2025 Annual Report to the School Community

School Name: Roxburgh Homestead Primary School (5443)

- 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 03:06 PM by Brock Wilson (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 03:06 PM by Brock Wilson (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

The ‘School Context’ describes the school’s vision, values, and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the ‘Performance Summary’ section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school’s ‘Student Family Occupation and Education’ category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

At Roxburgh Homestead Primary School, our mission is to empower students to make well-informed decisions, realise their full potential, and contribute meaningfully to a global society. Situated within the City of Hume, Roxburgh Homestead Primary School is positioned in the suburb of Roxburgh Park. The school boasts appealing sandstone buildings and is located near the historical Roxburgh Homestead site. Additionally, our school benefits from its proximity to community amenities, such as a family day care centre, kindergarten, and a local shopping complex. Our school recognises the many advantages of a multicultural community and takes pride in celebrating the diverse and rich experiences it offers. We believe that this diversity enriches our learning environment and fosters a deeper understanding and appreciation of different cultures among our students. With 29 years of active service, the school presently accommodates 300 enrolled students and our 40 staff members work closely with all students to instil our core values of Respect, Honesty and Pride.

Progress towards strategic goals, student outcomes and student engagement

Learning

With increased investment in both the school and our people, our dedicated staff are continually strengthening tailored support systems, nurturing a strong sense of community, and empowering every student to recognise and develop their unique strengths. Guided by a commitment to continuous improvement and a focus on evidence-based teaching that leads to deep learning, our school is making steady progress toward enhanced academic outcomes.In 2025, this involved some key developments, including:

- Refining our teaching practices to align with the evidence-based practices within the new Victorian Teaching and Learning Model, in both literacy and numeracy.
- Establishing a partnership with key Department of Education regional staff to work alongside our curriculum leadership team to review and refine our literacy learning curriculum.
- Establishing improved assessment and data analysis processes to help teachers identify key areas of need to improve student learning in classrooms.
- Refining our literacy and numeracy intervention processes to better support students who require additional support.
- Establishing a coaching process and a classroom environment learning specialist to support our staff in improving their classroom environments.

Some key NAPLAN learning improvements included:

- A 5% increase in Year 3 students achieving either 'Exceeding' or 'Strong' NAPLAN Reading proficiency level, along with a 12% reduction of students classified as 'Needs Additional Support'
- 18% reduction in Year 3 students classified as 'Needs Additional Support' in NAPLAN Numeracy.
- 9% increase in Year 3 students achieving either 'Exceeding' or 'Strong' NAPLAN Spelling proficiency level

With our new Strategic Plan being established following our School Review in early 2026, the work in 2025 at Roxburgh Homestead Primary School has established a strong foundation to continue to improve student learning outcomes over the next few years. An increased investment in staff development and school resources will support the school in achieving its new aspirational goals for student achievement.

Wellbeing

2025 represented significant improvements in the student wellbeing space. With many new teachers joining our community at the beginning of the year, an emphasis was placed on staff development and learning about how best to create student learning environments that are calm, orderly and stimulating for our students. This work was undertaken over a series of workshops throughout the year and strengthened with a new coaching process to support improvement.A key area of improvement for our school in 2025 was deep professional learning and the creation and establishment of new processes around Disability and Inclusion. Our staff engaged in a series of workshops on how to make appropriate adjustments for students with additional needs. This work will enable us to further invest in our staffing profile and ensure our school has a sufficient level of staff to support our students to access their learning into the future. Supported by our School Wide Positive Behaviour Team and Leading Teachers specialising in student wellbeing and mental health, our classroom teachers have developed shared practices to navigate different parts of the school day. Through a focus on improving consistency of language and responses to challenging behaviour across classrooms, our students, staff and parents are reporting significant improvements across various wellbeing metrics.Highlights include:

- Improvements in our Parent Survey Data, including increases in promoting positive behaviour (up 44% from 2024), positive transitions (up 40% from 2024) and building confidence and resiliency skills (up 42% from 2024).
- Improvements in our Student Attitudes to School Survey Data, including increases in perseverance (up 9% from 2024), managing bullying (up 13% from 2024) and sense of confidence (up 7% from 2024).

Engagement

In early 2025, consultations with parent groups and our School Council showed us that many parents were looking for opportunities to better connect with what was happening in our school. In response to this, our staff placed a significant focus on better connecting with our families and providing greater communication and opportunities for engagement throughout the year. In 2025, this work took many forms, including:

- Improving communication and messaging around key events from the school and providing further opportunities for this to be translated for our diverse community.
- Establishing fundraising groups that involved various parents in fundraising endeavours that collaboratively planned for our end-of-year 'Success Day' event.
- Further connecting with our community through cultural and community celebrations, such as our fantastic Iftar Event, Easter Hat Parade and Mother's and Father's Day breakfasts.

