

2025 Annual Report to the School Community

School Name: Park Ridge Primary School (5281)



- 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 23 March 2026 at 02:44 PM by Dale Blythman (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 27 March 2026 at 10:04 AM by Dale Blythman (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

Park Ridge Primary School is committed to providing a high-quality education that prepares students to become active, engaged, and responsible citizens in both local and global communities. We strive to equip our students with the knowledge and skills necessary to thrive in the dynamic 21st century, where creativity, collaboration, adaptability, and global connectedness are key.

Vision and Values

Our school vision is:

"Preparing our students to develop the knowledge and skills that will help them become lifelong learners who are successful, happy individuals who fully participate in and contribute to our community and the world around us."

Our values represent the guiding principles and beliefs of our school community:

- Respect – Accept, value, and appreciate others and our differences, treating others as you would like to be treated.
- Resilience – Control emotions, overcome challenges, and believe in your ability to achieve.
- Positivity – Develop a growth mindset, express gratitude, and put your best effort into everything you do.
- Integrity – Always do the right thing, own your mistakes, be honest, and make good choices.
- High Expectations – Encourage and support all members of our school community to strive for excellence.

School Size, Structure, and Staffing

In 2025, Park Ridge Primary School had an enrolment of 521 students, with 12.5% classified as English as an Additional Language (EAL) and 0.96% identifying as having an indigenous background. The Student Family Occupation and Education (SFOE) index of 0.26 places our school in the 'low' range for socio-economic disadvantage.

The 2025 staffing profile included:

- 36 teachers, including the Principal and two Assistant Principals—one focusing on Student Engagement and Wellbeing and the other on Curriculum.
- Two Learning Specialists, providing curriculum leadership and mental health and wellbeing support.
- Four administration staff and thirteen integration aides as part of our Educational Support team.

Geographic Location

Park Ridge Primary School is located in the North-Eastern Victoria Region, Outer Eastern Melbourne Area. Our 3.6-hectare site sits on the south-eastern border of the City of Knox, within the suburb of Rowville. The school maintains close links with neighbouring primary schools,

including Lysterfield, Heany Park, Rowville, and Karoo, and works in partnership with Rowville Secondary College's eastern campus, which is adjacent to our school.

School Facilities and Notable Features

Our school provides modern, well-equipped facilities, including:

- 18 permanent and 10 portable classrooms
- Specialist learning spaces, including an art room, gymnasium, library, intervention space, music room and science room.
- A multi-purpose center, used for assemblies, incursions, and specialist classes, which also houses an accredited out-of-school-hours care program
- Expansive outdoor spaces, including surfaced and grassed playing areas, two playgrounds, and an activity-based fitness track

Curriculum and Specialist Programs

Park Ridge Primary School delivers a comprehensive curriculum based on the Victorian Curriculum framework, with specialist programs in:

- Music
- Art
- Physical Education
- Science
- LOTE (Indonesian)

Our Tutoring Initiative and Intervention focuses on providing additional support for students, with an emphasis on Reading, and Numeracy development.

By fostering a safe, inclusive, and high-achieving learning environment, Park Ridge Primary School ensures all students are supported to reach their full potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

A key goal for 2025 was to further improve student achievement in Literacy and Numeracy, with a continued focus on aligning teacher judgement with National Assessment Program – Literacy and Numeracy (NAPLAN) outcomes. The school set clear targets to enhance student performance while strengthening consistency in assessment practices across all year levels.

Teacher Judgement data indicates strong achievement, with **91.9% of students at or above age-expected standards in English and 91.2% in Mathematics**. These results remain above state benchmarks and reflect sustained high performance across Foundation to Year 6.

NAPLAN results further reinforce this positive trend. A high proportion of students in Years 3 and 5 achieved in the **Strong or Exceeding proficiency levels**, particularly in Numeracy, where **94.3% of Year 3 students** achieved at this level—significantly above both similar schools and the state. Reading results were also strong, with **82.6% of Year 3 students** and **80.0% of Year 5 students** achieving Strong or Exceeding levels.

Student growth data highlights the effectiveness of teaching practices, with **85.5% of students demonstrating High or Medium growth in Reading** between Years 3 and 5. While Numeracy growth (67.7%) was slightly below similar schools, it remains an area of strategic focus moving forward.

Key initiatives supporting these outcomes included:

- Embedding evidence-based teaching practices, particularly through a structured literacy approach focusing on phonics, fluency and comprehension.
- Implementation of targeted small group instruction in both Literacy and Numeracy to support differentiation.
- Strengthened data literacy through regular assessment cycles and collaborative data analysis.
- Ongoing support for students with disabilities, including funded programs and Individual Learning Improvement Plans (ILIPs).

