

2025 Annual Report to the School Community

School Name: Sydenham Primary School (3559)



- 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 02:57 PM by Effie Sultana (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 24 March 2026 at 11:41 AM by Effie Sultana (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

School context

Sydenham-Hillside Primary School is a large dual campus primary school located in South Western region of Melbourne and situated in the two local government areas of Brimbank and Melton. At the 2025 census the school's total enrolment was 993 students, 458 female and 535 male, with the number of student enrolments declining from the previous year. Sydenham-Hillside PS caters for a culturally diverse student population. Of the student population, 34% were EAL (English as an Additional Language) and 2% were Aboriginal and Torres Strait Islander (ATSI). The schools SFOE (Student Family Occupation) index is 0.3976 and band value is: Medium/Medium. In 2025, the school's workforce comprised of an approximate total of 83.5 staff. 56 teaching staff, 5 Principal Class, 3 Leading Teachers, 29.4 non-teaching staff including Educational Support staff and a Business Manager. All staff were allocated relevant duties to support improved learning outcomes and achieve goals set out in our Annual Implementation Plan. Sydenham-Hillside continues to pride itself on setting high standards for students and staff. Our vision underpins the schools focus for educating our students for the future. 'Sydenham-Hillside Primary School builds resilient, kind and inclusive individuals who value their education and empowers them to follow their life passions'. Our school values of Respect, Responsibility, Safety and Learning are an integral part to all learning programs at Sydenham Hillside Primary School. The values continue to be embedded in our daily interactions and the culture of the school. These values have been displayed, articulated and explicitly taught as a part of classroom practice and are recognised during school assemblies and promoted through the SWPBS token system. The meaning of our values are; learning is putting in your best effort, being persistent and seeking assistance in your journey to achieving your goals, responsibility is taking ownership for all your learning choices and actions, respect is showing consideration for all people's rights, cultures, feelings and wellbeing. Safety is looking after yourself, others and property by making the right decision. The school aims to cater for the needs, talents and interests of all students in a caring and stimulating environment, through allocated specialist programs, including Visual Art, Performing Art, Physical Education and Japanese. The school was also involved in the High Ability program and tutoring as support programs provided by DET.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, our AIP focused on the implementation of Key Improvement Strategies related to the FISO 2.0 dimensions of Excellence in Teaching and Learning and Positive Climate for Learning. The school achieved this by: Excellence in Teaching and Learning, Embedding collaborative

planning time structures into our timetable to support teacher collaboration with a focus on assessment, planning and differentiation (catering for a wide range of students needs within our teaching and learning programs), Establishing PLC inquiry cycles that support weekly collaboration where teachers come prepared to actively engage in formative data analysis, curriculum planning and continuous development of content and curriculum knowledge through use of school based GVC and scope and sequence documents, Scheduling and implementing structured learning walks to gather real time data, with a focus on delivering a consistent Reading Instructional model, Providing targeted professional learning in small group instruction to build teacher capacity to implement the agreed instructional model. Providing targeted professional learning in the Big Ideas and development of the agreed Instructional model for Numeracy. Further developing the capacity of teachers to implement the schools agreed instructional model through coaching, observation and feedback, Consistent use of the guaranteed and viable reading curriculum, scope and sequence and development continuums that support an agreed understanding and approach to planning across the school.

Teacher Judgement

In English across Prep -6, the percentage of students at or above age expected standards is 80.5% which is below similar schools 82.8% and below the state average of 86.5%.

In Mathematics across Prep -6 the percentage of students at or above age expected standards is 87.9% which is above similar schools 81.3% and above the state average of 84.4%.

NAPLAN

The schools NAPLAN results once again reflected the hard work of our teaching staff and students and the commitment to working with DSSI partnership.

In Year 3 reading, students achieved 81.2% in the Strong or Exceeding proficiency level compared to similar schools (65.1%) and state (70.9%).

In Year 5 reading, students achieved 76.4% in the Strong or Exceeding proficiency level, which was above similar schools (69%) and above the state result 75.4%.

In Year 3 numeracy, students achieved 68.7% in the Strong or Exceeding level, which was above similar schools (59%) and slightly above state levels (67.6%).

In Year 5 numeracy, students achieved 63.3% in the Strong or Exceeding level, which was equal to similar schools (63.4%) and below state (70.6%)

There will be a continued focus on improving Literacy and Numeracy achievement in 2026.

