

2025 Annual Report to the School Community

School Name: Thomastown Meadows Primary School (5134)



- 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 27 March 2026 at 10:11 AM by Fiona Rosa (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 10:11 AM by Fiona Rosa (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

At Thomastown Meadows Primary School (TMPS), our core purpose is to provide a safe, inclusive, and stimulating learning environment where students are encouraged to become courageous, lifelong learners. We are committed to equipping our students with the academic, social, and personal skills necessary to thrive in an ever-evolving global society.

Our school values—Honesty, Empathy, and Respect—underpin everything we do. Our vision is to ensure that all TMPS students embody these values and develop into happy, active, and independent learners who contribute positively to their community and beyond.

Commitment to Student Growth and Excellence

Supporting every student to reach their full potential and improving student learning outcomes remains our highest priority. Thomastown Meadows Primary School is a dynamic learning environment that promotes resilience, lifelong learning, and academic excellence. This is achieved through personalised learning approaches, effective communication, collaboration, and the development of a strong sense of belonging within our school community.

Established in 1980, TMPS is located in a well-established residential area and is surrounded by family homes, providing a safe, calm, and welcoming environment for students and families. We take great pride in our culturally diverse school community, with a significant proportion of students speaking a language other than English at home.

Enrolment and Staffing

At the August 2025 census, Thomastown Meadows Primary School had **251.8 students enrolled**, with a balanced gender composition.

The class structure in 2025 was as follows:

- **Foundation** – 2 classes with 42 students (average of 21 students per class)
- **Year 1** – 2 classes with 29 students (average of 14.5 students per class)
- **Year 2/3** – 3 classes with 63 students (average of 21 students per class)
- **Year 4/5** – 4 classes with 77 students (average of 19.25 students per class)
- **Year 6** – 2 classes with 33 students (average of 21.5 students per class)

The school was supported by **20.7 full-time equivalent (FTE) teaching staff** and **9.15 FTE Education Support (ES) staff**.

A total of **123 students speak a language other than English at home**, representing **48.9% of the student population**. Of these students, **90 were born in Australia but speak a language other than English at home**, representing **35.7% of the student population**. Additionally, **3 students identified as Aboriginal or Torres Strait Islander**.

The school's **Student Family Occupation and Education (SFOE) index value is 0.5337**, which places the school within the **high band**.

Curriculum and Specialist Programs

Thomastown Meadows Primary School provides a comprehensive and engaging curriculum that is enriched through a range of specialist programs. In 2025, all students participated in weekly specialist classes, including:

- Physical Education
- Creative Arts
- STEAM (Science, Technology, Engineering, Arts and Mathematics)
- Musical Arts

To support differentiated learning and ensure all students receive targeted support, the **Tutor Learning Initiative (TLI)**, **Extension Programs**, and the **High Abilities Program** were implemented by experienced teachers. These programs supported students performing both above and below expected learning levels.

Professional Learning and Teacher Development

TMPS remains strongly committed to building teacher capacity and supporting ongoing professional growth.

In 2025, the school leadership structure included:

- **One full-time Principal**
- **Two full-time Acting Assistant Principals**, with one leading the **Disability and Inclusion portfolio** and the other responsible for **Teaching and Learning**
- **One 0.5 Mental Health in Primary Schools (MHIPS) leader**, who worked **0.8 time fraction outside the classroom** to support student wellbeing and referral pathways for families.

Professional Learning Communities (PLCs) operated across the school, focusing on student and staff wellbeing check-ins, data analysis, inquiry cycles, and curriculum development.

Professional learning throughout the year focused on the following key areas:

- Systematic Synthetic Phonics – *InitialLit*
- Zones of Regulation
- Berry Street Education Model (BSEM) and Respectful Relationships
- Curriculum 2.0
- Victorian Teaching and Learning Model (VTLM) 2.0

PLC Leaders played a critical role in leading, reviewing, and refining planning processes to ensure alignment with school priorities. They met regularly as part of the **School Improvement Team** and led targeted professional learning related to **VTLM 2.0** and its alignment with the **Annual Implementation Plan (AIP)**.

Through a whole-school commitment to excellence, TMPS continues to foster a learning culture where every student is supported, challenged, and empowered to achieve their best. This commitment is reflected in the **Wellbeing results of the School Performance Report, which indicate that the school is performing at a High level in wellbeing, while learning outcomes are identified as Developing.**

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Thomastown Meadows Primary School (TMPS) continued its commitment to improving student learning outcomes through high-quality teaching practices, data-informed instruction, and targeted support for students. Our focus remained on strengthening teacher practice, using assessment data to guide instruction, and ensuring all students were supported to make meaningful progress in their learning.

