2025 Annual Report to the School Community

School Name: Pentland Primary School (5369)

- 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 05:07 PM by Andrew Harrison (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 05:07 PM by Andrew Harrison (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

Pentland Primary School provides an exceptional educational experience within a safe, supportive, and inclusive environment. Our dedicated staff, engaged parents, and strong community partnerships create a warm and family-oriented atmosphere where every child is valued and empowered to thrive.

We foster a culture of responsibility, success, cooperation, and self-discipline, ensuring students develop a lifelong love for learning. Our class structures allow for smaller home groups, maximizing meaningful interactions between teachers and students. Every learner is encouraged to achieve their personal best through engaging, purposeful activities tailored to individual needs and aspirations.

Our curriculum is comprehensive, with a strong emphasis on excellence in English and Mathematics. Students benefit from specialist programs in Art, Music, STEM, Respectful Relationships and Physical Education, all aligned with the Victorian Curriculum. In 2025, Pentland Primary School had a highly skilled teaching staff equivalent to 30.4 full-time teachers, 4.2 Learning Specialists, three Principal class members, and 13.2 Education Support Staff. With an enrolment of 535 students across 23 classes. We pride ourselves on fostering a dynamic and diverse learning environment.

At Pentland Primary School, student wellbeing is at the heart of everything we do. We provide a structured and caring environment that challenges students both socially and academically, enabling them to reach their full potential. Success and mutual respect underpin our positive learning culture, and our strong parental involvement further enhances student development. Our active and supportive School Council strengthens the partnership between home and school, reinforcing our shared commitment to student success.

We believe that learning is limitless. Each child progresses at their own pace, supported by the encouragement, guidance, and dedication of both teachers and families. We are committed to providing an enriching and inspiring education that nurtures curiosity, resilience, and a passion for lifelong learning.

Our Vision for Pentland Primary School

We believe every child will succeed through:

- A broad and engaging curriculum
- A safe, happy, and academically stimulating environment
- A culture of inquiry and persistence to achieve personal best
- Access to innovative and up-to-date learning resources
- Teaching that supports diverse learning styles
- A rich array of extracurricular opportunities
- Strong, effective learning partnerships

- Student Voice and Agency through reflective and open-minded practices
- Collaborative and community-driven learning experiences

Our Core Values
At Pentland Primary School, our values shape everything we do. They define our identity, guide our actions, and reflect our commitment to excellence. Our core values are:

- Respect
- Pride
- Endeavour
- Creativity
- Empathy

We also uphold Honesty, Trust, Communication, and Teamwork as essential principles that guide our school culture.

Our School and Facilities;

Pentland Primary School is located on the northern edge of Bacchus Marsh at the base of the Pentland Hills. Since opening in 1993, our school has grown alongside the community, welcoming students from Bacchus Marsh and surrounding areas. With ongoing housing developments in our local neighbourhood, we continue to expand and enhance our facilities.

Our modern campus features ten permanent classrooms, five mod 5 portable classrooms, three mod 10 double story buildings, a music room, two art rooms, two STEM rooms, a food technology room, and a fully equipped gymnasium. In 2024, the Department of Education added another relocatable toilet block bring the total 2, and in 2023, the Department of Education provided an additional relocatable administration building. All learning spaces are climate-controlled for comfort, and our outdoor areas are continually developed to provide beautiful and engaging learning environments.

At Pentland Primary School, we are committed to providing an outstanding education that empowers every student to achieve their best and become confident, capable, and compassionate individuals. We look forward to welcoming families into our vibrant school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Pentland Primary School has a strong commitment to enhancing student learning outcomes with the Victorian Curriculum at the heart of this educational approach. With the dedicated staff actively deepening their knowledge and expertise in the Victorian Curriculum 2.0, there is a purposeful focus on delivering high-quality education tailored to each student's unique needs. By designing authentic and challenging learning experiences, staff ensure that students engage with

content meaningfully, pushing boundaries and encouraging critical thinking. Differentiating instruction to align with student's point of learning allows for targeted support and enrichment, fostering a dynamic environment where every learner can thrive. Our tutor learning program was implemented within the Year 1 and 2 area of the school to support learning catch up and extension. Enhancing student outcomes requires a multifaceted approach that meets the diverse needs of learners while fostering engagement, critical thinking, and personal growth. Some of the effective strategies we employed throughout 2025 included differentiated instruction, data-driven decisions, fostering growth mindset, authentic learning experiences and building relationships.

The P-6 Teacher Judgement Data demonstrates pleasing achievements in both English and Mathematics. In English, the school's percentage of students at or above age-expected standards is just higher than both the state average and similar schools, reflecting the teaching and learning strategies in place. The mathematics data demonstrates steady performance, with the school percentage slightly below the state average and below that of similar schools. These results collectively highlight the school's unwavering commitment to academic excellence and its ability to create a nurturing and effective learning environment across core subjects.