Improvement in these areas can be evidenced across many different metrics. Some highlights include our Parent Opinion Survey, where parents reported a positive endorsement for 'parent participation and involvement' of 88%, up from 46% in 2024, and a positive endorsement of 92% for 'school communication', up from 54% in 2024.Beyond data, many families, students and staff continue to report the strengthening of relationships evident across our community, which is a testament to all involved who have come together to best support the children's learning.In 2025, attendance data was improved, though it continues to be a challenge at Roxburgh Homestead Primary School. We saw a 6% reduction in students missing over 30+ days of school within the year and a 3% increase in students attending school at least 90% of the time. In the second semester, our leadership staff spent considerable time reviewing data and launching both incentive initiatives and refining administrative processes to better respond when students are absent. This will form the foundation of work that will be built upon further in our new strategic plan.

Financial performance

Roxburgh Homestead Primary School continued its strong financial position in the year 2025 through sound credit and cash management to aid teaching and learning needs.

Available funding amounted to $5,199,107, where a carry-forward balance amounted to $359,881. Careful spending took place in the amount of $4,986,501, where most of it was allocated for staffing and student programs, which included initiatives like equity funding, mental health, and literacy initiatives. Cash funding amounting to $737,121 was allocated to help run operations, which include utilities, maintenance, and some specific programs, along with the usage of accumulated funds.

A net operating surplus of $212,606 was attained, reflecting a 5% surplus as per department guidelines.

This will help to continue a positive trend in finances for the future and help the school to make more investments in its programs and initiatives for improvement.

For more detailed information regarding our school please visit our website at https://roxhomesteadps.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 315 students were enrolled at this school in 2025, 142 female and 173 male. 79% 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 **High**.

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**	**79.2%**
	Similar schools	88.8%
	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**	**60.1%**
	Similar schools	75.5%
	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**	**54.4%**
	Similar schools	78.3%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**56.4%**
	Similar schools	73.1%
	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**	**38.6%**	**41.8%**
	Similar schools	56.9%	56.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**44.7%**	**50.3%**
	Similar schools	61.2%	61.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**27.3%**	**30.5%**
	Similar schools	49.1%	48.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**30.2%**	**34.1%**
	Similar schools	53.4%	53.6%
	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**	**48.8%**
	Similar schools	74.1%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**65.8%**
	Similar schools	75.2%
	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**	**55.5%**	**56.2%**
	Similar schools	78.4%	78.4%
	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**	**62.9%**	**55.6%**
	Similar schools	79.2%	77.3%
	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**	**32.3**	**31.8**
	Similar schools	22.5	22.7
	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**	**83.8%**
Year 1	**School**	**84.4%**
Year 2	**School**	**86.2%**
Year 3	**School**	**85.1%**
Year 4	**School**	**84.3%**
Year 5	**School**	**83.8%**
Year 6	**School**	**79.3%**

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	$4,261,785
Government Provided DET Grants	$874,177
Government Grants Commonwealth	$11,212
Government Grants State	$0
Revenue Other	$15,267
Locally Raised Funds	$74,475
Capital Grants	$0
Total Operating Revenue	**$5,236,916**

Equity	Actual
Equity (Social Disadvantage)	$343,933
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$343,933**

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

Expenditure	Actual
Student Resource Package[1]	$4,232,265
Adjustments	$0
Books & Publications	$19,694
Camps/Excursions/Activities	$53,627
Communication Costs	$9,507
Consumables	$87,317
Miscellaneous Expenses[2]	$8,993
Agency Staff	$151,430
Professional Development	$7,895
Equipment/Maintenance/Hire	$42,625
Property Services	$234,949
Salaries & Allowances[3]	$40,631
Support Services	$305,126

Expenditure	Actual
Trading & Fundraising	$7,275
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$60,995
Total Operating Expenditure	**$5,262,330**
Net Operating Surplus/-Deficit	**($25,414)**
Asset Acquisitions	**$90,096**

[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	$200,819
Official Account	$14,786
Other Accounts	$0
Total Funds Available	**$215,604**

Financial Commitments	Actual
Operating Reserve	$171,677
Other Recurrent Expenditure	$11,740
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$32,187
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	$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	**$215,604**

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.