English Achievement

Teacher judgement data against the Victorian Curriculum for students from Foundation to Year 6 in 2025 indicated that **91.6% of students were working at or above the expected level in English**. While this represents a slight decline from the previous year, the result remains **above both the state average (86.5%) and the average of similar schools (79.6%)**, demonstrating the continued strength of literacy teaching and learning at TMPS.

As part of our commitment to evidence-based teaching and instructional leadership, staff continued engaging with **Lyn Sharratt's *Clarity: What Matters Most in Learning, Teaching, and Leading*** framework. This internationally recognised model supported staff to deepen their understanding of high-impact teaching strategies through targeted professional learning, readings, and online training modules. During 2025, staff also continued to participate in **peer learning walks**, strengthening collaborative practice and promoting a culture of professional reflection and continuous improvement across the school.

Mathematics Achievement

Teacher judgement data in Mathematics for Foundation to Year 6 in 2025 showed that **86.5% of students were working at or above the expected level**, which is **above both the state average (84.4%) and the average for similar schools (75.0%)**.

Throughout the year, staff continued to use **data walls** as a key strategy to build collective responsibility for student achievement across the school. These collaborative discussions enabled staff to:

- Identify individual student strengths and areas for growth
- Plan targeted interventions and differentiated learning experiences
- Foster a shared mindset that all students are the responsibility of the entire school community

During Semester Two, the school transitioned to **Mathematics 2.0**, providing an opportunity for staff to reflect on previous teacher judgements and align teaching practices with the updated Victorian Curriculum benchmarks. This transition supported teachers to consider mathematics teaching and learning more holistically and strengthened curriculum planning across year levels.

NAPLAN Performance

NAPLAN data provides an additional measure of student achievement and progress in Reading and Numeracy.

Reading

In 2025, the proportion of students achieving **Strong or Exceeding proficiency** in Reading was:

- **Year 3:** 37.5%, compared to **60.4% in similar schools** and **70.9% across the state**. The school's three-year average for Year 3 Reading is **41.7%**.
- **Year 5:** 56.1%, compared to **63.9% in similar schools** and **75.4% across the state**. The school's three-year average for Year 5 Reading is **58.6%**.

While these results indicate that fewer students achieved the higher proficiency bands compared with state and similar schools, they provide valuable data to guide targeted improvements in literacy instruction and intervention strategies.

Numeracy

The proportion of students achieving **Strong or Exceeding proficiency** in Numeracy was:

- **Year 3:** 21.9%, compared to **53.0% in similar schools** and **67.6% across the state**. The school's three-year average is **28.1%**.
- **Year 5:** 31.7%, compared to **55.7% in similar schools** and **70.6% across the state**. The school's three-year average is **33.3%**.

These results highlight an ongoing focus for improvement in mathematics achievement, particularly in increasing the proportion of students performing in the higher proficiency bands.

NAPLAN Relative Growth

NAPLAN relative growth measures student progress by comparing students' current performance with that of other Victorian students who achieved similar results two years earlier.

In 2025:

- **Reading (Year 3 to Year 5):** 63.2% of students achieved **High or Medium relative growth**, compared to **74.4% in similar schools** and **74.7% across the state**.
- **Numeracy (Year 3 to Year 5):** 71.1% of students achieved **High or Medium relative growth**, compared to **75.0% in similar schools** and **74.0% across the state**.

These results indicate that many students are making expected progress in their learning, while also highlighting opportunities to strengthen teaching strategies to accelerate growth for all learners.

Student Support and Individualised Learning

TMPS remains strongly committed to equity and inclusion, ensuring that all students receive the academic, social, and wellbeing support required to succeed.

In 2025:

- **17 students participated in the Program for Students with Disability.**
- Each student participated in **termly Student Support Group (SSG) meetings**, where **SMART goals** were developed to support both learning and wellbeing outcomes.
- **Education Support staff** provided in-class assistance to support differentiated learning.
- Students engaged in **individualised learning programs and targeted interventions** designed to meet their specific needs.

Wellbeing interventions and specialist support strategies were also implemented to support emotional regulation, engagement in learning, and positive behaviour.

Students participating in the Disability Support Program demonstrated measurable progress in **academic, social, and emotional development**, as documented in **Individual Education Plans (IEPs)** and semester reports.

