

2025 Annual Report to the School Community

School Name: Wilandra Rise Primary School (5558)



- 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 30 April 2026 at 02:55 PM by Tina Clydesdale (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 30 April 2026 at 02:55 PM by Tina Clydesdale (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

Wilandra Rise Primary School is a Foundation to Year 6 government primary school located in the rapidly expanding suburb of Clyde North within Melbourne's south-eastern growth corridor. Since opening in 2017, the school has continued to grow alongside the local community and now serves a diverse and vibrant student population. The school community reflects a wide range of cultural and linguistic backgrounds, enriching the learning environment and providing opportunities for students to develop an appreciation of diversity and global perspectives.

At Wilandra Rise Primary School, our vision is to develop confident, capable and curious learners who are empowered to achieve their personal best. Our work is guided by the values of Respect, Responsibility, Safety and Compassion, which underpin all aspects of school life and support the development of a positive, inclusive and supportive school culture.

The school provides contemporary learning environments designed to support collaboration, flexible learning and high-quality teaching practice. Staff work within Collaborative Learning Teams to plan, implement and reflect on teaching practices that promote consistency and high expectations across the school. This collaborative approach supports ongoing professional growth and ensures that teaching programs are responsive to student learning needs.

The curriculum at Wilandra Rise Primary School is aligned with the Victorian Curriculum and places a strong emphasis on literacy and numeracy as the foundation for learning. Students also participate in specialist programs including Physical Education, Performing Arts, Visual Arts, Science and Library providing opportunities to develop creativity, physical wellbeing and a broad range of skills.

Student wellbeing remains a central priority. The school is committed to fostering a safe and inclusive environment where every student feels valued, supported and connected. Strong partnerships with families and the wider community further support student engagement and success.

Our staffing profile comprised of 7.8 Principal Class, 1 Leading Teacher, 7 Learning Specialists, 0.6 Psychologist, 1 Occupational Therapist, 62 classroom teachers and specialist teachers, 61 Educational Support staff and 11 Administration staff. Our staff reflect the diversity of the school community and bring a wide range of experiences and cultural perspectives to their work. The team includes staff from a variety of cultural backgrounds, including Aboriginal and Torres Strait Islander peoples. This diversity enriches the learning environment and supports the development of an inclusive and culturally responsive school culture. A number of staff members are multilingual and are able to communicate in languages including Auslan, Spanish, Dari, Arabic, Pashto, Punjabi and Hindi. These skills strengthen the school's ability to support families from diverse linguistic backgrounds and enhance communication between the school and its community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Improving student achievement and growth in literacy and numeracy continues to be a central focus for Wilandra Rise Primary School.

Throughout the year, staff worked collaboratively within Professional Learning Teams to analyse a range of student learning data, including classroom assessments, NAPLAN, and early literacy screening data collected through DIBELS. This data-informed approach enabled teachers to identify student learning needs early and implement targeted teaching strategies to support student progress.

In Literacy, the school continued to embed the **Talk for Writing** approach across all year levels from Foundation to Year 6. The majority of teaching staff have completed formal Talk for Writing training and are supported by Literacy Learning Specialists who provide ongoing coaching, modelling and professional learning. Teachers also continued to implement a **Systematic Synthetic Phonics** approach to explicitly teach phonemes and graphemes, supporting students to develop strong decoding and encoding skills for reading, spelling and writing.

The introduction of **DIBELS** has strengthened the school's ability to monitor the development of foundational reading skills in the early years. Teachers regularly review student progress data and use this information to adjust teaching practices, provide targeted small-group instruction and implement early intervention for students requiring additional support.

In Numeracy, the school's three Numeracy Learning Specialists worked collaboratively with teaching teams to strengthen teacher practice and build staff confidence in delivering high-quality mathematics instruction. A key focus for the year was the introduction of **Problem Strings** across the school to support the development of students' number sense, mental computation and mathematical reasoning. Learning Specialists worked closely with teachers through coaching cycles that included modelling lessons, classroom observations and reflective feedback. This work supported teachers to deepen their mathematical pedagogical knowledge, refine questioning techniques and implement rich learning tasks that encourage students to explain their thinking and engage in problem solving. Professional learning sessions were also provided across the school, with a focus on number sense and reasoning, helping to build a consistent approach to mathematics teaching across all year levels.

Staff also engaged in regular moderation processes to build shared understandings of student achievement standards and ensure consistency in teacher judgement across the school. This collaborative approach has supported the development of a consistent and high-quality approach to teaching and assessment.

Results from NAPLAN continue to provide valuable insights into student achievement and growth. Analysis of this data supports the school to identify areas of strength as well as opportunities for improvement, particularly in reading and numeracy, and informs ongoing school improvement planning and professional learning priorities.

