

2025 Annual Report to the School Community

School Name: Flemington Primary School (0250)



- 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 24 March 2026 at 11:00 AM by Melinda Lagerwey (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 21 April 2026 at 02:16 PM by Melinda Lagerwey (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

Flemington Primary School was established on its current site in 1922 and is located in the quiet residential neighbourhood of Travancore in Melbourne. The school sits back from Mount Alexander Road, framed by majestic heritage cast-iron gates and the school oval, and is bordered by a laneway, Flemington Street, Cashmere Street and Mangalore Street.

Set within spacious grounds, the main red-brick building overlooks a pleasant, tree-shaded courtyard surrounded by several additional buildings. In 2025, the school's enrolment was 327 students, with most coming from the immediate local area and the broader Moonee Valley local government area. Flemington Primary School also welcomes enrolments from international students.

The school is staffed by outstanding educators, including specialist teachers, instrumental music teachers, generalist classroom teachers and dedicated educational support staff. In 2025, the school employed 36 part-time and full-time staff members.

Our guiding philosophy is built on equity of access and the belief that all children can learn and achieve their full potential. We aim for every student to leave Flemington Primary School with a love of learning, a strong sense of self-worth, confidence, independence, the ability to take considered risks and well-developed self-discipline. High expectations for learning and behaviour are grounded in respect for the rights and responsibilities of all members of our community.

Interwoven with this philosophy are our school values: **Be Safe, Be Kind, Be Respectful and Be Ready to Learn**, all united under our overarching goal: **BE YOUR BEST!**

Progress towards strategic goals, student outcomes and student engagement

Learning

Flemington Primary School engaged in a range of targeted activities throughout 2025 to improve student learning outcomes, with a particular focus on strengthening teacher curriculum knowledge in Reading and Numeracy. Teachers and students worked towards a deeper understanding of the school's instructional model in both areas, and the school began developing a whole-school approach to spelling and word work. Number Talks and reflective journals were implemented to build teacher capacity in delivering the Victorian Curriculum 2.0 in Numeracy, supported by learning walks and coaching. There was also an increased emphasis on documenting small-group instruction and individual student adjustments to support Disability Inclusion Profile applications. The school made strong progress towards its goals, particularly in Year 3 NAPLAN results and teacher judgements. The overarching goal was to improve Literacy and Numeracy outcomes for every student by increasing the proportion of Year 3 and Year 5 students achieving in the top two

proficiency levels in Reading, Writing and Numeracy. In Year 3, 83% of students achieved Strong or Exceeding in Reading (compared with 84% in similar schools), 84% in Writing (below similar schools at 91%), and 83% in Numeracy (equal to similar schools). In Year 5, 88% of students achieved Strong or Exceeding in Reading (equal to similar schools), 78% in Writing (below similar schools at 82%), and 88% in Numeracy (above similar schools at 85%). Across the year, significant progress was made in several key initiatives. Number Talks were planned and implemented consistently across most teams, though some variation between year levels indicates a need for further alignment. Reflective journals were highly effective in Years 3–6 for assessment moderation and communication with families, while junior classrooms adopted whole-class reflections suited to their developmental stage. Leadership began unpacking the Victorian Teaching and Learning Model (VTLM) 2.0 into the Guaranteed and Viable Curriculum, with collaboration between school leaders and Learning Specialists driving this work; further consultancy is planned for 2025 to deepen implementation. PLC Inquiry coaching supported team leaders in developing leadership capability and strengthening inquiry practices, though consistent implementation across the school remains a work in progress, particularly following leadership shifts in Semester 2. Sounds-Write data showed positive growth in Foundation writing, with less pronounced progress in Years 1 and 2, highlighting an area for continued focus. Overall, the school made meaningful progress in strengthening instructional practice, enhancing curriculum understanding and improving student outcomes.