Wellbeing and Learning Environment

In 2025, the school completed the full suite of **Berry Street Education Model (BSEM)** professional learning modules. Staff continued to embed the positive and trauma-informed strategies associated with this framework in classroom practice. This included the consistent implementation of **morning circles** and **positive primers** across all classrooms.

The impact of this work is reflected in the **School Performance Report (SPR)**, where the school's **Wellbeing outcomes were identified as High**, indicating that students feel supported, connected, and ready to learn.

Conclusion

Throughout 2025, Thomastown Meadows Primary School continued to strengthen its focus on high-quality teaching, collaborative professional learning, and targeted student support. Teacher judgement data indicates strong achievement in both English and Mathematics relative to state and similar school benchmarks, while NAPLAN results provide valuable insights to inform future improvement priorities.

By continuing to embed evidence-based teaching practices, strengthen data-informed instruction, and expand targeted intervention programs, TMPS remains committed to ensuring every student is supported, challenged, and empowered to achieve their full potential.

Wellbeing

Wellbeing

At Thomastown Meadows Primary School (TMPS), we are committed to fostering a safe, inclusive, and supportive learning environment where students are encouraged to be creative, courageous, and resilient learners. Our whole-school approach to wellbeing supports students to develop the personal and social capabilities necessary for success, while promoting a strong sense of belonging and connection within the school community.

Whole-School Wellbeing Initiatives

Throughout 2025, TMPS continued to prioritise student wellbeing through a range of proactive and targeted whole-school strategies.

The explicit teaching of our school values—**Honesty, Empathy, and Respect**—remained central to the school culture. These values were embedded through collaborative learning experiences and the **Start-Up program**, where students and teachers worked together to establish shared classroom expectations, rights, and responsibilities.

Mindfulness practices continued to be incorporated into daily classroom routines. Activities such as **meditation, breathing exercises, and brain breaks** supported students to develop self-regulation skills, maintain focus, and manage their wellbeing throughout the school day.

The **Zones of Regulation framework** was implemented consistently across all classrooms, providing students with strategies to identify and regulate their emotions. Each classroom maintained a **calm corner**, offering students a safe space to practise self-regulation strategies when needed.

During 2025, staff completed the full suite of professional learning associated with the **Berry Street Education Model (BSEM)**. As a result, trauma-informed practices were further embedded across the school. This included the consistent use of **morning circles** and **positive primers**, which strengthened classroom relationships, promoted student voice, and supported a positive and predictable learning environment.

Staff Wellbeing and Professional Learning

TMPS recognises that staff wellbeing is essential to creating positive learning environments for students. Throughout 2025, the school continued to foster a supportive professional culture.

Staff meetings and cohort meetings regularly included **wellbeing check-ins**, providing opportunities for staff to share experiences, celebrate successes, and seek support when needed. Meeting schedules remained responsive and flexible to ensure they reflected the evolving needs of staff across the year.

Professional learning also focused on strengthening staff capacity to support student wellbeing through **evidence-based practices and trauma-informed approaches**, particularly as the school continued to implement the **Disability Inclusion reforms**.

Student Engagement and Connectedness

The **Attitudes to School Survey (ATSS)**, completed annually by students in Years 4 to 6, provides valuable insight into students' experiences of wellbeing and engagement at school.

In 2025, **74.8% of students reported a positive sense of connectedness** to the school. While this result is slightly below the **state average of 77.1% and similar schools at 81.2%**, it remains broadly consistent with the school's **four-year average of 76.6%**, indicating ongoing stability in students' sense of belonging within the school community.

Student perceptions of **how bullying is managed at school** were highly positive. In 2025, **82.9% of students endorsed the Management of Bullying factor positively**, which is **above both similar schools (81.0%) and the state average (76.4%)**. This result is also higher than the school's **four-year average of 79.3%**, reflecting the effectiveness of the school's proactive approach to promoting respectful relationships and maintaining a safe learning environment.

These results demonstrate that students generally feel supported and safe at school, and that the strategies implemented to address bullying and promote respectful behaviour are having a positive impact.

Conclusion

Thomastown Meadows Primary School continues to prioritise student wellbeing as a key foundation for learning and engagement. Through the consistent implementation of evidence-based wellbeing programs, trauma-informed practices, and strong staff support structures, the school is committed to ensuring that every student feels safe, valued, and connected.

