

2025 Annual Report to the School Community

School Name: Newbury Primary School (5545)



- 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 12 March 2026 at 03:28 PM by Michelle Nunn (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 07:21 PM by Michelle Nunn (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

Newbury Primary School opened in 2017 and is a primary school educating children from Prep to Year 6 and is situated in the northwest suburb of Craigieburn with 1075 students. The School Vision is to provide a dynamic learning community where all students are empowered to learn and achieve personal success. The School Mission states that we are committed to creating a safe, secure, educationally stimulating, calm and nurturing learning environment underpinned by high expectations and the recognition of effort. We focus on the emotional, social and academic development of every student as an avenue of developing confident, creative, compassionate and informed citizens who are actively engaged in their community. The strong sense of community is evident in the continuous, honest and open dialogue between all stakeholders.

The core beliefs on which we base our work are: student wellbeing and engagement is at the centre of all that we do, a positive attitude to academic and social learning is essential and personal effort is to be recognised and valued. In 2025 there was a total of 130 staff. Of this number, 81 were teaching staff including 4 Principal Class Officers and 45 Education Support staff.

Our teachers work collaboratively in Learning Communities to plan and develop curriculum programs to provide personalised learning in order to cater for students' individual needs. The school upholds high expectations of all members of the school community. The school values of Respect, Integrity, Effort and Community are embedded in all aspects of school life. Our current SFOE is 0.345

Newbury Primary School has an EAL population of 83% with 43 different languages being spoken including Punjabi, English, Hindi and Arabic. At Newbury Primary School, student wellbeing is at the centre of all that we do. Various support structures are in place including emotional check-in boards and sanctuary spaces to ensure students are ready for learning. Our teaching instruction is centred on a live planning and curriculum design model which enables teachers to plan personalised learning for students based on the analysis of current data. In 2025 we continued to implement our instructional models centred on the Science of Learning and the Science of Reading. The curriculum is delivered in a safe, stimulating and engaging learning environment where effort is celebrated. Our students are encouraged to immerse themselves in learning by being inquisitive, intrinsically motivated and to understand that all effort is recognised.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our English and Mathematics instructional models were embedded in 2025 and our specialist instructional model was introduced, with a consistent language being used across the school. This

work was supported by curriculum leading teachers, and the Education Executive community. Learning Specialists have worked with staff on improvement cycles to refine teaching practices. Growth has been shown across the majority of data sources, with significant changes in our NAPLAN data for students in the strong and exceeding categories.

NAPLAN Year 3

- Reading, Writing and Numeracy - above similar schools and network schools
- Spelling, Grammar and Punctuation - above similar schools, network schools and the state

NAPLAN Year 5

- Reading, Spelling, Grammar and Punctuation - above network schools

High Medium Growth Year 3 to 5

Our school is proud of the progress made by our students in comparison to similar schools, network schools and the state.

School based assessments including PAT Reading, PAT mathematics and DIBELS have continued to show our instructional models and teacher practices have improved student learning outcomes. The Tutor Learning Initiative (TLI), consisting of small group instruction, has further supported students requiring additional support with their learning. Inclusive practices implementation was supported by an Inclusion Outreach Coach.

Wellbeing

In 2025 our key action from the Annual Implementation Plan was to embed a whole school approach for student voice and learner agency across all areas of learning and wellbeing.

To support these key actions the following was implemented:

Professional learning based on student voice and learner agency. These were completed at whole school professional learning sessions facilitated by year six student leaders and as a through line in learning community cohort planning sessions.

Student voice and learner agency action plan continued to be implemented with consistency and fidelity.

Staff shown what student voice and agency is and how it impacts student learning and wellbeing.

Student reflections were added to semester one and two reports.

Our Year five and six students completed a leadership course.

Student empowerment leaders co facilitated lessons on anti-bullying across the year four to six cohort.

Staff are providing students with more opportunities to increase their voice and agency in their learning.

Student action groups were developed and implemented regarding different areas of the school.

Devise a clear definition of what student voice means across the school. This was done through using our student empowerment leaders from years four to six.

Increased student voice and agency in play preparation and community clubs.

Embed student voice and agency in the classroom through choice, reflection and construction of tasks and goals.

Continued to embed meaningful leadership structures across the school with students.

Continued to promote student voice through school culture and student empowerment conferences.

Increased opportunities for parents and carers to be involved in whole school activities, such as Harmony Day, open afternoons and picnics.

In 2025 65% of students reflected a positive student response in student voice and agency, which is an increase of 7% from the previous year.

Engagement

In 2025 our attendance data indicates that 8% of our school population had 0 days off school. 45% of students had 20 or more days absent which is the same as similar schools and the network.

Our 2024 attendance rate overall from years prep to six was 88% which is similar to the previous year. We continued to promote 'Every Day Counts' in all classrooms and provided teaching staff with monthly attendance data reports.

Teachers were required to follow up on any unexplained absences via phone calls using the school's absence information flowchart.

Parents were notified of any absences through the Sentral notification system and prompted to enter a reason for their child's absence. Newbury Primary School worked closely with families to offer support and engagement for chronic absences.

