of the school is its strong sense of community and emphasis on wellbeing, with calm, settled classrooms and a focus on belonging. This is emphasised by the positive endorsement on the General School Satisfaction for Parents (82%) and Staff *85.9%) the latter for which is significantly higher for both state and similar schools. The school promotes high academic achievement alongside social and emotional development, supported by engaged families and a collaborative staff culture.

Progress towards strategic goals, student outcomes and student engagement

Learning

Glen Iris Primary School progressed key improvement goals through a consistent, evidence-based approach to teaching and learning, resulting in strengthened student outcomes in literacy, numeracy and wellbeing.

A key highlight was the targeted improvement in writing and numeracy achievement. This was supported by the implementation of whole-school scope and sequences in writing and mathematics, aligned to the Victorian Curriculum 2.0. Teachers used formative assessment strategies to identify student needs, explicitly teach key skills, and extend student learning, ensuring improved differentiation across all classrooms. Teacher judgement results in 2025 were above both similar schools and state for English and Mathematics. Likewise, in Grade 3 Reading

and Grade 3 and 5 Numeracy, the school performed higher compared to both similar and state schools in the percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

A second highlight was the strengthening of teacher capability through structured Professional Learning Communities (PLCs). Teachers met weekly to analyse student data, plan targeted instruction, and monitor progress. This consistent use of data supported teaching at students' point of need and contributed to improved collaboration, with a target to increase positive staff endorsement from 72% to 80% achieved.

The school also prioritised early literacy through the implementation of structured synthetic phonics in Foundation to Year 2. Daily explicit instruction supported stronger foundational reading skills and contributed to improvement targets in teacher judgement data, including increasing the proportion of students above age-expected levels in spelling.

These initiatives demonstrated a cohesive and data-driven approach to improving student learning outcomes.

Wellbeing

Glen Iris Primary School demonstrated a strong and intentional focus on improving student wellbeing outcomes, recognising the connection between wellbeing and learning success. The school progressed its goal of developing students' social and emotional wellbeing through a consistent, whole-school approach.

A key highlight was the implementation of structured wellbeing practices across all classrooms, including daily morning circles, emotion coaching, and the explicit teaching of the science of stress. These approaches supported students to build emotional awareness and regulation, meeting targets to increase positive endorsement for skills such as managing frustration (from 62% to 93% meeting the 66% target) and calming themselves (from 65% to 96% meeting the 69% target). Evidence from student attitude data showed strong outcomes in areas such as sense of inclusion (93%) and effective classroom behaviour (98%), indicating a positive and supportive learning environment.

A second highlight was the strengthening of systems to support student behaviour and wellbeing. The school embedded restorative practices, Ready to Learn Plans, and consistent approaches to managing bullying. This contributed to improved student perceptions in managing bullying and high expectations for success, reflecting a safe and orderly environment conducive to learning. This was demonstrated by the positive endorsement on managing bullying on the Attitudes to School Survey (94.1%) nearly 20% higher than both state and similar school results.

Additionally, the introduction of a triaged wellbeing support model, including the work of a dedicated wellbeing officer, ensured that students received targeted support at their point of need. This approach enabled teachers to better support diverse learners, with a goal to increase staff confidence in supporting challenging students, which was achieved.

Overall, the school's consistent and proactive approach to wellbeing created a positive school climate, supporting both student engagement and improved learning outcomes.

Engagement

Glen Iris Primary School demonstrated a strong focus on belonging, inclusivity and school spirit as key drivers of student engagement and wellbeing, aligned with FISO 2.0.

A key highlight was the embedding of consistent, whole-school practices to promote belonging. Daily morning circles, “What Went Well” reflections, and explicit wellbeing instruction (including the science of stress and emotion coaching) were implemented across all classrooms. These approaches supported students to feel known, valued and included, contributing to strong Attitudes to School Survey outcomes.

A second highlight was the strengthening of student voice and agency. The school re-introduced regular SRC meetings, student focus groups, and maintained leadership opportunities through House Captains and student action leadership teams (SALT). This fostered a sense of ownership and school pride, reflected in positive outcomes such as advocate at school (95%) and stimulated learning (99%). These strategies supported students to feel empowered and connected to their learning and school community.

The school also prioritised inclusive and consistent approaches to behaviour and wellbeing through restorative practices, Ready to Learn Plans, and clear processes for managing bullying. This contributed to positive perceptions of safety and fairness.

Attendance remained a key area for ongoing focus. While the strong sense of belonging and engagement supported consistent attendance for most students, the school recognised the importance of further strengthening attendance monitoring and early intervention strategies. Whole-school wellbeing practices and increased student engagement were important enablers in maintaining positive attendance patterns and reducing disengagement. The school maintained frequent and clear communication with the parent community regarding student attendance, recognising its critical role in both learning and wellbeing. Attendance data highlighted that the primary cause of absences was family holidays, and the school used newsletters, emails, and parent meetings to share this information, explain the impact of missed learning, and encourage planning holidays outside of term time. These communications were designed to foster collaboration between families and the school, supporting consistent attendance and maximising student engagement. The school's average non-attendance days were 17.5, lower than both similar schools and state averages.