Wellbeing

Throughout 2025, Flemington Primary School implemented a range of targeted initiatives to strengthen student wellbeing, inclusion and engagement, with a focus on setting clear behavioural expectations, promoting respectful relationships and ensuring all students experienced a strong sense of belonging. The school continued to embed School-Wide Positive Behaviour Support (SWPBS) and Respectful Relationships, while also building students' capacity to use their voice authentically to influence their learning and school environment. Significant work was undertaken to successfully implement the Disability Inclusion and Mental Health reforms. The Mental Health in Primary Schools (MHIPS) practitioner provided support to students experiencing mental health concerns and their families, and collaborated with teachers to strengthen classroom strategies for students with additional health and wellbeing needs. African-Australian families were supported by the School Community Liaison Officer, who assisted with secondary school transitions and facilitated parent and carer forums to strengthen community voice and engagement. Progress towards AIP Goal 3—to ensure every child experiences opportunities and pathways that promote educational excellence, health, wellbeing and a sense of belonging—showed mixed results. On the Student Attitudes to School Survey (Years 4–6), positive endorsement for Perseverance reached 63% (target 82%), Teacher Concern reached 66% (target 82%) and Sense of Connectedness reached 71% (target 83%). Parent Opinion Survey results also fell below targets, with Teacher Communication at 60% (target 75%) and Parent Participation and Involvement at 72% (target 78%), though incremental improvement was noted. The school revised its SWPBS behaviour matrix to better reflect the needs of all learners, and teachers explicitly taught expected behaviours weekly, supported by the Dojo acknowledgement system. Consistent language and expectations were strengthened across year levels and specialist areas, and the matrix was shared with the wider community through the website and newsletter. Staff collaboratively reviewed and refined the school's 'Responding to Minor and Major Behaviours' process, developing shared definitions and exploring evidence-based approaches to behaviour

management; the updated flowchart was launched in Term 4, with impact data to be collected in 2026. As part of the MHiPS initiative, the school established a termly process for collecting wellbeing continuum data and trialled the PAT Social-Emotional Wellbeing survey for Years 2–6, with findings informing the development of the 2026 SEL scope and sequence. Wellbeing data was used to form targeted social skills groups, resulting in a reduction in yard incidents among participating students. Although AToSS targets were not met, student forums were conducted to analyse question-level data, and insights were shared with staff to guide planning and improvement actions for 2026. Overall, the school made meaningful progress in strengthening wellbeing systems, inclusive practices and data-informed approaches, laying strong foundations for continued improvement.

Engagement

In 2025, Flemington Primary School recorded an attendance rate of 92%, which was above the rate for similar schools (91%). The school continued to strengthen classroom practices that promote student engagement and agency, with a particular focus on deepening students' understanding of the FPS Instructional Models for Reading, Writing and Numeracy. Students developed greater clarity about how each component of the model supports their learning, including the purpose of the Mini Lesson, the role of the Learning Intention and how Success Criteria help them determine their progress. Student learning was showcased each term through Open Afternoons, providing families with opportunities to engage with their child's learning. Morning Circle routines were consistently implemented across all classrooms, supporting connection, readiness to learn and positive classroom culture. The High Ability Program continued to operate, enabling students to opt into areas of passion and extend their learning. Small-group reading instruction was delivered using explicit teaching and carefully selected texts matched to student needs. A targeted tutoring program, delivered by a Learning Specialist, supported students in Years 3–6 in Reading and Numeracy. The Student Representative Council met weekly and played an active role in co-designing activities that strengthened student engagement and contributed to a positive school culture. The Year 6 Student Leadership Team led student-run assemblies and broadened leadership opportunities by introducing new captaincy roles aligned with specialist learning areas, including Arts, Languages and Culture, Sports, STEM and Music. In the 2025 Attitudes to School Survey, 60% of students provided positive endorsement for Student Agency and Voice (compared with 68% in similar schools), and 73% endorsed the Stimulating Learning Environment factor (compared with 79% in similar schools). These results highlight areas for continued focus as the school works to strengthen engagement, agency and learning confidence across all year levels.

Other highlights from the school year

In 2025, Flemington Primary School celebrated a vibrant year of learning, creativity and community connection. A standout achievement was the magnificent whole-school musical production of *Matilda*, which showcased exceptional student talent in singing, acting and dance, and brought our community together in an unforgettable celebration of the arts. Camps for Years 3/4 and 5/6 provided rich opportunities for teamwork, independence and outdoor learning,

strengthening friendships and building confidence across the senior years. Our instrumental music program continued to flourish, with growing student participation and high-quality performances that enriched school events throughout the year. STEM learning remained a strong feature of our curriculum, with students achieving ongoing success in school-based and external STEM challenges. A highlight was our partnership with Melbourne Zoo, where students collaborated on orangutan enclosure design concepts, applying engineering, sustainability and animal-welfare thinking to real-world problems. Curriculum development also progressed significantly, with staff refining instructional models in Literacy and Numeracy, strengthening explicit phonics instruction and implementing new scope and sequence documents aligned with English 2.0 and the Victorian Teaching and Learning Model. Across the school, students engaged enthusiastically in learning, leadership and creative opportunities, contributing to a dynamic and inclusive school culture. These achievements reflect the commitment of our staff, the curiosity of our students and the strong support of our community.

