

2025 Annual Report to the School Community

School Name: Topirum Primary School (5598)



- 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 28 April 2026 at 03:03 PM by Marc De Ley (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 28 April 2026 at 03:04 PM by Marc De Ley (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

Topirum Primary School is a new government primary school which is in its second year of operation in 2025. The school is located in the suburb of Clyde North, in the outer eastern suburbs of Melbourne. The school commenced with an enrolment of 460 students from grades prep to 6. There were 20 classes and a total staff of 43. The school offered specialist subjects of physical education and health, music, visual art, science and French language. The school provided digital learning through the use of ipads and laptops, utilising the Google platform. The school facility has 2 main learning hubs with 8 classrooms each. An additional 7 portable classrooms were provided. There is an administration building, library and specialist rooms for art, science and a kitchen classroom. There is a full-size gym, canteen and music room. There are 2 basketball courts, a soccer field and dedicated playground areas for junior and senior students.

The school's vision is to teach our students to become confident and creative young people, who pursue their passions and strive for excellence. They will have an inquiring mind and be empowered to become engaged citizens who contribute positively to society. The school's mission is to offer students a well-rounded educational experience that prepares them with the academic, social and emotional skills to succeed in life. The school has adopted a Student Ways of Thinking Framework to support students. Our five Student Ways of Thinking are: have a go, try your best, be kind, think of others and be a determined learner.

The school enrolment population is approximately 70% with English as an additional language. The highest cultural background of families is from India.

The school offers an out of school hours care program run by DS Kids Hub.

Progress towards strategic goals, student outcomes and student engagement

Learning

In the second year of the school, teachers implemented our teacher instructional model to support the teaching and learning of all curriculum areas. The teacher instructional model focused learning outcomes through learning goals and success criteria. Teaching was differentiated to meet the needs of all students. Professional learning for teachers was focused on teaching literacy and numeracy. A focus of numeracy enabled the development of student learner characteristics and the importance of learning through rich numeracy tasks requiring critical thinking and reasoning. There was a focus on establishing effective teacher practices, which supported the implementation of the Victorian Teaching and Learning Model. In prep to grade 2 classes the mandated phonics approach was implemented using the Phonics Plus resource. Our inquiry learning approach included discovery learning for prep to grade 2 and project-based inquiry for grades 3 to 6. Specialist programs included physical education, music,

science, visual art and French language. Students had access to ipads and laptops to support digital learning outcomes.

A professional learning community (PLC) approach was implemented for teachers to prepare and plan for curriculum implementation and student assessment. Learning specialist teachers were allocated time to provide mentoring and coaching to teachers. Through the PLC approach, teachers could collaborate to examine student data and plan for effective teaching.

Middle leaders provide targeted guidance and support to teachers and staff, based on student outcomes and feedback, teaching, engagement and support practices, and contemporary research.

The school improvement team monitors and implements evidence-based strategies and actions to improve student learning and wellbeing in response to needs identified through the improvement cycle.

Targeted tutoring and small group intervention for literacy was delivered for students identified as performing below the expected level.

Teacher Judgment of learning outcomes for the Victorian Curriculum- English and Mathematics, indicated students were 'at or above age expected standards,' to a greater proportion as compared to similar schools.

NAPLAN relative growth data- from grade 3 to grade 5, students with 'high' or 'medium' growth, was above state and similar schools, for both reading and numeracy.

Wellbeing

In the second year of the school, it was a priority to establish effective universal wellbeing strategies for all students. Teachers consistently implemented a range of universal wellbeing strategies including: a daily circle time routine; a restorative practices approach to resolving issues; use of a whole class ready to learn plan and strategies; a classroom reset space. The school introduced music therapy for designated students to support their emotional wellbeing.

Leaders regularly collaborate with teachers to build their capacity in identifying and responding to the learning and wellbeing needs of students through tiered approaches of support. Teachers identified students requiring adjustments to support their learning and putting in place an Individual Education Plan (IEP) to personalise student learning. Student Support Group meetings were held termly to meet with students and parents/caregivers to monitor IEPs.

The Respectful Relationships curriculum, including consent education, was taught across the year at all grade levels.

The school Mental Health & Wellbeing Leader (MHWL) participated in the Department of Education training for this role, and supported school leadership to develop wellbeing school strategies, including a referrals pathway for teachers. The assistant principal supported the education support team to provide 1:1 guidance for identified students. School leadership allocated appropriate resources to support teachers making adjustments for identified vulnerable students.

The school successfully participated in the Disability Inclusion Profile process. This involved close collaboration between the school, student and family to determine required adjustments for the student to access the curriculum.

The Attitudes to School Student Survey (grades 4 to 6) for the measure of Sense of Connectedness to School was below similar schools. As a new school, this measure is expected to improve in coming years as the school establishes relationships between staff and students.

Engagement

In the first year of the school, the curriculum program was designed to promote student voice and agency. The teacher instructional model continuously prompts students to ask questions, share and reflect on their learning. In literacy and numeracy, students have opportunities to collaborate with others and learn independently. The use of mentor texts in literacy, provide authentic learning tasks that students can relate to.