Relative Growth

Relative Growth is determined by comparing a student's current year result relative to the results of 'similar' Victorian students.

78.3% of our students achieved High or Medium relative growth in Reading, which is above similar schools (72.1%) and state (74.7%).

69.7% of students achieved High to Medium growth in Numeracy which was below similar (72.4%) and below state (74%) results.

Wellbeing

In 2025, the school continued to embed the SWPBS framework and had a dedicated focus on the Statewide Key Improvement strategy of "Effectively mobilise available resources to support student's wellbeing and mental health, especially the most vulnerable. The school achieved this by: allocating a Leading teacher to this portfolio, embedding and implementing the SWPBS framework in all year levels, a behaviour matrix was developed and shared with the community alongside the values cards. Students displaying the school values were acknowledged with a card and received recognition at assemblies. Staff began to consistently record behaviours and events on Sentral for whole school monitoring. The school developed an action plan for reducing absences and supporting students with emerging wellbeing needs by connecting families to allied health and mental health services, and targeting support for at risk students. The school employed a social worker and a speech pathologist to support students, families and staff and provided professional learning around SWPBS and supported staff with making adjustments for students in their planning. Staff were supported with PL in managing behaviours, supporting students through Student Support Groups and writing Individual Education Plans. Breakfast club was available to students each morning and our wellbeing dog Sadie was around to support students in various ways.

Students Attitude to School Survey

Sense of Connectedness - Year 4-6 positive (agree or strongly agree) endorsement was 74.4% for our school, compared to 74.8% for similar schools and 77.1% across the state.

Managing Bullying - Year 4-6 positive (agree or strongly agree) endorsement was 71.7% for our school, compared to 74.2% for similar schools and 76.4% across the state.

Parent Satisfaction Summary - General School Satisfaction school positive endorsement (agree or strongly agree) was at 80%, compared to 79.4% for similar schools and 82% for the state.

School Staff Survey - School Climate positive endorsement (agree or strongly agree) was at 74.5% compared to 74.9% for similar schools and 77.4% for State.

Engagement

In 2025, the school identified a continued need for a differentiated learning program that challenged students at their point of need, engaged students via purposeful delivery of the curriculum, and establishing an empowering environment that values the positive contributions of students. The school achieved this by providing additional student leadership opportunities such as school and vice captains, sports captains, specialists captains, SWPBS crew, and Junior School Council to engage students to contribute ideas and student voice. Student academic programs included: Japanese extension classes, Virtual tutoring, and the High ability program- VHAP. Whole school events such as Harmony day, Book week, Education week, Easter hat parade, graduation and end of year concert, assemblies, incursions, excursions, whole school disco and camps, were supported by staff to maintain community engagement. Ensuring high levels of connectedness to school by fostering an inclusive environment that is conducive to positive behaviours and effective engagement in learning by: Focussing on the promotion of school values and expected behaviours, re-establishing clear

behaviour management expectations and strategies to support classrooms. Over the course of the year, the school identified and provided timely targeted interventions to at risk students by: identifying trends in chronic student absenteeism and convening attendance support meetings as required, monitoring attendance data on Sentral and making contact with families regarding reason for absence.

Average Number of student Absence days: The schools latest year absence data reflected students were absent an average of 23.2 days per year compared to 23.9% of similar schools and 21.5% across the state. The common reasons for non attendance included illness and extended family holiday.

Attendance numbers:

Prep 89.2%

Year 1 88.0%

Year 2 87.2%

Year 3 88.4%

Year 4 88.6 %

Year 5 88.6%

Year 6 88.1%

Other highlights from the school year

Harmony Day Picnic is held annually, parents and carers are invited to the school for a picnic wearing cultural dress or orange as the colour for Harmony Day.

Camps were held for even years of schooling. Year 2 had a day camp, year 4 a one night camp and year 6 a two night camp.

Mother's Day/Father's Day celebrations are always a hit with celebrations taking place in the courtyard and a stall for students to purchase gifts.