Moving forward, TMPS will continue to strengthen its whole-school approach to wellbeing by building on existing practices, monitoring student voice data, and further enhancing strategies that support students' social, emotional, and academic development.

Engagement

Engagement

At Thomastown Meadows Primary School (TMPS), we are committed to fostering a learning environment where all students feel connected, supported, and actively engaged in their education. Given our culturally diverse school community, with many students coming from large family environments and multilingual backgrounds, we recognise the importance of providing ongoing support to help students successfully transition into and through primary school.

Student Attendance

Student attendance continues to be an important focus for the school, as regular attendance plays a critical role in supporting student learning, engagement, and wellbeing.

In 2025, the **average number of absence days per student from Prep to Year 6 was 27.2 days**, which is broadly consistent with the school's **four-year average of 27.5 days**. While this indicates stability in attendance patterns, it remains higher than both the **similar schools average of 22.9 days** and the **state average of 21.5 days**.

A range of factors contribute to student absences, with **illness and extended family holidays**, including overseas travel, continuing to be significant contributors. The school continues to work closely with families to highlight the importance of consistent school attendance and the impact that missed learning time can have on student achievement.

Attendance by Year Level

Attendance rates across the school in 2025 were as follows:

- **Prep:** 84.3%
- **Year 1:** 88.5%
- **Year 2:** 83.8%
- **Year 3:** 88.1%
- **Year 4:** 87.5%
- **Year 5:** 86.2%
- **Year 6:** 86.2%

Year 1 and Year 3 recorded the **highest attendance rates**, indicating strong engagement with learning within these cohorts. Year 2 recorded the **lowest attendance rate at 83.8%**, highlighting an area where additional monitoring and support may be required to strengthen engagement and attendance.

Next Steps and Focus Areas

Improving student attendance remains a key priority for TMPS. To support improved engagement and reduce absenteeism, the school will continue to:

- Strengthen communication with families about the importance of regular attendance and the impact of absenteeism on student learning outcomes.
- Promote attendance initiatives that encourage regular school attendance through positive reinforcement and recognition.

- Provide additional support for students with persistent absenteeism through targeted monitoring and family engagement.
- Continue to support effective transitions into Prep and from Year 6 to secondary school to ensure students feel confident, connected, and ready for the next stage of their learning.

Thomastown Meadows Primary School recognises that consistent attendance is a key factor in supporting student achievement and wellbeing. By continuing to prioritise engagement strategies and working in partnership with families, the school aims to ensure that every student has the opportunity to fully participate in their learning and reach their full potential.

Other highlights from the school year

Term One Highlights

Term One began with the much-anticipated **Whole School Athletics Carnival**, held at Meadowglen Athletics Stadium. The day was filled with energy, teamwork, and friendly competition as students proudly represented their house colours. It was wonderful to see students supporting one another and demonstrating enthusiasm, perseverance, and school spirit throughout the event.

Another highlight of the term was our celebration of **Harmony Day and Harmony Night**, which provided a wonderful opportunity to recognise and celebrate the rich cultural diversity within our school community. Families came together to enjoy a range of activities including craft, dancing, food sharing, and games. The event created a vibrant and inclusive atmosphere and strengthened the strong sense of belonging within our school community.

Term Two Highlights

Term Two featured the annual **Whole School FOOD FIGHT Fun Run**, an exciting and colourful event that brought together students, staff, and families for a day of fun and community spirit. Our **student leaders** played an important role in organising and managing the inclusive 'pit stop' activities, helping to ensure every student could participate and enjoy the event. Families and friends joined in the celebrations, further strengthening the strong partnership between school and community.

The Fun Run was held during **Education Week**, and students launched the celebrations by coming to school dressed as their "**Future Me**", sharing their aspirations and dreams for the future.

During the term, our school proudly participated in **National Simultaneous Storytime**, a nationwide initiative that celebrates the joy of reading and storytelling. Students and staff enthusiastically joined in the shared reading experience, with the chosen story capturing the imagination of learners across all year levels and inspiring creative classroom activities.

Our **Year 6 students** also enjoyed an exciting excursion to the **Melbourne Cricket Ground (MCG)**. During their visit, students explored the iconic stadium, participated in a guided tour, and engaged with interactive exhibits that highlighted Australia's rich sporting history and culture. The experience provided valuable learning opportunities and encouraged curiosity and teamwork.

Term Three Highlights

Term Three was filled with opportunities for students to showcase their learning and celebrate important milestones.