Leaders and teachers ensures students feel safe and develop strong relationships with peers, teachers and staff by providing targeted opportunities for students to develop their capacity to confidently engage with others and contribute to a safe and inclusive environment.

The school hosted its very first school camp for students in grades 5 and 6. This was a 3 day/2 night adventure camp held in South Gippsland. This was an excellent opportunity for staff and students to develop relationships, as well as, focus on resilience and team work.

Inquiry learning provides multiple opportunities for students to engage in meaningful tasks. Discovery learning in prep to grade 2, enables students to explore and ask questions, guided by the teacher. Project-based inquiry in grades 3 to 6, provides rich learning tasks based on topics drawn from curriculum areas such as the humanities and science. Students are supported to develop critical thinking skills, collaborate with others and be creative. Digital learning engages students through the use of technology.

Our specialist program provided students a range of further curriculum learning in the areas of visual art, physical education, music, science and French language.

Student leaders were appointed for the school, and given opportunities to develop their leadership skills. This included school and house captains. The house captains played an important role in developing the school house system.

Leaders and teachers build collaborative relationships with families/carers to create a shared understanding of how to support students' participation and engagement, through feedback, raising concerns and shared decision-making.

The average number of student absence days was 26. This is slightly above the number for similar schools. Leaders and teachers monitor and evaluate attendance and partner with families/carers to implement targeted interventions using a tiered model of support.

Financial performance

The school effectively managed its financial allocation to meet all expenditure for its first year. The overall financial position of the school was satisfactory, leaving some surplus to bring forward into the next school year.

The school council has a contract for DS Sports to operate the school out of school hours care (OSHC) program for 2025. This is supported financially by the Department of Education OSHC Grant Initiative. This provided the school \$40 000.00 to supplement the OSHC service in 2025, based on the expectation that OSHC student numbers will be initially low for a new school.

In term 4, 2025, the school council entered into an agreement to hire out the school oval and gym facility for Football Star Academy to operate a soccer clinic. This runs Fridays after school and Sunday mornings.

**For more detailed information regarding our school please visit our website at
www.topirumps.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 467 students were enrolled at this school in 2025, 240 female and 227 male. 72% 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 **Low - Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	78.6%	
	Similar schools	84.4%	
	State	82.0%	

School Staff Survey

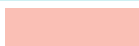
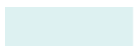
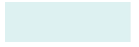
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	80.8%	
	Similar schools	76.5%	
	State	77.4%	

LEARNING

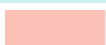
Teacher Judgement of student achievement against the Victorian Curriculum

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	88.7%	
	Similar schools	83.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	86.4%	
	Similar schools	81.2%	
	State	84.2%	

NAPLAN

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

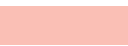
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	66.1%		66.7%
	Similar schools	62.5%		63.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	66.0%		64.8%
	Similar schools	68.9%		69.0%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	43.5%		47.6%
	Similar schools	56.0%		57.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	53.2%		57.1%
	Similar schools	62.2%		61.7%
	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	81.2%	
	Similar schools	74.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	84.4%	
	Similar schools	76.3%	
	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		2-year average
Years 4 to 6 % positive endorsement	School	72.6%		69.4%
	Similar schools	81.6%		80.4%
	State	77.1%		76.9%

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		2-year average
Years 4 to 6 % positive endorsement	School	73.6%		69.7%
	Similar schools	80.8%		79.4%
	State	76.4%		75.9%

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	26.0	25.4
	Similar schools	24.1	23.9
	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	86.4%	
Year 1	School	87.7%	
Year 2	School	86.9%	
Year 3	School	87.6%	
Year 4	School	85.7%	
Year 5	School	87.0%	
Year 6	School	86.4%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,236,954
Government Provided DET Grants	\$643,555
Government Grants Commonwealth	\$7,932
Government Grants State	\$0
Revenue Other	\$68,674
Locally Raised Funds	\$141,262
Capital Grants	\$171,480
Total Operating Revenue	\$6,269,856

Equity	Actual
Equity (Social Disadvantage)	\$28,872
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$14,436
Equity Total	\$43,308

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

Expenditure	Actual
Student Resource Package ¹	\$4,899,608
Adjustments	\$0
Books & Publications	\$45,492
Camps/Excursions/Activities	\$66,389
Communication Costs	\$4,180
Consumables	\$154,687
Miscellaneous Expenses ²	\$33,169
Agency Staff	\$162,278
Professional Development	\$40,308
Equipment/Maintenance/Hire	\$147,951
Property Services	\$36,282
Salaries & Allowances ³	\$137,428
Support Services	\$29,605

Expenditure	Actual
Trading & Fundraising	\$78,829
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,696
Utilities	\$106,637
Total Operating Expenditure	\$5,944,541
Net Operating Surplus/-Deficit	\$153,835
Asset Acquisitions	\$18,309

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	\$276,169
Official Account	\$63,286
Other Accounts	\$0
Total Funds Available	\$339,454

Financial Commitments	Actual
Operating Reserve	\$177,207
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$117,059
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$171,480
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	\$465,746

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.