

2025 Annual Report to the School Community

School Name: Yubup Primary School (5576)



- 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 15 April 2026 at 11:13 AM by Maree Moyle (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 22 April 2026 at 12:27 PM by Maree Moyle (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

In 2025, Yubup Primary School was in its second year of operation after a hugely successful first year in 2024. The school is located in the growing suburb of Mickleham.

At Yubup Primary School, our vision is for every student to be engaged with purposeful learning and to make high levels of growth, each and every year.

At Yubup Primary School students learn the fundamental skills, knowledge, understandings and attitudes to be highly literate and numerate members of society and to develop and maintain high levels of personal wellbeing in an ever-changing world.

At Yubup Primary School our learning environment is safe, orderly, supportive and stimulating and is based on a culture of high expectations.

Diversity is embraced and celebrated throughout our school community, including the acknowledgement and celebration of Aboriginal and Torres Strait Islander peoples, histories and cultures.

At Yubup Primary School, strong collaborative partnerships exist between students, staff, parents and the broader school community which helps us to meet the individual learning and wellbeing needs of each student. Together we inspire and support each learner to succeed as creative and curious thinkers,

who are connected, adaptable and resilient citizens, displaying empathy and courage. The Yubup Primary School values of Inclusion, Courage, Curiosity, Collaboration, and Excellence underpin all that we do at our school.

In 2025, our school operated 9 x Foundation classes, 8 x Year 1 classes, 4 x Year 2 classes, 4 x Year 3 classes, 4 x Year 4 classes, and 4 x Year 5/6 classes. Staff consisted of 1 Principal, 3 Assistant Principals, 2 Leading Teachers, 4 Learning Specialists, 44 teaching staff, 41 Education Support staff (6 in administration, 1 facilities manager and 34 working with and supporting our students). All teaching staff had registration with the VIT (Victorian Institute of Teaching) and Education Support staff all had WWCC (Working with Children Checks) as required by the Department of Education and Training for employment.

Our students enjoy relatively new learning/playing facilities resulting from DE's promise to build 100 new schools that cater for the population growth across the state. The new buildings allow our school community to ensure the learning experience is maximised. This new school set up includes 2 Learning Communities, a Gym, Art, Science, Performing Art and Food Tech space. The Administration Building is made up of a library, staff facilities and leadership offices. In 2025, our learning spaces grew to include 2 relocatable Mod 10 buildings.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Yubup Primary School, the leaders and teaching staff work in Professional Learning Communities that focus on the learning needs of the students. The school's key focus in 2025 was on maximising the Literacy and Numeracy skills of every student. During 2025, our year level teams were supported by a sub school leader who was timetabled to work alongside PLCs, and this resulted in an increased use and understanding of assessment to inform teaching and learning. Student data became the focus of our work, which resulted in targeted student growth by the end of the calendar year.

Leaders and teaching staff at Yubup Primary School continued to undertake purposeful professional learning that was ongoing, experiential, collaborative and connected to working with students and understanding their needs. We believe that if we continue to strengthen the pedagogical knowledge of staff through evidence based practice, along with a culture of high expectations, then student learning outcomes will improve.

In 2025, our professional learning was focused on the development of our Instructional Model and the subsequent embedding of the associated practices across all classrooms. This included weekly professional learning sessions, coaching and modelling by our instructional leaders for all teaching staff, termly ES professional learning sessions, as well as leadership support and guidance in all weekly team planning sessions. This wrap around approach based on high levels of collaboration between leadership and teachers ensured that all staff learnt and grew together, and that all teachers and teaching teams were supported throughout the year.

Teacher judgement of student achievement linked to the Victorian Curriculum continuum indicates that our students are performing on par or slightly below with similar Victorian Government Primary Schools in Literacy and Numeracy for students 'at or above expected level'. Data triangulation and analysis will continue to be a focus to allow will precisely place the needs of the students at the front and centre of all that teachers do in their planning/work programs. This will ultimately lead to sustained quality teaching across all classrooms at Yubup Primary School.

'NAPLAN year 3' Reading and Numeracy data indicates that our students are performing at a 'lower' level than similar and state school averages when it comes to assessing students who performed in the 'Strong or Exceeding' proficiency levels.

'NAPLAN year 5' Reading and Numeracy data indicates that our students are also performing somewhat 'lower' when compared with similar and state school averages when it comes to assessing students who performed in the 'Strong or Exceeding' proficiency levels. The percentage of students in the top three bands of testing in NAPLAN from years 3 to 5 in Reading and Numeracy cannot be evaluated as this data was not provided inside our Performance Summary.