Students proudly led their **Student-Led Conferences**, sharing their achievements, reflections, and future learning goals with their families. These conferences provided a valuable opportunity for students to take ownership of their learning and celebrate their progress.

Early in the term, the school reintroduced the **Scholastic Book Club** and hosted a **Book Fair**, which proved extremely successful. Funds raised from the event allowed the school to purchase new and engaging books for the library, further promoting a love of reading across the school.

We also celebrated **Literacy and Numeracy Week**, which included our much-loved **Book Parade**. Students and staff enthusiastically dressed as their favourite literary characters, bringing stories to life across the school.

Our **Foundation students** proudly celebrated their milestone of **100 Days of School**, recognising their achievements and growth during their first year of learning.

Another important initiative was the continuation of our **PREParing for School transition program**, which ran for five weeks to support incoming Foundation students. The program provided valuable opportunities for our youngest learners to become familiar with the school environment and begin building relationships before starting school.

Term Three also provided many memorable experiences beyond the classroom. **Year 4/5 students attended camp at The Cottage by the Sea**, where they participated in outdoor activities and team-building experiences. Our **Year 1 students enjoyed a fun night of games, pizza and a movie while our Year 2/3 students had their sleepover at the zoo as part of their zoo snooze program**, while our **Foundation students took part in a special Breakfast at School event**.

The term concluded with a **whole school sports-themed out-of-uniform day** and an energetic **Whole School Disco**, where students enjoyed music, dancing, pizza, and time with their friends.

Term Four Highlights

Term Four provided an opportunity to consolidate a busy and successful year of learning, with many engaging excursions, incursions, and celebrations taking place across the school.

Our **Kinder to School Transition Program** continued, with incoming Foundation students attending school for two hours each week across five weeks. The program concluded with students meeting their classroom teachers and future classmates, helping to ensure a smooth and confident start to the following school year.

We also conducted our **Intra-School Transition Program**, supporting students as they prepared to move into their next year level. These weekly sessions included explicit learning activities and opportunities for students to become familiar with new teachers and classrooms, helping to build confidence and reduce anxiety about the upcoming year.

A review of our **Student Voice and Agency leadership programs** highlighted the many opportunities available for students to develop leadership skills. Students participated in leadership roles such as **School Leaders and House Captains**, demonstrating initiative, responsibility, and a commitment to supporting their peers.

Our **Year 6 students attended camp at Country DOXA in Malmsbury**, where they participated in a range of outdoor and team-building activities designed to challenge and inspire them. The camp provided valuable opportunities for students to develop independence, strengthen friendships, and build resilience.

Our much-anticipated **end-of-year Christmas celebration** did not disappoint and the weather turned it on for us on this evening. The event was extremely successful and loads of fun.

To celebrate the end of the school year, **students in Years 4–6 enjoyed an exciting excursion to Funfields**, where they spent the day enjoying rides, water activities, and time with friends. Meanwhile, **Foundation to Year 3 students attended the Variety Club Christmas Party**, a magical event filled with entertainment, festive activities, and joyful celebrations.

The year concluded with our **Year 6 Graduation**, a heartfelt celebration recognising the achievements, growth, and contributions of our graduating students. Families, staff, and peers gathered to celebrate this important milestone through speeches, awards, and performances. It was a memorable evening that honoured our students' journey through primary school and wished them every success as they embark on the next stage of their educational journey.

Financial performance

Financial Performance and Commitment

Thomastown Meadows Primary School remains committed to ensuring that financial resources are managed responsibly and strategically to support high-quality teaching, learning, and student wellbeing. The school maintains transparent financial practices that align with Department of Education guidelines while ensuring that available funds are directed toward improving educational outcomes and enhancing the school environment.

For the year ending **31 December 2025**, the school reported **total operating revenue of \$4,257,898**. The majority of this funding was provided through the **Student Resource Package (\$3,416,963)**, along with **Department of Education grants (\$595,991)**, **Commonwealth grants (\$28,948)**, **locally raised funds (\$153,780)**, and **capital grants (\$45,468)**. Additional minor revenue sources contributed **\$16,748**.

Equity funding of **\$348,278** was received through the **Equity (Social Disadvantage)** allocation. This funding forms part of the Student Resource Package and is used to provide additional support to students who may require targeted academic, wellbeing, or engagement support.