Wilandra Rise Primary School remains committed to ensuring all students experience success in their learning and are supported to make strong and sustained learning growth.

Wellbeing

In 2025, Wilandra Rise Primary School maintained a strong focus on the health and wellbeing of students, staff, and the wider school community. A key priority this year was strengthening student voice and agency, ensuring students had genuine opportunities to influence their learning and actively engage with the school.

Throughout the year, teachers developed a shared understanding of what student voice and agency looks like in the classroom. Strategies such as goal setting, reflection, and regular feedback conversations were embedded, enabling students to become more confident in discussing what they were learning and why. Students actively participated in 3-way conferences, using portfolios and Seesaw to share evidence of their learning and progress.

To further support student agency, a Student Voice & Agency Community of Practice was established, and student leadership groups were strengthened, with clearly defined roles for Student Leaders and the Student Representative Council (SRC). Students had increased opportunities to share their perspectives through assemblies, class circle times, and PIVOT surveys, making student voice more visible across the school and reflected in planning documentation and communications to families, including the Wilandra Weekly.

The Student Support Team (SS Team) continued to provide targeted support for students with additional needs, including Occupational Therapy, Speech Therapy, cooking sessions, and social groups. The team also supported teachers through professional learning and in-class guidance, embedding strategies to support students' learning and wellbeing. Staff continued training in the Disability Inclusion Program, which guided classroom practices and learning support strategies.

The school's whole-school positive behaviour framework continued to be embedded. The Wilbucks reward system recognised students demonstrating our values of Respect, Responsibility, Safety, and Compassion. Behaviour charts and flowcharts were consistently applied, and incidents documented on COMPASS provided insight into behaviour trends and informed interventions.

In 2025, the school continued to provide practical wellbeing support for the community. The Breakfast and Lunch Clubs provided over 14,000 meals to students throughout the year. Staff also contributed to hampers of food and household items to support families facing challenges, reflecting the generosity and community spirit of the school.

While all actions in our Key Improvement Strategy for wellbeing were implemented, some targets were not fully achieved. ATOSS data for Student Voice and Agency, Sense of Connectedness, Managing Bullying, and Perseverance did not increase as expected, and student absence data remains an area of concern. High levels of absenteeism limit students' ability to build confidence, form strong relationships, and engage consistently in learning. Additionally, while new practices were adopted by teachers, the depth and consistency of implementation varied across classrooms.

Despite these challenges, strong progress has been made. Students are more confident articulating their learning, teachers are actively seeking and responding to student feedback, and leadership structures to support student agency are now firmly in place. The foundations have been laid; in 2026, the school will focus on deepening, consolidating, and embedding these practices so that every student feels connected, confident, and actively engaged in their learning.

Engagement

Wilandra Rise Primary School continues to prioritise student engagement and attendance as key factors in supporting learning and wellbeing. In 2025, staff continued to use Student Portfolios to collect samples of student progress, achievements, and reflections on learning. Each year level chose how portfolios were collected and presented (for example, exercise books, folders, or digital formats) to best suit their students. Portfolios were used in our 3-Way Conferences to guide conversations about student progress, allowing students to share their learning and celebrate specific achievements. Feedback from families, teachers, and students was extremely positive, with all parties engaged in the process and students enjoying the opportunity to reflect on and present their learning. The school will continue to refine processes around Student Portfolios and 3-Way Conferences in 2026 to further strengthen student voice and agency.

Student voice and agency remains a key focus for the school. Our goal, set in the previous year, was to increase positive endorsement in the AtoSS survey from 63% to 72%. In 2025, 74% of students provided a positive endorsement, which is higher than similar schools, our Network, and the State. This demonstrates the school's ongoing commitment to empowering students to take an active role in their learning.

Attendance continues to be closely monitored as part of the school's engagement strategy. In 2025, the school recorded an average of 24.9 absence days per student from Prep to Year 6, slightly higher than similar schools (24.1 days) and the state average (21.5 days). Attendance rates across year levels ranged from 84.6% in Year 1 to 88.8% in Year 4. While this indicates that most students attend school regularly, the school recognises that absences can impact learning. Common reasons included illness and extended family holidays.

To support improved attendance, staff work proactively with families to monitor student absences and provide support where needed. Engagement is also strengthened through a wide range of learning opportunities, including specialist programs in Physical Education, Visual Arts, Performing Arts and Science, as well as leadership roles and school initiatives that foster a sense of belonging and connection. These approaches aim to encourage regular attendance, strengthen student participation, and ensure that all students are actively engaged in their learning.