The 2025 NAPLAN data for Year 5 Reading reflects a slight decline on previous performance, with the school percentage of students in the Strong or Exceeding categories slightly below both the state average and that of similar schools. This outcome highlights the school's commitment to literacy excellence and its effective strategies for fostering student success. The 2025 NAPLAN data for Year 3 Reading reflects a slight decline on previous performance, with the school percentage of students in the Strong or Exceeding categories slightly below both the state average and that of similar schools. This outcome again highlights the school's commitment to literacy excellence and its effective strategies for fostering student success.

The three-year average of students in the Strong or Exceeding categories for Year 3 and 5 Numeracy and Literacy, is higher than similar schools.

This consistent performance in both literacy and numeracy demonstrates the school's holistic approach to education, providing students with the tools they need across key learning areas.

The year 3 to 5 percentage of students achieving high or medium relative growth in literacy and numeracy exceeds similar schools.

Wellbeing

The Student Engagement and Wellbeing Team is dedicated to fostering a supportive and inclusive environment that prioritizes the well-being of every student. By implementing a diverse range of processes and programs, the team ensures that students are equipped with the tools and support they need to thrive. The Breakfast Club program provides students with a nutritious start to their day, while the Budget Busters Box initiative offers practical assistance to families in need. The Transition Room creates a safe and calming space for students to access during times when they are not ready to engage in learning, promoting emotional regulation and readiness. The school has also invested in an Educational and Developmental Psychologist to provide specialized support for individual students, and the Speech Therapy Assistance Program continues to provide support for individuals in articulation and auditory processing. Through the disability and inclusion process the school continues to secure essential financial resources for students requiring tier 3 supports. Our Foundation Reception program continued to support the

transition of pre school children commencing in Foundation at Pentland. We maintained our prep buddies and kinder buddies programs. Student Support Group meetings were maintained throughout the year. Together, these initiatives reflect the team's unwavering commitment to enhancing student well-being and building a strong foundation for both personal and academic success.

Pentland Primary School implements the Respectful Relationships Program, which plays a vital role in fostering a strong sense of connectedness to school by promoting inclusivity, respect, and emotional well-being. By embedding the principles of this program into daily school life, students are empowered to build positive relationships, navigate challenges with resilience, and feel a deep sense of belonging within their school community. The program's focus on rights and respect creates a safe and supportive environment where every student feels valued and understood. This proactive approach not only enhances social cohesion but also strengthens engagement, laying the groundwork for both academic success and personal growth. It exemplifies the school's commitment to nurturing well-rounded individuals who thrive in a connected and resilient community.

This is represented by the school's performance in the Attitudes to School Survey. Overall student responses to the Attitudes to School Survey are slightly behind our aspirant goals within our Annual Implementation Plan.

We have implemented the School Wide Positive Behaviour Program to support the results that underscore the school's unwavering commitment to cultivating a safe, inclusive, and supportive environment where students feel secure, valued, and engaged.

Engagement

In 2025 we maintained a strong commitment to promoting the importance of student attendance, recognizing that consistent attendance is fundamental to academic success and overall well-being. To inspire and celebrate strong attendance, we continued our 100% club and fortnightly attendance shield awards for students who demonstrated exemplary dedication to being present at school. Routinely, student attendance data was meticulously analysed to identify trends and address concerns proactively. When patterns of increased absences emerged, our Assistant Principals, took decisive action by engaging with families through phone calls, sending formal letters of concern, conducting home visits, and creating individualized attendance plans tailored to each student's needs. Furthermore, collaborating closely with teachers, support staff, and families to implement targeted strategies to re-engage students was essential. These proactive and strategic efforts have resulted in our school achieving a reduction in the number of students demonstrating significant absence from school. By maintaining a relentless focus on attendance, we continue to ensure that every student is equipped with the best opportunities to remain engaged, succeed in their learning, and reach their full potential.

Pentland Primary School created a dynamic learning environment, enriching student experiences through a diverse array of extracurricular activities that strengthened community bonds and fuelled engagement. Memorable events such as the Colour Run, Footy Colours Day, Child Cancer Support Day, Book Fair, Prada Willi Day, Melbourne Symphony Orchestra event, school student leadership incursion and our Book Parade infused excitement and energy into school life, making learning enjoyable, interactive, and inspiring for students. A standout moment of the year was the highly anticipated annual school concert, which united families in an extraordinary celebration of student talent, complemented by lively festivities and food trucks that added to the

joyous atmosphere. These initiatives exemplify the school's dedication to creating a vibrant, connected, and inspiring educational experience for all.

Pentland Primary's steadfast dedication creates a foundation for academic growth, personal development, and lifelong learning.

In 2025 the average number of absence days for Pentland Primary School was below that of similar schools, and slightly above the state average.

Other highlights from the school year

Throughout 2025 Pentland Primary School experienced a busy and exciting year that included: sustained significant student enrolment growth, welcomed new teaching and education support staff, significant fundraising by our Parents Club, Aussie of the month awards, continued the expansion of our IT infrastructure, improved curriculum and planning through the use of Teacher Professional Practice Days, maintained our comprehensive school camps program, general improvement of the school facilities such as painting, repairs and refurbishment of gardens and paths, the landing of new classrooms in the form of a 10 mod relocatable double story building provided by the Department of Education and successfully conducting our largest and longest school concert.