It's important to recognise that NAPLAN results are just one measure of student achievement and should not be viewed in isolation. As a relatively new school with a significant number of new enrolments, we understand that these results may not fully reflect our teaching and learning

practices as many students have completed the majority of their schooling in other schools and educational settings. By combining this data with other assessments, we can gain valuable insights that will inform future planning and drive ongoing improvements in student learning outcomes across P-6.

Wellbeing

Wellbeing remained a major focus throughout 2025, as we strongly believe that establishing a strong foundation early on in our school's journey will naturally lead to improved student learning outcomes. A key part of this commitment was the consistent delivery of our Wellbeing Curriculum each week, addressing specific topics tailored to support our newly enrolled students.

We were also able to embed and apply the principles of School Wide Positive Behaviours Support program. This ensured there was a positive and consistent approach to student management and the explicit teaching of the school rules, values and expectations ensured a safe and supportive environment for all. The students became familiar with behaviour expectations (via our behaviour matrix) which reinforced positive recognition of appropriate behaviour. The school's curriculum also focused on a Positive Climate for Learning Program which included the roll out and implementation of our Stepping Stones program across all classrooms during the first 2 weeks of the 2025 school year.

To enhance student wellbeing, strategic appointments were made, including an Assistant Principal dedicated to leading our Wellbeing program for both staff and students across the school. This role played a vital part in overseeing health and wellbeing initiatives, collaborating with staff on Tier 2 and 3 interventions, and ensuring the diverse needs of our students were effectively met.

Positive trends in classroom behavior and student safety, as reflected in local surveys and our very first school review, highlight the proactive and vigilant approach of our staff in reinforcing school rules and values. The reward system has motivated students to make positive choices, fostering a culture of respect and responsibility. As a result, instances of unsafe or disrespectful behavior in both the classroom and yard have been significantly reduced. Additionally, teaching staff have implemented morning circles to support the emotional, social, and wellbeing needs of individual students, ensuring a more inclusive and supportive learning environment.

Our school's explicit focus on Cyber Safety remains critical with students engaging more in online spaces, with our goal being to equip students with the knowledge and skills to navigate the digital world safely and confidently, knowing where to seek support when needed. This is a shared responsibility between home and school.

Our comprehensive safety and wellbeing policies were integral to fostering student success while minimising potential risks, which ensured a secure and supportive learning environment. A number of data sets inside the Students Attitude to School Survey were very impressive. Results indicated that we were above state and similar school averages in a number of domains. This included both 'Sense of Connectedness' and 'Management of Bullying' where our students responses indicated that they feel safe and included whilst at school.

By empowering students and fostering school pride, we have cultivated a positive and supportive learning environment in our second year. Our students are engaged, invested in their education,

and motivated to participate actively in their learning. Our commitment to building an inclusive culture has enriched the school community, promoting respect, celebrating diversity, and encouraging open dialogue. This, in turn, has strengthened student relationships and positively influenced academic outcomes.

Engagement

We believe Yubup Primary School is on the right path in fostering strong engagement among our students and the wider community. This commitment is evident in various data sets, and we anticipate further growth as we continue to implement and expand our initiatives. From the very beginning, our school has prioritised engaging families and the wider community, implementing various initiatives to build strong, collaborative partnerships. Regular communication has provided parents and carers with valuable insights into our curriculum, policies, and programs. By keeping families informed and involved, Yubup has fostered a culture of transparency and mutual trust, strengthening the foundation for productive partnerships.

Daily attendance is critical for academic success. Average attendance rates (at each year level) in 2025 ranged from 84% - 87%. While these attendance rates are below similar schools, much of this can be explained due to the number of families that head overseas for extended periods of time each to see family in their countries of birth.

At Yubup PS, we are committed to improving school engagement for all students to meet individual needs and achieve schooling success. In 2025, we began trialling Morning Circles in a number of classes at the beginning of each day to set the preconditions of each learning day and a positive learning environment. Adjustments were also made to curriculum delivery and the learning environment to support individual students.

A number of supports were implemented to encourage improved attendance throughout 2025 which included:

- *Information in the school newsletter promoting the importance of attendance
- *Teacher/parent conversations when attendance concerns about the individual were raised, providing multiple options for parents to report attendance reasons
- *Daily phone communication to parents when no attendance reason had been received by the school

We have also developed a robust transition program to ensure a smooth transition for our Year 6 students as they progress from primary school to a secondary setting. Additionally, we provide a supportive transition program for Foundation students, which included an intensive orientation that offered numerous opportunities for visits before the school year begun and a staged start to the year to ensure that students adjusted well to life at school. Furthermore, we have built strong relationships with local Kindergartens, and our school tours and information sessions for prospective students and their families facilitated a seamless transition for all.