Through ongoing refinement of processes, targeted interventions, and collaboration with families, Wilandra Rise Primary School remains committed to promoting high levels of engagement, increasing student voice and agency, and supporting consistent school attendance.

Other highlights from the school year

We commenced 2025 with an Indigenous Smoking Ceremony, bringing our whole school community together to recognise and honour the First Nations people as the Traditional Custodians of the land on which we work, learn and play. Our whole-school celebration days continue to be strongly supported and embraced by both students and families, with Harmony Day standing out as our largest celebration of cultural diversity and identity.

Throughout the year, students engaged in a wide range of enriching experiences, including excursions, incursions, camps and sporting events, which supported their learning and wellbeing.

In Term 3, our Year 6 students proudly hosted the inaugural “Market Stall” event. Across the term, they developed their understanding of economic and business concepts in mathematics and applied these skills in a real-world context. The event was enthusiastically supported by the school community and enabled students to raise funds for their end-of-year celebrations.

Our annual Christmas Fair was a highlight, successfully bringing the community together through performances, food and shared activities.

We continue to utilise a range of communication platforms, including Compass and Seesaw, to effectively connect with our parent and caregiver community. In addition, we host regular morning tea events to foster relationships, build community connections and provide opportunities for families to contribute feedback. Our Wednesday morning English language sessions have continued to grow, offering families a welcoming space to develop conversational English skills while building friendships within our diverse school community.

Financial performance

Our school finished 2025 year in a solid financial position. During the year we created a state-of-the-art outdoor eco-decking area to cover the swail drain on the oval and widened the footpath providing better pedestrian traffic flow at the beginning and end of the day. Two industrial ceiling fans were installed in the stadium. All funds received from the Department, 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.

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 1,126 students were enrolled at this school in 2025, 520 female and 605 male. 55% had English as an additional language and 1% 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 **Medium**.


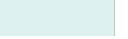

Parent Satisfaction Summary

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	86.5%	
	Similar schools	79.8%	
	State	82.0%	

School Staff Survey


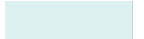




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	80.0%	
	Similar schools	74.9%	
	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	91.0%	
	Similar schools	82.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	90.2%	
	Similar schools	79.9%	
	State	84.2%	

NAPLAN

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


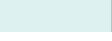


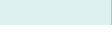

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	64.3%		62.4%
	Similar schools	63.6%		63.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	60.5%		67.4%
	Similar schools	69.5%		70.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	52.2%		54.5%
	Similar schools	56.0%		57.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	51.6%		55.6%
	Similar schools	63.2%		62.8%
	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'.


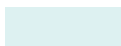

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	51.4%	
	Similar schools	73.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	62.8%	
	Similar schools	72.7%	
	State	74.0%	

WELLBEING


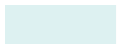

Student Attitudes to School – Sense of Connectedness

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	76.6%		78.8%
	Similar schools	76.0%		76.4%
	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	72.3%		71.8%
	Similar schools	73.0%		72.3%
	State	76.4%		75.8%

ENGAGEMENT




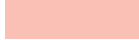



Average absence days per student

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	24.9	25.2
	Similar schools	24.1	24.6
	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	87.3%	
Year 1	School	84.6%	
Year 2	School	87.0%	
Year 3	School	87.9%	
Year 4	School	88.8%	
Year 5	School	88.7%	
Year 6	School	87.8%	

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	\$13,346,474
Government Provided DET Grants	\$1,045,280
Government Grants Commonwealth	\$4,800
Government Grants State	\$0
Revenue Other	\$60,205
Locally Raised Funds	\$327,539
Capital Grants	\$0
Total Operating Revenue	\$14,784,298

Equity	Actual
Equity (Social Disadvantage)	\$541,454
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$541,454

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

Expenditure	Actual
Student Resource Package ¹	\$13,434,002
Adjustments	\$0
Books & Publications	\$19
Camps/Excursions/Activities	\$240,193
Communication Costs	\$20,033
Consumables	\$266,663
Miscellaneous Expenses ²	\$38,963
Agency Staff	\$0
Professional Development	\$26,465
Equipment/Maintenance/Hire	\$89,080
Property Services	\$13,309
Salaries & Allowances ³	\$404,785
Support Services	\$45,333

Expenditure	Actual
Trading & Fundraising	\$5,811
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$144,715
Total Operating Expenditure	\$14,729,371
Net Operating Surplus/-Deficit	\$54,927
Asset Acquisitions	\$260,534

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	\$761,486
Official Account	\$32,360
Other Accounts	\$0
Total Funds Available	\$793,846

Financial Commitments	Actual
Operating Reserve	\$215,895
Other Recurrent Expenditure	\$1,560
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$317,455

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.