

2025 Annual Report to the School Community

School Name: Huntingdale Primary School (4716)



- 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 18 March 2026 at 01:45 PM by Kate Gray (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 19 March 2026 at 09:37 PM by Kate Gray (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

Huntingdale Primary School is in South Oakleigh, 20km from Melbourne in the south eastern suburbs. Huntingdale Primary School's vision is to be a lighthouse school for language acquisition by providing a quality Japanese English bilingual education.

Our vision encapsulates objectives to:

- Provide a 'language and learning journey' with a primary schooling experience for students that promotes, celebrates and teaches multi-lingualism through local, state and international partnerships, opening the wider community to language learning and continuing this journey into secondary schooling.
- Showcase diversity through languages within the arts, physical education, festivals, celebrations and community engagement.
- Promote and teach sustainability.
- Drive innovation through STEM, ICT and multimedia, to enable our students to connect to the broader world.

Our school values of Kindness, Courage, Personal Best and Creativity are integrated in all aspects of learning. In 2025 Huntingdale Primary School had 414 students who reside locally or from surrounding suburbs. 57% of students identify as having English as an Additional Language (EAL) and originate from over 33 cultural groups. Our student population includes nine international students and 14 students on the Program for Students with a Disability. Our families generally identify as residing from medium to high socio-economic and educational circumstances. The school has 18 straight classes- nine junior grades (three classes each in Foundation Year 1 and Year 2), five middle school grades (three classes in Year 3 and two classes in Year 4) and four senior classes (two classes in each of Years 5 and Year 6).

Our workforce comprised of the Principal, Assistant Principal, Literacy Learning Specialist, Numeracy Learning Specialist, 11 English Classroom Teachers, (specialist, extension) 0.8 English as an Addition Language Teacher, 11 Japanese Teachers (Classroom, specialist roles and Numeracy Tutoring), ES Office Staff- 1 Office Manager, 1 Business Manager, 17 ES Teaching Assistants and a Chaplain two days a week. In 2025, our 50/50 bilingual teaching structure was implemented in the F-6 years with 12.5 hours of the curriculum taught in Japanese (Reading & Viewing, Writing, Speaking & Listening, Performing Arts, Music and Mathematics) and 12.5 hours taught in English (Reading & Viewing, Writing, Speaking & Listening, Inquiry- Humanities/Science, Physical Education and Visual Arts). Student Wellbeing is taught in both languages throughout the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, learning at Huntingdale Primary School focused on extending student learning and supporting students through scaffolding the work, with a strong focus on numeracy. The school continued to consolidate its approach to teaching mathematics in Japanese, seeking to meet student's individual needs to improve learning growth.

Targeted teaching in writing was a focus, implementing literacy support for identified students. The school continued with the Tutor Learning Initiative supporting students who were behind the expected level in literacy and numeracy in Years 2-4 and students identified as 'needs additional support' from 2024 NAPLAN. This was supported by an improved level of communication between tutors and teachers.

Throughout the year, teachers were coached by a numeracy learning specialist focussing on explicit teaching and using data walls to teach to the next level. A differentiated numeracy program was co-created based on student needs backed up by an improved understanding of the Victorian Curriculum in Number and Algebra.

Our NAPLAN numeracy data saw 92% of Year 3 and Year 5 students matching outcomes at similar schools in the exceeding or strong category. Of particular note was our Year 5 students exceeding the similar schools 3-year average in the top two proficiencies, 92.6% compared to 90.2%.

The school engaged with department experts to develop training in writing for all staff. NAPLAN results were good, with more students rated in the strong and exceeding proficiency levels relative to similar schools. School improvement teams devised meaningful inquiry cycles that targeted literacy. Writing programs were based on the various needs of students and individual learning goals were created to support student understanding with next steps in their learning. While 2025 results for writing fluctuated meaning targets were not met, we are optimistic enhanced staff expertise will equate to an increase in future years and overall trend of growth.