Other highlights from the school year

The 2025 school year was full of highlights for students, staff and the school community at Yubup Primary School. These highlights included:

- Year 3/4 and Year 5/6 camps
- F-2 Christmas Concert showcasing the learning students had been undertaking in The Arts
- The Year 6 Graduation and Celebration events
- Parent Information Sessions
- Mothers and Special Others Picnic and Fathers Day Drive Through Breakfast BBQ
- Year 2 sleepover and Year 1 stay late
- Year 4 – 6 Interschool Sports
- Whole school colour fun run
- Year level End of Year celebration incursions and excursions
- Alpha Show for all students
- Many curricula focused year level excursions to build knowledge and or celebrate the work achieved by students
- Termly whole school fundraisers
- Pyjama Day
- Science week and Harmon Day events
- Weekly whole school assemblies

Overall, 2025 was a fantastic year for our entire school community, as both students and parents enjoyed a variety of extra-curricular activities.

Financial performance

Throughout 2025, Yubup Primary School ensured all funds received from the Department, or raised by the school had 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. In 2025 the school repaid a 2024 Credit staffing deficit in full. Yubup Primary School ended the year with a small cash surplus for the school year in addition to a small credit surplus through the SRP.

Targeted funding received by the school was utilised as follows:

- Equity Funding – Ensuring all students had the resources required and the purchase of evidence-informed literacy resources to meet the needs of all students.
- Disability Inclusion Tier 2 Funding – Employment of an Assistant Principal to build the capacity of

staff to meet the diverse needs of students with disabilities.

- Schools Mental Health Fund and Menu – Implementation of a whole school approach to student wellbeing.

The total funds available to the school at the end of the school year and its overall financial yubposition remains strong.

**For more detailed information regarding our school please visit our website at
<https://www.yubupps.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


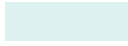

A total of 713 students were enrolled at this school in 2025, 332 female and 381 male. 52% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

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	50.0%	
	Similar schools	83.8%	
	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	53.2%	
	Similar schools	75.0%	
	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	85.7%	
	Similar schools	82.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	78.5%	
	Similar schools	79.0%	
	State	84.2%	

NAPLAN

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


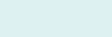


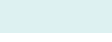

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	49.5%	48.2%
	Similar schools	61.8%	62.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	55.9%	50.5%
	Similar schools	67.4%	68.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	42.7%	43.5%
	Similar schools	55.0%	55.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	52.2%	46.4%
	Similar schools	60.5%	60.4%
	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	70.7%	
	Similar schools	74.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	73.2%	
	Similar schools	76.3%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

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

		2025		2-year average
Years 4 to 6 % positive endorsement	School	76.2%		78.9%
	Similar schools	79.4%		79.7%
	State	77.1%		76.9%

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		2-year average
Years 4 to 6 % positive endorsement	School	79.4%		81.0%
	Similar schools	78.7%		78.8%
	State	76.4%		75.9%

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	28.3	28.5
	Similar schools	24.9	24.7
	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	85.8%	
Year 1	School	84.1%	
Year 2	School	87.0%	
Year 3	School	84.8%	
Year 4	School	86.8%	
Year 5	School	86.5%	
Year 6	School	87.9%	

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	\$8,536,176
Government Provided DET Grants	\$808,579
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$32,044
Locally Raised Funds	\$312,910
Capital Grants	\$0
Total Operating Revenue	\$9,689,709

Equity	Actual
Equity (Social Disadvantage)	\$127,033
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$18,526
Equity Total	\$145,559

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

Expenditure	Actual
Student Resource Package ¹	\$8,457,188
Adjustments	\$0
Books & Publications	\$2,083
Camps/Excursions/Activities	\$149,610
Communication Costs	\$5,045
Consumables	\$235,140
Miscellaneous Expenses ²	\$214,281
Agency Staff	\$85,501
Professional Development	\$20,122
Equipment/Maintenance/Hire	\$299,234
Property Services	\$91,134
Salaries & Allowances ³	\$72,706
Support Services	\$10,876

Expenditure	Actual
Trading & Fundraising	\$30,837
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$119,589
Total Operating Expenditure	\$9,793,346
Net Operating Surplus/-Deficit	(\$103,637)
Asset Acquisitions	\$13,397

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	\$299,978
Official Account	\$13,250
Other Accounts	\$0
Total Funds Available	\$313,227

Financial Commitments	Actual
Operating Reserve	\$222,693
Other Recurrent Expenditure	\$11,101
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$62,840
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	\$17,330
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$313,964

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.