The school's Strategic Plan and 2025 Annual Implementation Plan have ensured a consistent and aligned approach to teaching and learning. Through a strong commitment to explicit instruction, data-informed practice, and targeted intervention, the school continues to build a culture of high expectations and continuous improvement.

Wellbeing

In 2025, a key priority was to enhance student wellbeing by strengthening student voice, school connectedness, and communication with families. While the school continues to perform positively in many areas, Attitudes to School Survey data identified opportunities for growth, particularly in **Sense of Connectedness** and **Management of Bullying**, both below similar schools.

These results have informed a renewed focus on building a more connected and inclusive school environment.

A major initiative in 2025 was the introduction of **School Wide Positive Behaviour Support (SWPBS)**. This included the development of new school values, the creation of a clear behaviour matrix, and collaboration with an SWPBS coach to establish consistent expectations across all settings. This work has laid the foundation for a shared understanding of positive behaviours and a proactive approach to student support.

Wellbeing practices continued to be embedded across the school through the **Resilience, Rights and Respectful Relationships** program, supporting students to develop emotional literacy, resilience, and positive social skills.

Key wellbeing highlights included:

- Expansion of extra-curricula clubs such as Library Club and Park Run, promoting inclusion and student connection.
- Introduction of peer mentoring programs, fostering leadership and supportive peer relationships.
- Strengthened student voice through Junior School Council, EarlyAct (in partnership with Rotary), and Year 6 leadership roles.
- Increased opportunities for student agency in decision-making and school improvement initiatives.

The school also maintained a strong focus on early identification and intervention, with targeted supports provided through Student Support Groups and collaboration with external agencies.

Looking ahead to 2026, the school will continue its SWPBS journey, with a focus on strengthening Tier 2 and Tier 3 supports for students requiring additional assistance. Through strong partnerships with families and support services, the school remains committed to ensuring every student feels safe, valued, and supported.

Engagement

Student engagement remained a central priority in 2025, with a strong focus on creating an inclusive, stimulating, and supportive learning environment. The school continued to embed Positive Education practices through the **Berry Street Education Model (BSEM)**, supporting students' emotional regulation, relationships, and engagement in learning.

Student attendance data reflects positive engagement trends, with an average of **18.7 absence days per student**, which is below the state average of 21.5 days. Attendance rates across year levels ranged from **89.0% to 92.0%**, indicating consistent student participation. Ongoing monitoring of attendance, combined with proactive follow-up processes, has supported improved engagement.

A renewed focus on SWPBS also contributed to increased clarity and consistency around behavioural expectations, supporting students to make positive choices and remain engaged in their learning.

Key engagement initiatives included:

- **Expanded Student Leadership:** New leadership roles in sustainability, digital technology, and the arts enhanced student voice and agency.
- **Extracurricular Opportunities:** Clubs such as Chess, Art, and Performing Arts provided diverse opportunities for students to pursue interests and connect with peers.
- **Parent and Community Engagement:** Events such as Mother's and Father's Day open afternoons and cultural celebrations strengthened home-school partnerships.

The introduction of **multi-age learning days** across Foundation to Year 6 was a highlight of 2025. These days, aligned to events such as Harmony Day, Book Week, and STEM learning, promoted collaboration, peer mentoring, and a strong sense of whole-school community.

Additional whole-school events, including the Colour Fun Run, Book Week Parade, Education Week Showcase, and Christmas Concert, further enhanced student engagement and community connection.

The school remains committed to fostering high levels of engagement by providing meaningful learning experiences, amplifying student voice, and strengthening partnerships with families.

Other highlights from the school year

In 2025, Park Ridge Primary School continued to provide a rich and diverse range of opportunities that catered to the varied interests, strengths, and learning styles of students.

A comprehensive suite of programs supported student development beyond the classroom, including inter-school sport, sporting clinics, the Perceptual Motor Program (PMP), camps, excursions, incursions, choir, and the Buddies program. These experiences enhanced students' physical, social, and emotional development while strengthening peer connections.

Student leadership remained a strong feature of the school, with active participation in Junior School Council (JSC), Environmental Leaders, and EarlyAct. These groups led a range of student-driven initiatives, particularly in sustainability and community service, empowering students to make meaningful contributions to the school and broader community.

A significant highlight was the successful implementation of the **Future Stars transition program**, supporting incoming Foundation students. This program provided opportunities for children to engage in classroom experiences and build confidence prior to starting school. The inclusion of a parent information evening further strengthened the transition process and fostered early connections with families.

Community engagement was a key strength throughout the year. The Colour Fun Run fundraiser and the End-of-Year Concert were particularly well attended, reflecting a strong sense of community spirit and pride. These events provided opportunities for families to connect and celebrate student achievements.