Overall, the school year reflected a cohesive approach to fostering an inclusive, connected and engaging school environment, supporting both student wellbeing and improved learning outcomes.

Other highlights from the school year

Glen Iris Primary School enjoyed a rich and engaging year beyond core learning, with a range of activities that have built community connection, student resilience and school spirit. Our camp program saw students from Prep through to Year 6 participate in tailored experiences from Prep’s “camp-style” morning through to overnight camps for older students that fostered independence, teamwork and lasting friendships. Students also took part in regular incursions and excursions each term to extend classroom learning in real-world settings, complementing curriculum goals.

The school calendar featured vibrant whole-school events such as Harmony Day celebrations, which brought together students and families in colourful displays of cultural diversity, as well as traditional activities like the Walk-a-Thon and regular House Spirit events that strengthened community bonds and student wellbeing. We also held our first GIPS Fun Fair which was well attended. These experiences enriched school life and reflected GIPS's commitment to growth through belonging.

Financial performance

At Glen Iris Primary School, the school maintained a stable financial position in 2025, supported by strong oversight from the School Council, with an SRP surplus of \$138,911. Enrolments of 368 in our first census supported consistent funding to meet operational and educational priorities. The Student Resource Package (SRP) included \$423,203 in cash funding, which supports operational expenses (maintenance and minor works), wellbeing programs, student excellence initiatives, and mental health and wellbeing supports, and \$3,706,138 in credit funding allocated to all staff salaries.

Additional revenue included \$93,422 from the International Student Program, \$66,437 in fundraising revenue generated by both the school and school community, and \$59,916 from third-party hire of school facilities. Funds raised through the Walk-a-thon have been carried over into 2026 to offset the cost of new audio-visual equipment for school assemblies. Significant expenditure included \$134,370 on building and grounds works as part of the school's maintenance program. The School Council also entered a new Out of School Hours Care contract with Team Kids, effective 2026.

Glen Iris Primary School continues to prioritise high-quality education, the modernisation of its facilities, and strong student support services, ensuring it remains a school of choice within the community.

**For more detailed information regarding our school please visit our website at
www.gips.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 381 students were enrolled at this school in 2025, 173 female and 208 male. 14% 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	81.6%	
	Similar schools	78.0%	
	State	82.0%	

School Staff Survey

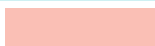
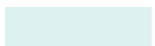
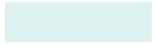
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.9%	
	Similar schools	78.9%	
	State	77.4%	

LEARNING

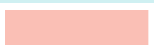
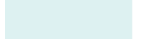
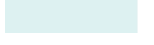
Teacher Judgement of student achievement against the Victorian Curriculum

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	97.7%	
	Similar schools	95.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	97.9%	
	Similar schools	95.0%	
	State	84.2%	

NAPLAN

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

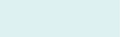
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	94.6%		92.9%
	Similar schools	86.2%		85.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	88.0%		88.4%
	Similar schools	90.0%		90.3%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	94.5%		94.0%
	Similar schools	83.7%		83.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	94.0%		90.9%
	Similar schools	87.0%		86.0%
	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	75.0%	
	Similar schools	80.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	73.5%	
	Similar schools	77.9%	
	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	90.4%		85.3%
	Similar schools	76.7%		76.7%
	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	94.1%		83.6%
	Similar schools	75.3%		75.0%
	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	17.5	17.5
	Similar schools	17.6	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	91.5%	
Year 1	School	90.0%	
Year 2	School	92.6%	
Year 3	School	92.1%	
Year 4	School	90.9%	
Year 5	School	89.8%	
Year 6	School	90.7%	

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	\$3,768,921
Government Provided DET Grants	\$522,701
Government Grants Commonwealth	\$4,896
Government Grants State	\$0
Revenue Other	\$19,798
Locally Raised Funds	\$647,870
Capital Grants	\$0
Total Operating Revenue	\$4,964,186

Equity	Actual
Equity (Social Disadvantage)	\$5,990
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$5,990

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

Expenditure	Actual
Student Resource Package ¹	\$3,630,487
Adjustments	\$0
Books & Publications	\$35,906
Camps/Excursions/Activities	\$192,963
Communication Costs	\$6,602
Consumables	\$149,416
Miscellaneous Expenses ²	\$50,017
Agency Staff	\$50,644
Professional Development	\$21,396
Equipment/Maintenance/Hire	\$25,617
Property Services	\$140,997
Salaries & Allowances ³	\$172,188
Support Services	\$21,058

Expenditure	Actual
Trading & Fundraising	\$56,187
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,232
Total Operating Expenditure	\$4,596,710
Net Operating Surplus/-Deficit	\$367,476
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	\$453,070
Official Account	\$144,281
Other Accounts	\$86,107
Total Funds Available	\$683,458

Financial Commitments	Actual
Operating Reserve	\$161,037
Other Recurrent Expenditure	\$4,405
Provision Accounts	\$0
Funds Received in Advance	\$80,545
School Based Programs	\$123,974
Beneficiary/Memorial Accounts	\$86,107
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$5,651
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$461,719

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.