2025 Annual Report to the School Community

School Name: Canterbury Primary School (3572)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 14 March 2026 at 08:19 PM by Carly Pluck (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 20 March 2026 at 12:30 PM by Jessie Wilson (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

Canterbury Primary School is located in Canterbury, approximately 16 kilometres east of Melbourne CBD.

At Canterbury Primary School, we believe that finding opportunities to enhance student voice, agency and leadership improves student engagement, wellbeing and achievement outcomes, and therefore aim to deliver a learning program that provides purpose, context and a genuine audience. Our school vision is to create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and to make a positive contribution to the world in which they live. Our school values (respect, responsibility, integrity and resilience) guide the decisions and behaviours of all members of our school community, and in addition, our learner dispositions (curiosity, creativity, self-efficacy, self-regulation, resilience and collaboration) provide all community members with a shared language of learning, outlining the characteristics or attitudes that we aim to foster in all learners.

At the time of February 2025 census, a total of 639 students were enrolled, which included 300 female students and 339 male students. 24% of students had English as an additional language.

Our workforce comprised 51.38 full-time equivalent (FTE) staff members. This included 1 Principal, 2 Assistant Principals, 3 Learning Specialists, 1 Leading Teacher, 36 teaching staff (including specialist teachers covering Music, Performing Arts, Physical Education, Mandarin and Library), 7 Integration Aides, 1 Business Manager, 3 administration staff, 1 First Aid Officer, 1 librarian and 1 grounds/maintenance person.

Canterbury Primary School falls into the lowest socio-economic band value, which is based on the school's Student Family Occupation and Education index (SFOE), taking into account parents' occupations and education. The Student Family Occupation and Education is a measure of 'context' which speaks about the demographic of the school community. SFOE scores range between 0 and 1.0 and are converted to bands based on a quartile approach (low, low-medium, medium, high). A 'low' score represents high parent education level and high socio-economic advantage.

Progress towards strategic goals, student outcomes and student engagement

Learning

Students at Canterbury Primary School have continued to achieve high outcomes in all areas of English and Mathematics, well-exceeding similar school and state measures. This is reflected in both teacher judgements (98.3% of students in Prep - 6 at or above age expected standards in English, and 99.1% of students in Prep - 6 at or above age expected standards in Mathematics)

and NAPLAN data (95% of Year 3 and 97.6% of Year 5 students achieving a proficiency level of Strong or Exceeding in Reading, and 93% of Year 3 and 98.8% of Year 5 students achieving a proficiency level of Strong or Exceeding in Numeracy), included within this report.

Given the high outcomes our students achieve in Year 3, we value our relative growth data, which allows us to observe the individual gains our students have made from Year 3 to Year 5 to ensure that we are continuing to add value to their learning progress. Pleasingly, our relative growth data continues to well-exceed similar school and state measures, in both Reading (87.8% of students from Year 3 to 5 showing High or Medium growth) and Numeracy (90.5% of students from Year 3 to 5 showing High or Medium growth), reflecting the strength of our teaching and learning program throughout all year levels.

During Term 1, our school engaged in a school review. This occurs every 4 years in Victorian government schools and is chaired by an independent reviewer. Throughout this process, the panel found that collaborative curriculum planning and continued professional learning for staff had resulted in quality instructional practices across the school and recommended the school continue to strengthen current processes and practices in future strategic plans to further maximise our students' learning outcomes. In addition to embedding this work through ongoing professional development, induction, data analysis and peer observation processes, further achievements were made, including:

- the implementation of the English and Mathematics 2.0 Victorian Curriculum
- delivery of a comprehensive professional learning program related to the Victorian Teaching and Learning Model 2.0, specific to explicit teaching
- increasing the opportunities for middle leadership, with the internal appointment of curriculum leaders in STEM and Humanities (Geography and History) to increase teacher understanding and student engagement in these learning areas
- the expansion of our Prep – Year 1 reading program with the addition of decodable readers, and a refresh of our Year 2 – 6 spelling program to maintain engagement and relevance
- engaging external allied health specialists to develop our junior school handwriting program, including the delivery of professional development, resources and assessments.

Wellbeing

At Canterbury Primary School, we believe that learning and wellbeing are just as important as one another, and when integrated, support all students to thrive at school.

As previously mentioned, our school engaged in a 4-year school review during Term 1. The panel found that school values underpinned all teaching and learning, and noted that we provide a safe, stimulating and inclusive learning environment. Similarly to our achievement outcomes, the panel recommended that the school continue to strengthen current wellbeing programs and approaches for students, staff and community.

In addition to our ongoing work within the wellbeing space, additional achievements were made, including, but not limited to:

- Delivery of whole-school professional development focused on DET's positive classrooms

- Adoption of the Department's refined Disability Inclusion Program
- Additional resourcing and support sought through partnerships with allied health professionals which allowed us to target the specific needs of cohorts, classrooms and individual students
- Refining internal processes and documentation to improve consistency and teacher understanding
- Parent workshops were offered throughout the year regarding a range of different topics, including our whole school friendship program, cyber safety and sex education
- School policies, including Bullying Prevention and Student Wellbeing, were reviewed and updated following community and school council consultation
- Additional recruitment to engage further integration aides and experienced classroom teachers to provide in-class support and data-driven tutoring opportunities.

While the Attitudes to School Survey, which is completed annually by students in Years 4 – 6, demonstrates high level positive endorsement, exceeding similar school and state measures, for both the Sense of Connectedness factor (85.9% positive endorsement), and Management of Bullying factor (82.5% positive endorsement), we continue to maintain a focus on lifting these outcomes, noting the importance of students feeling safe and connected while at school.