Our NAPLAN reading data reflected the high quality of this work with Year 3 and 5 students matching students at similar schools in the exceeding or strong category, equalling 90%. Of particular note was our Year 5 students exceeding the similar schools 3-year average in the top 2 proficiencies, 91.3% compared to 90.4%.

Student learning data reflected the effectiveness of these strategies and initiatives. Students in F-6 were reported as having an above age expected level for number and algebra, increasing from 31% in 2023, to 35% in 2024 and 2025.

Wellbeing

To support student wellbeing, Huntingdale Primary School continued to engage with external providers to enhance wellbeing across the school. The school engaged with allied health specialists to support students' needs and the Program for Students with Disabilities (PSD)

funding model. Better Place Australia, Psychs in Schools and a Chaplaincy service were engaged to support students who were identified as vulnerable. A school Wellbeing Leader, Assistant Principal and Educational Support Wellbeing Leader helped oversee and manage the implementation of Tier 2 supports and engaged in professional learning with staff to support teacher-student relationships and practical teaching strategies. Student Individual Learning Plans and Student Support Groups were facilitated with families and school leaders on a termly basis to offer a range of school supports.

As part of our teaching of wellbeing in 2025, Huntingdale Primary School concentrated on embedding the Resilience, Rights and Respectful Relationships (RRR) program across the school. All year levels participated in our school's Creating Our Learning Community program (COLC) with close links to our school values and Play is the Way Virtues. The wellbeing team continued to support inquiry goals by visiting teams and coaching staff during workshops. Other survey factors to note include: increase in differentiated learning challenge (82%), respect for diversity (74%), and teacher concern (67%). While access to advocate at school maintained at 81% as did sense of connectedness at 80% and high expectations for success at 90%.

Engagement

Huntingdale Primary School continued with its strong focus on the continuity of learning and attendance throughout 2025. We embedded a whole-school approach to monitoring absences, with admin staff, principal class and classroom teachers regularly checking in with students, analysing data and contacting home if there were concerns. Attendance plans were created by the assistant principal and followed up with a parent meeting. Office staff followed up with unexplained absences and punctuality. The principal promoted the importance of attendance through the newsletter, released school attendance data to the community and identified vulnerable students to target.

Such strategies supported positive outcomes in student attendance at the school, the average days of absence (14.7) was better than the state wide (21.5) comparison. This has been an ongoing focus for many years. Students with 20-29.5 absent days in 2023 decreased from 4% to 2% in 2024 and maintained at 2% in 2025. There have been a similar number of students with more than 30 days absent over the last three years (8 students in 2025). The school's absence data continued to remain lower than similar and network schools with 41% of our students having an attendance rate of 95%+ compared to 35% in similar and 34% in network schools. The Attitudes to School Survey reported that 83% of our students reported a positive endorsement to attendance in 2025.

Huntingdale Primary School continued our focus on student transitions in 2025. The school pathway team supported the smooth transition of students into secondary school through a simulated Year 7 day and the ongoing support of the Oakleigh Education Plan. The school principal and OEP transition coordinator met with local schools each term to discuss, observe and implement best practices across the school to support the transition of students. While the school's student survey data was not available for 2025, there was a 91% positive endorsement towards school transitions in 2024 and we look forward to maintaining strong endorsement in 2026.

Huntingdale Primary School prides itself on the high level of wellbeing support that we offer students. In 2025, we continued to offer a vast range of lunchtime and extra-curricular clubs to

support the various interests and skills of students and further improve the connection to school. Such clubs included: Yoga, DnD, Lego Therapy, Crochet and Junior and Senior Choir. According to the 2025 Attitudes to School Survey, 80% of Year 4-6 students reported a positive attitude to their connection to school, maintaining the 2024 result.

Financial performance

Huntingdale Primary School ended the year with an amount of \$417,959 in our Bank account as of December 31st, 2025. Of those funds, \$40,450 were unallocated School Saving Bonus (SSB) funds and Camps, Sports and Excursions Funds (CSEF), \$186,586 were school Operating Reserve, \$48,467 in the Building Fund and \$25,639 in the Library Fund.