Sustainability initiatives also gained momentum, with student leaders inspired by their involvement in the Dolphin Research Institute's iSea iCare program. This led to increased student awareness and action around environmental responsibility, including efforts to reduce litter and promote sustainable practices across the school.

These highlights demonstrate the school's commitment to providing a well-rounded education, where students are encouraged to explore their interests, develop leadership skills, and actively engage in their community.

Financial performance

Park Ridge Primary School maintains rigorous financial management processes that align with Department of Education requirements. Oversight of all budgeting and financial decisions is provided by the Principal, Assistant Principals, Business Manager, and School Council, ensuring

transparency, accountability, and alignment with the school's strategic priorities. These well-established processes enable the effective allocation of resources to support high-quality teaching and learning programs, ultimately enhancing student outcomes.

Through careful financial planning, the school has maintained a healthy operating reserve, allowing for the continued delivery of high-quality educational programs into 2026 and beyond. In 2025, the school received equity funding totalling \$34,138, which was strategically directed towards targeted student support initiatives, including Literacy and Numeracy intervention programs. Locally raised funds, supported by the efforts of the Parents and Community Association (PCA), played a significant role in resourcing key programs, particularly in Literacy and Numeracy, as well as contributing to improvements in the school gymnasium. In addition, State and Commonwealth funding supported the provision of small class sizes and comprehensive learning programs across the school, with a strong emphasis on core areas of Literacy and Numeracy.

A key achievement in 2025 was the upgrade of classroom furniture in several learning spaces, enhancing the quality and functionality of the learning environment. This work will continue in 2026, with a sustained focus on improving internal spaces to ensure they reflect and support the high standards of teaching and learning across the school.

With strong financial stewardship and the continued support of the school community, Park Ridge Primary School is well positioned to sustain its high-quality programs and confidently respond to future challenges and opportunities.

**For more detailed information regarding our school please visit our website at
<https://parkridge-ps.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 521 students were enrolled at this school in 2025, 246 female and 275 male. 12% 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	63.0%	
	Similar schools	80.0%	
	State	82.0%	

School Staff Survey

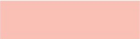





The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	66.3%	
	Similar schools	78.1%	
	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	91.9%	
	Similar schools	91.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	91.2%	
	Similar schools	91.0%	
	State	84.2%	

NAPLAN

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


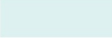


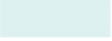

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	82.6%		77.2%
	Similar schools	80.0%		79.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	80.0%		77.6%
	Similar schools	83.6%		84.3%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	94.3%		80.3%
	Similar schools	79.2%		77.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	77.3%		77.1%
	Similar schools	79.3%		79.0%
	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	85.5%	
	Similar schools	75.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	67.7%	
	Similar schools	73.0%	
	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	67.1%		72.6%
	Similar schools	75.8%		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	61.1%		71.5%
	Similar schools	76.1%		76.0%
	State	76.4%		75.8%

ENGAGEMENT


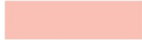





Average absence days per student

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	18.7	19.2
	Similar schools	18.7	19.0
	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	92.0%	
Year 1	School	91.0%	
Year 2	School	89.9%	
Year 3	School	92.0%	
Year 4	School	90.0%	
Year 5	School	89.0%	
Year 6	School	90.6%	

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	\$5,541,073
Government Provided DET Grants	\$616,228
Government Grants Commonwealth	\$10,542
Government Grants State	\$13,530
Revenue Other	\$24,076
Locally Raised Funds	\$559,269
Capital Grants	\$0
Total Operating Revenue	\$6,764,719

Equity	Actual
Equity (Social Disadvantage)	\$34,138
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$34,138

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

Expenditure	Actual
Student Resource Package ¹	\$5,296,321
Adjustments	\$0
Books & Publications	\$13,587
Camps/Excursions/Activities	\$192,977
Communication Costs	\$5,870
Consumables	\$122,749
Miscellaneous Expenses ²	\$23,664
Agency Staff	\$113,102
Professional Development	\$23,033
Equipment/Maintenance/Hire	\$209,452
Property Services	\$51,593
Salaries & Allowances ³	\$177,246
Support Services	\$67,554

Expenditure	Actual
Trading & Fundraising	\$40,578
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,585
Total Operating Expenditure	\$6,389,312
Net Operating Surplus/-Deficit	\$375,407
Asset Acquisitions	\$18,196

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	\$476,629
Official Account	\$43,222
Other Accounts	\$0
Total Funds Available	\$519,852

Financial Commitments	Actual
Operating Reserve	\$182,165
Other Recurrent Expenditure	\$14,474
Provision Accounts	\$0
Funds Received in Advance	\$187,970
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	\$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	\$384,609

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.