We continued to implement and refine our attendance group process based on the department's truancy resources embedded with Travencore's 'Understanding and responding to school refusal and avoidance'. In these attendance meetings we use our school attendance data to determine the top 5% of chronic absences. A parent meeting is held to outline the social, emotional and academic impacts on their child. A formal re-engagement plan is devised and monitored with four-week intervals. These plans are recorded on our system, discussed within the wellbeing weekly meetings to determine if extra supports are needed for students and their families.

Our attendance meetings work out which students fall into the top and middle tier for absences.

Other highlights from the school year

In 2025 Newbury Primary School ran a wide range of events including extended excursions in Years 3-6, excursions and incursions for all year levels, a Prep Breakfast, Year 1 Afternoon Tea and Year 2 Dinner.

Our Digital Innovators that produced Newbury News, a recorded segment to our community.

The Specialist staff ran a Specialist Showcase where our community was invited to attend to see the wonderful things our students participate in whilst at Specialist classes.

Newbury Primary School completed the Colour Explosion Run as a whole school fundraiser which was a great success.

We ran a range of Play Support activities, Community Clubs, Community Companions and community building within learning communities.

We continued The Work Shed program where students would make things for our school including giant Connect Four games.

We continued to develop our Kitchen Garden program, growing vegetables from seeds in the green house, planting vegetables in our vegetable garden and then using these in our Cooking Kitchen program through our Science lessons. We also had after school Farmer's Markets which were a great success.

We celebrated many days as whole school events as well as in class and cohort level celebrations which included; Day for Daniel, Cultural Day, various student led fundraisers which raised money for different organisations, Book Week, Education Week, Science Week, Harmony Day, Refugee Week and Footy Colours Day.

Financial performance

Newbury Primary School operated at a surplus during 2025. This was due to stable enrolment numbers and not being able to fully staff the school as we would have liked due to being unable to secure enough teaching staff. Newbury Primary School has continued to make improvements to our facilities and grounds including the installation of partitions in the main building learning spaces, removal of the middle nook areas to allow for a more open space, additional landscaping to create more passive and play areas, installation of additional concrete paths, purchasing additional resources to support teaching, learning and wellbeing. The School Strategic Plan, along with the Annual Implementation Plan, continues to provide the framework for the allocation of human and physical resources to support student needs, school programs and priorities.

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 1,141 students were enrolled at this school in 2025, 529 female and 611 male. 68% 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 **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	75.0%	
	Similar schools	80.9%	
	State	82.0%	

School Staff Survey

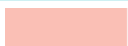
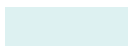
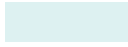
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	72.2%	
	Similar schools	75.4%	
	State	77.4%	

LEARNING

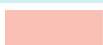
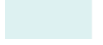
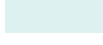
Teacher Judgement of student achievement against the Victorian Curriculum

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	80.1%	
	Similar schools	84.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	80.6%	
	Similar schools	81.0%	
	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	64.5%		63.1%
	Similar schools	63.4%		64.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	66.7%		66.9%
	Similar schools	71.4%		72.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	57.6%		54.3%
	Similar schools	56.4%		58.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	57.3%		58.2%
	Similar schools	65.7%		65.0%
	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	76.2%	
	Similar schools	74.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	77.1%	
	Similar schools	75.6%	
	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	73.6%		76.2%
	Similar schools	77.2%		77.8%
	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	71.1%		70.8%
	Similar schools	73.5%		73.0%
	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	23.4	23.9
	Similar schools	24.1	24.6
	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	87.0%	
Year 1	School	86.9%	
Year 2	School	88.2%	
Year 3	School	88.7%	
Year 4	School	90.0%	
Year 5	School	88.1%	
Year 6	School	88.2%	

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	\$13,139,418
Government Provided DET Grants	\$1,497,799
Government Grants Commonwealth	\$36,405
Government Grants State	\$0
Revenue Other	\$102,597
Locally Raised Funds	\$352,433
Capital Grants	\$0
Total Operating Revenue	\$15,128,653

Equity	Actual
Equity (Social Disadvantage)	\$236,563
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$236,563

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

Expenditure	Actual
Student Resource Package ¹	\$12,929,541
Adjustments	\$0
Books & Publications	\$3,826
Camps/Excursions/Activities	\$121,316
Communication Costs	\$10,528
Consumables	\$179,899
Miscellaneous Expenses ²	\$22,200
Agency Staff	\$153,306
Professional Development	\$21,900
Equipment/Maintenance/Hire	\$88,130
Property Services	\$260,675
Salaries & Allowances ³	\$152,142
Support Services	\$47,771

Expenditure	Actual
Trading & Fundraising	\$26,112
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$90,985
Total Operating Expenditure	\$14,108,330
Net Operating Surplus/-Deficit	\$1,020,323
Asset Acquisitions	\$1,725,650

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	\$1,032,560
Official Account	\$225,187
Other Accounts	\$0
Total Funds Available	\$1,257,747

Financial Commitments	Actual
Operating Reserve	\$196,465
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$600
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	\$197,065

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.