Total operating expenditure for 2025 was **\$4,132,175**, with the majority of funds directed toward supporting classroom teaching and school operations. Key expenditure areas included the **Student Resource Package (\$3,321,294)**, **property services (\$224,145)**, **equipment, maintenance and hire (\$94,619)**, **camps, excursions and activities (\$76,473)**, and **professional development (\$36,363)**.

The school recorded a **net operating surplus of \$80,255**, which supports ongoing planning for future improvements and resource allocation. During the year, **\$39,661 was invested in asset acquisitions** to support school operations and learning environments.

Throughout 2025, the school continued to prioritise improvements to the school grounds and facilities to ensure a safe, welcoming, and functional environment for students, staff, and the wider community. Works undertaken during the year included the refurbishment of the **male staff toilets**, upgrades to the **front entrance area**, and the replacement of doorways with **powder-coated aluminium frames** to improve durability and accessibility.

Additional maintenance works included the **resurfacing of the area designated for the Sound Dome**, which will enhance outdoor learning and play spaces for students. These projects formed part of the school's ongoing commitment to grounds beautification and infrastructure upgrades.

The school also continued to benefit from the dedicated work of our **grounds maintenance officer, Tony**, whose ongoing care and maintenance of the school environment ensures that our facilities remain safe, well-presented, and conducive to learning.

Through careful financial planning and responsible management of resources, Thomastown Meadows Primary School continues to invest in initiatives that support student learning, wellbeing, and the long-term sustainability of the school environment.

For more detailed information regarding our school please visit our website at
<https://thomastown.meadows.ps@education.vic.gov.au>

Draft

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

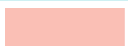
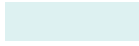

A total of 243 students were enrolled at this school in 2025, 120 female and 123 male. 54% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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 **High**.




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	78.0%	
	Similar schools	88.1%	
	State	82.0%	

School Staff Survey


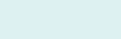


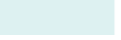

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	53.1%	
	Similar schools	78.2%	
	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	91.6%	
	Similar schools	79.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	86.5%	
	Similar schools	75.0%	
	State	84.2%	

NAPLAN

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




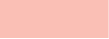


		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	37.5%		41.7%
	Similar schools	60.4%		58.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	56.1%		58.6%
	Similar schools	63.9%		65.2%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	21.9%		28.1%
	Similar schools	53.0%		51.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	31.7%		33.3%
	Similar schools	55.7%		55.7%
	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.


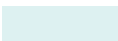

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	63.2%	
	Similar schools	74.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	71.1%	
	Similar schools	75.0%	
	State	74.0%	

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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	74.8%		76.6%
	Similar schools	81.6%		81.1%
	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	82.9%		79.3%
	Similar schools	81.0%		79.1%
	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	27.2	27.5
	Similar schools	22.9	23.1
	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	84.3%	
Year 1	School	88.5%	
Year 2	School	83.8%	
Year 3	School	88.1%	
Year 4	School	87.5%	
Year 5	School	86.2%	
Year 6	School	86.2%	

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	\$3,445,622
Government Provided DET Grants	\$595,991
Government Grants Commonwealth	\$28,948
Government Grants State	\$0
Revenue Other	\$16,748
Locally Raised Funds	\$153,780
Capital Grants	\$45,468
Total Operating Revenue	\$4,286,557

Equity	Actual
Equity (Social Disadvantage)	\$348,278
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$348,278

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

Expenditure	Actual
Student Resource Package ¹	\$3,324,217
Adjustments	\$0
Books & Publications	\$7,086
Camps/Excursions/Activities	\$76,473
Communication Costs	\$3,349
Consumables	\$59,386
Miscellaneous Expenses ²	\$66,436
Agency Staff	\$121,209
Professional Development	\$36,363
Equipment/Maintenance/Hire	\$94,619
Property Services	\$224,145
Salaries & Allowances ³	\$62,789
Support Services	\$14,032

Expenditure	Actual
Trading & Fundraising	\$11,727
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,269
Total Operating Expenditure	\$4,135,098
Net Operating Surplus/-Deficit	\$105,991
Asset Acquisitions	\$39,661

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.

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FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$131,196
Official Account	\$24,195
Other Accounts	\$0
Total Funds Available	\$155,391

Financial Commitments	Actual
Operating Reserve	\$135,147
Other Recurrent Expenditure	\$8,505
Provision Accounts	\$0
Funds Received in Advance	\$10,200
School Based Programs	\$60,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,350
Capital - Buildings/Grounds < 12 months	\$19,150
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	\$248,352

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.