Engagement

Students at Canterbury Primary School are highly engaged both at school, and within their community. We are fortunate to have a school community that is highly supportive and involved, which further promotes student engagement and school-connectedness.

Student absences were lower than similar school and state measures, with a 14.9-day average across the school. This mostly reflects extended family holidays, however through the development and implementation of a Parent Handbook during 2025, we have provided greater clarity regarding attendance expectations and processes. Pleasingly, we have seen a reduction in absences when compared to 2024, which had a 16.8-day average.

We continued to engage students and their families in a variety of activities throughout the year. Highlights include:

- Expansion of our Student Leadership Program to include a Junior School Council for students in Prep – Year 2
- Delivered a Year 5 & 6 Production which was co-designed alongside students
- Our specialist program was modified to include Performing Arts. This allowed us to teach dance, drama and music across the school, rather than teaching music in isolation, which was our previous model
- Outdoor spaces and play areas in both the junior and senior school were improved, incorporating feedback gained through student surveys and forums

- Our major school council fundraiser was a Twilight Movie Night held during Term 1. This event was highly successful, engaging students, staff and families, with over 800 people in attendance
- Delivered a calendar of events developed in collaboration with the Canterbury Parents' Association, which aligned fundraising efforts, supported student leadership initiatives, and provided social opportunities for parents and carers to volunteer and engage outside of school
- Students were provided with a variety of different lunchtime clubs, which they were able to engage with if they chose to. These clubs were offered to all students in Prep – 6, and catered for a wide range of interests, including coding, robotics, sewing, Lego, chess, yoga, sport, choir, rock band, art, library, gardening and much more. This provided students with greater opportunities during lunchtime, and helped foster student relationships across the school through shared interests
- All camps in Year 2 – 6, including a Year 6 interstate camp to Canberra, were successfully held, with strong participation and parent volunteering observed in all year levels.

Financial performance

In 2025, Canterbury Primary School maintained a healthy financial position and strong student enrolments. The Financial Performance report shows a deficit for the year of $145,031, however the school utilised its prior year Accumulated Balance to access additional resourcing, which allowed us to develop and deliver new learning programs, such as MiniLit, to further enhance student outcomes. Canterbury Primary School was strongly supported by 'Locally Raised Funds', which includes Parent Payments, excursions/incursions receipts and significant fundraising efforts. These funds allowed us to refurnish all Year 3 & 4 classrooms and improve several outdoor spaces. Our school received $8,299 Equity Funding provided through the Department of Education (DET). School Council entered into an agreement for IT support with JB HiFi Commercial. The Financial Position 'Financial Commitments' table reflects where funds held at the completion of 2025 will be spent, with an ongoing focus on improving outdoor areas and play spaces.

For more detailed information regarding our school please visit our website at https://www.canterburyps.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 636 students were enrolled at this school in 2025, 299 female and 337 male. 25% 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**	**85.3%**
	Similar schools	78.6%
	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**	**84.2%**
	Similar schools	79.9%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**98.3%**
	Similar schools	95.3%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**99.1%**
	Similar schools	94.8%
	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**	**95.0%**	**92.8%**
	Similar schools	86.2%	86.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**97.6%**	**97.7%**
	Similar schools	88.5%	90.0%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**93.0%**	**93.5%**
	Similar schools	85.5%	85.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**98.8%**	**97.7%**
	Similar schools	87.9%	87.5%
	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**	**87.8%**
	Similar schools	79.8%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**90.5%**
	Similar schools	79.6%
	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**	**85.9%**		**87.4%**
	Similar schools	80.0%		80.0%
	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**	**82.5%**		**84.0%**
	Similar schools	77.7%		77.5%
	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**	**14.9**	**15.8**
	Similar schools	17.1	17.5
	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**	**93.6%**	
Year 1	**School**	**93.5%**	
Year 2	**School**	**92.1%**	
Year 3	**School**	**92.3%**	
Year 4	**School**	**92.8%**	
Year 5	**School**	**92.9%**	
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	$6,104,675
Government Provided DET Grants	$546,148
Government Grants Commonwealth	$22,589
Government Grants State	$0
Revenue Other	$81,007
Locally Raised Funds	$918,644
Capital Grants	$0
Total Operating Revenue	**$7,673,063**

Equity	Actual
Equity (Social Disadvantage)	$8,299
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$8,299**

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

Expenditure	Actual
Student Resource Package[1]	$6,176,462
Adjustments	$0
Books & Publications	$6,334
Camps/Excursions/Activities	$305,433
Communication Costs	$6,249
Consumables	$190,773
Miscellaneous Expenses[2]	$75,849
Agency Staff	$300,894
Professional Development	$35,238
Equipment/Maintenance/Hire	$140,219
Property Services	$153,037
Salaries & Allowances[3]	$124,311
Support Services	$237,936

Expenditure	Actual
Trading & Fundraising	$33,436
Motor Vehicle Expenses	$41
Travel & Subsistence	$34
Utilities	$31,849
Total Operating Expenditure	**$7,818,094**
Net Operating Surplus/-Deficit	**($145,031)**
Asset Acquisitions	**$105,317**

[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	$1,040,478
Official Account	$92,888
Other Accounts	$61,334
Total Funds Available	**$1,194,700**

Financial Commitments	Actual
Operating Reserve	$273,605
Other Recurrent Expenditure	$13,088
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$71,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$200,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$500,000
Maintenance - Buildings/Grounds > 12 months	$151,070
Total Financial Commitments	**$1,208,763**

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.