In 2025 the school collected 131% of the Revenue Budget (Budget \$1,108,807 – Actual \$1,329,583) and spent 110% of the Expenditure Budget (Budget \$1,065,527 – Actual \$1,167,293).

In 2025, the school significantly invested in infrastructure development, including new furniture, servicing air conditioners, new carpets in the admin building and upgrades to computers and devices for students.

The school continued to invest in its learning programs; digital assessment tools, online learning platforms and parent engagement / sharing platforms, totalling \$43,068.

Last year the school continued to significantly invest in teaching and support staff as part of the Student Resource Package. This included extra education support staff and the creation of an additional Learning Specialist.

The total funds available to the school at the end of the year remains strong and allows the school to fund future infrastructure projects.

**For more detailed information regarding our school please visit our website at
<https://huntingdaleps.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 419 students were enrolled at this school in 2025, 200 female and 218 male. 57% 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	94.3%	
	Similar schools	85.4%	
	State	82.0%	

School Staff Survey

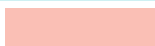
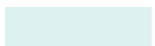
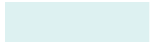
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.8%	
	Similar schools	80.1%	
	State	77.4%	

LEARNING

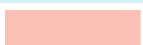
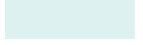
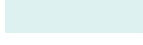
Teacher Judgement of student achievement against the Victorian Curriculum

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	99.4%	
	Similar schools	95.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	97.8%	
	Similar schools	94.3%	
	State	84.2%	

NAPLAN

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

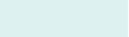
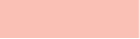
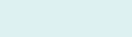
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	89.4%		85.0%
	Similar schools	85.9%		86.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	91.5%		91.3%
	Similar schools	90.1%		90.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	92.4%		88.6%
	Similar schools	85.7%		86.0%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	95.7%		92.6%
	Similar schools	90.7%		90.2%
	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	95.5%	
	Similar schools	82.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	90.7%	
	Similar schools	86.7%	
	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	79.6%		80.7%
	Similar schools	81.5%		82.1%
	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	69.9%		72.3%
	Similar schools	78.0%		77.8%
	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	14.7	15.0
	Similar schools	16.8	17.3
	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	93.9%	
Year 1	School	90.7%	
Year 2	School	94.2%	
Year 3	School	92.3%	
Year 4	School	92.6%	
Year 5	School	92.1%	
Year 6	School	92.0%	

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	\$4,680,216
Government Provided DET Grants	\$756,694
Government Grants Commonwealth	\$1,374
Government Grants State	\$6,000
Revenue Other	\$18,107
Locally Raised Funds	\$494,768
Capital Grants	\$0
Total Operating Revenue	\$5,957,159

Equity	Actual
Equity (Social Disadvantage)	\$21,360
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$21,360

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

Expenditure	Actual
Student Resource Package ¹	\$4,492,465
Adjustments	\$0
Books & Publications	\$10,407
Camps/Excursions/Activities	\$142,382
Communication Costs	\$2,900
Consumables	\$113,040
Miscellaneous Expenses ²	\$17,480
Agency Staff	\$19,852
Professional Development	\$14,010
Equipment/Maintenance/Hire	\$94,435
Property Services	\$147,756
Salaries & Allowances ³	\$363,346
Support Services	\$144,267

Expenditure	Actual
Trading & Fundraising	\$21,490
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,152
Total Operating Expenditure	\$5,611,982
Net Operating Surplus/-Deficit	\$345,177
Asset Acquisitions	\$0

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$287,269
Official Account	\$56,583
Other Accounts	\$74,107
Total Funds Available	\$417,959

Financial Commitments	Actual
Operating Reserve	\$186,586
Other Recurrent Expenditure	\$10,396
Provision Accounts	\$0
Funds Received in Advance	\$35,583
School Based Programs	\$68,230
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$36,800
Capital - Buildings/Grounds < 12 months	\$90,000
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	\$427,595

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.