Financial performance

Flemington Primary School is in a strong cash position at the end of 2025 with a surplus of its cash budget, however FPS anticipated an expected deficit looking forward into 2026, under the workforce plan developed in 2024. Flemington Primary School continues to hire out a number of its facilities throughout the week, including the gymnasium, science room and various classrooms. This provides an independent revenue stream which shows the school's commitment to maximising its resources as well as assisting the local community. Flemington Primary School has also continued to offer its after school hours care program via Team Kids. The P&C Committee organised and executed a great number of fundraising activities throughout the year, further contributing to the school's financial success. This raises much required revenue for the school but just as importantly provides a great sense of community and engagement. There were significant donations made by parents and carers throughout the year and Flemington Primary School also received \$30,884 in equity funding during 2025. Flemington Primary School remains dedicated to providing quality education while ensuring financial sustainability for the benefit of its students, staff and community.

**For more detailed information regarding our school please visit our website at
<https://www.flemingtonps.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 336 students were enrolled at this school in 2025, 167 female and 168 male. 15% 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	68.9%	
	Similar schools	79.5%	
	State	82.0%	

School Staff Survey

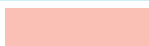
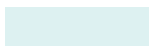
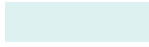
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	75.2%	
	Similar schools	79.0%	
	State	77.4%	

LEARNING

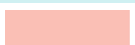
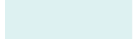
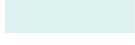
Teacher Judgement of student achievement against the Victorian Curriculum

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	94.1%	
	Similar schools	94.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	93.8%	
	Similar schools	93.1%	
	State	84.2%	

NAPLAN

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

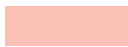
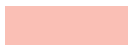
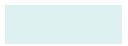
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	82.4%		84.2%
	Similar schools	83.8%		84.1%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	88.9%		86.6%
	Similar schools	86.7%		88.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	82.0%		81.5%
	Similar schools	82.6%		82.1%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	88.9%		74.6%
	Similar schools	84.3%		83.9%
	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	82.4%	
	Similar schools	79.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	82.4%	
	Similar schools	75.8%	
	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	70.6%		79.9%
	Similar schools	79.3%		79.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	63.1%		77.9%
	Similar schools	77.4%		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	16.2	17.5
	Similar schools	17.5	18.1
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	93.6%	
Year 1	School	90.0%	
Year 2	School	90.4%	
Year 3	School	91.7%	
Year 4	School	93.5%	
Year 5	School	92.0%	
Year 6	School	92.2%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,607,590
Government Provided DET Grants	\$628,654
Government Grants Commonwealth	\$11,668
Government Grants State	\$0
Revenue Other	\$54,338
Locally Raised Funds	\$340,980
Capital Grants	\$0
Total Operating Revenue	\$4,643,230

Equity	Actual
Equity (Social Disadvantage)	\$30,884
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$30,884

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

Expenditure	Actual
Student Resource Package ¹	\$3,741,260
Adjustments	\$11,155
Books & Publications	\$4,374
Camps/Excursions/Activities	\$110,584
Communication Costs	\$4,353
Consumables	\$92,155
Miscellaneous Expenses ²	\$98,200
Agency Staff	\$194,361
Professional Development	\$8,183
Equipment/Maintenance/Hire	\$67,537
Property Services	\$122,694
Salaries & Allowances ³	\$6,538
Support Services	\$95,402

Expenditure	Actual
Trading & Fundraising	\$21,283
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,388
Total Operating Expenditure	\$4,629,467
Net Operating Surplus/-Deficit	\$13,764
Asset Acquisitions	\$40,034

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	\$914,637
Official Account	\$22,320
Other Accounts	\$33,939
Total Funds Available	\$970,897

Financial Commitments	Actual
Operating Reserve	\$146,175
Other Recurrent Expenditure	\$4,135
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$34,924
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$16,798
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$50,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$272,033

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.