Financial performance

Finance and School Council meetings were held every month and School Council members were provided with regular budget updates and relevant budgeting reports. Budgets are monitored regularly by the Business Manager, Principal and School Council. Our Equity funds continue to staff and resource our Literacy and Numeracy programs. We were able to raise funds to support our school's mission and enhance the educational experience for our students. Mother's & Father's Day stalls and BBQs, the Colour Fun Run and the Disco. Totals for Sydenham Campus - \$11,293.80 & Hillside Campus - \$12,492.23. We have been able to utilise the funds raised to purchase several items that will benefit our students. Some of the items that we have acquired include sporting equipment, fencing, tables, chairs and setting up our breakfast club at both

campuses. Our biggest expenditure was Casual Relief Teachers and Relief for Education Support Staff (Salaries & Allowances and Support Services). This was due to the workforce shortage that is currently happening across the state. Our student enrolment numbers are declining and this will have an impact on our Student Resource Package (SRP) for 2026. During 2025 the school began the process of a demerger of the two campuses, leading to two independent schools for the beginning of 2026, with new Principals appointed at each school. We are looking at a reduced enrolment at Sydenham PS, in 2026 and we will be able to confirm the budgets by the end of Term 1, after the demerger is finalised and census is complete. Funds remaining at the end of 2025 were split evenly between the two schools.

**For more detailed information regarding our school please visit our website at
<https://www.sydenham.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

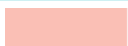

A total of 997 students were enrolled at this school in 2025, 460 female and 537 male. 35% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

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 **Medium**.

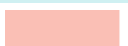


Parent Satisfaction Summary

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	80.0%	
	Similar schools	79.4%	
	State	82.0%	

School Staff Survey


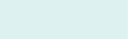


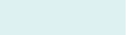

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	74.5%	
	Similar schools	74.9%	
	State	77.4%	

LEARNING


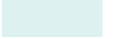


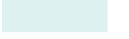


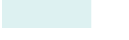




Teacher Judgement of student achievement against the Victorian Curriculum

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	80.5%	
	Similar schools	82.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	89.2%	
	Similar schools	81.4%	
	State	84.2%	

NAPLAN

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


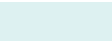


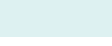

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	81.2%	 69.7%
	Similar schools	65.1%	 64.5%
	State	69.5%	 69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	76.4%	 73.4%
	Similar schools	69.0%	 71.0%
	State	73.9%	 74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	68.7%	 61.6%
	Similar schools	59.0%	 59.1%
	State	66.2%	 66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	63.6%	 61.3%
	Similar schools	63.4%	 62.8%
	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	78.3%	
	Similar schools	72.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	69.7%	
	Similar schools	72.4%	
	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	74.4%		70.1%
	Similar schools	75.1%		75.2%
	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	71.7%		67.3%
	Similar schools	74.5%		73.2%
	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	23.2	22.8
	Similar schools	23.9	24.2
	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	89.2%	
Year 1	School	88.0%	
Year 2	School	87.2%	
Year 3	School	88.4%	
Year 4	School	88.6%	
Year 5	School	88.6%	
Year 6	School	88.1%	

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	\$11,660,831
Government Provided DET Grants	\$1,498,508
Government Grants Commonwealth	\$38,834
Government Grants State	\$0
Revenue Other	\$41,801
Locally Raised Funds	\$538,148
Capital Grants	\$0
Total Operating Revenue	\$13,778,122

Equity	Actual
Equity (Social Disadvantage)	\$403,692
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$403,692

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

Expenditure	Actual
Student Resource Package ¹	\$11,509,000
Adjustments	\$0
Books & Publications	\$20,116
Camps/Excursions/Activities	\$300,870
Communication Costs	\$12,295
Consumables	\$158,605
Miscellaneous Expenses ²	\$30,125
Agency Staff	\$516,899
Professional Development	\$64,969
Equipment/Maintenance/Hire	\$177,303
Property Services	\$214,827
Salaries & Allowances ³	\$282,358
Support Services	\$112,422

Expenditure	Actual
Trading & Fundraising	\$72,377
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$101
Utilities	\$120,259
Total Operating Expenditure	\$13,592,588
Net Operating Surplus/-Deficit	\$185,534
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$713,157
Official Account	\$68,314
Other Accounts	\$0
Total Funds Available	\$781,470

Financial Commitments	Actual
Operating Reserve	\$347,265
Other Recurrent Expenditure	\$2,757
Provision Accounts	\$0
Funds Received in Advance	\$80,960
School Based Programs	\$92,224
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$390,735
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	\$913,941

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.