The school camp program at Pentland Primary School offered exceptional opportunities for learning and well-being, fostering students' growth and development outside the traditional classroom setting. Each year level engaged in activities purposefully designed to cultivate independence, strengthen resilience, and enhance teamwork skills, providing invaluable experiences that enriched their personal and social development. The grade 6 snow trip and foundation reception program were the highlights of the year.

Sport was a cornerstone of fostering teamwork, resilience, and a strong sense of school spirit at Pentland Primary School. Students enthusiastically took part in various network, regional, and divisional sporting competitions, demonstrating their talents and determination throughout the year. Events such as the senior swimming program, whole school athletics carnival, interschool sports, district cross country, district athletics meet, and district swimming carnival offered students valuable opportunities to push their limits, collaborate effectively, and proudly represent the school within the wider community. These experiences not only highlighted their dedication but also strengthened the school's commitment to cultivating a vibrant and supportive environment. We honoured the memory of a deceased student who passed from childhood cancer by initiating the school wide fundraiser and award in their memory.

Financial performance

Pentland Primary School demonstrates a steadfast commitment to ensuring all funds received from the Department of Education, as well as those raised by the school community, are strategically utilised to maximize educational outcomes and efficiently support the school's operational needs. Every dollar has either been allocated to immediate use or thoughtfully

committed to future initiatives, guaranteeing sustained impact and alignment with the school's long-term goals. These financial decisions are made in accordance with Department of Education policies, reflecting the school's dedication to transparency, accountability, and the delivery of high-quality education. Through careful planning and resource management, Pentland Primary School ensures that its students benefit from an enriching and supportive learning environment, while simultaneously addressing the broader operational requirements essential for the school's ongoing success and growth. This approach underscores the unwavering focus on creating a foundation for excellence in education and community collaboration. Throughout 2025 our families were once again fee free and Pentland has used the SRP school finances strategically to upgrade the heating and cooling in our permanent buildings, replacement of carpet in our newly refurbished staffroom, purchase of resources to enhance classroom libraries, upgrading of student iPad's and netbooks, providing additional outdoor seating, and improved landscaping through the employment of a causal maintenance person.

For more detailed information regarding our school please visit our website at https://pentlandps.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 569 students were enrolled at this school in 2025, 261 female and 308 male. 21% had English as an additional language and 5% 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**	**76.9%**
	Similar schools	79.3%
	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**	**67.2%**
	Similar schools	78.0%
	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**	**87.3%**
	Similar schools	84.1%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**77.9%**
	Similar schools	81.5%
	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**	**63.4%**	**65.5%**
	Similar schools	67.4%	67.6%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**69.8%**	**73.1%**
	Similar schools	71.2%	72.8%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**63.4%**	**63.1%**
	Similar schools	61.6%	61.9%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**64.0%**	**67.2%**
	Similar schools	64.2%	64.0%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**75.0%**
	Similar schools	71.8%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**82.5%**
	Similar schools	71.3%
	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		4-year average
Years 4 to 6 % positive endorsement	**School**	**70.8%**		**73.0%**
	Similar schools	76.0%		75.4%
	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**	**67.1%**		**72.0%**
	Similar schools	77.5%		75.0%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	**School**	**24.1**	**21.8**
	Similar schools	22.3	22.8
	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**	**88.6%**	
Year 1	**School**	**86.4%**	
Year 2	**School**	**86.1%**	
Year 3	**School**	**88.6%**	
Year 4	**School**	**87.8%**	
Year 5	**School**	**89.1%**	
Year 6	**School**	**87.5%**	

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	$5,726,907
Government Provided DET Grants	$1,111,581
Government Grants Commonwealth	$3,284
Government Grants State	$0
Revenue Other	$39,853
Locally Raised Funds	$212,907
Capital Grants	$0
Total Operating Revenue	**$7,094,532**

Equity	Actual
Equity (Social Disadvantage)	$110,996
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$110,996**

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

Expenditure	Actual
Student Resource Package[1]	$5,354,104
Adjustments	$3,182
Books & Publications	$0
Camps/Excursions/Activities	$72,806
Communication Costs	$6,674
Consumables	$213,249
Miscellaneous Expenses[2]	$11,476
Agency Staff	$103,296
Professional Development	$33,128
Equipment/Maintenance/Hire	$184,100
Property Services	$230,606
Salaries & Allowances[3]	$130,519
Support Services	$84,867

Expenditure	Actual
Trading & Fundraising	$31,647
Motor Vehicle Expenses	$16,535
Travel & Subsistence	$0
Utilities	$45,684
Total Operating Expenditure	**$6,521,872**
Net Operating Surplus/-Deficit	**$572,660**
Asset Acquisitions	**$27,299**

[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	$609,278
Official Account	$22,321
Other Accounts	$0
Total Funds Available	**$631,599**

Financial Commitments	Actual
Operating Reserve	$194,098
Other Recurrent Expenditure	$1,861
Provision Accounts	$0
Funds Received in Advance	$104,915
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	$120,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$100,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$520,874**

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.