

2025 Annual Report to the School Community

School Name: New Gisborne Primary School (0467)



- 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 04 May 2026 at 01:35 PM by Shane West (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 04 June 2026 at 01:43 PM by Shane West (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

Situated in the foothills of the Macedon Ranges, New Gisborne Primary School has extensive facilities and continues to enjoy an excellent reputation within the local area.

The school's enrolment at the start of the 2025 school year was 443 and was fairly stable over the course of the year. Staffing in 2025 comprised of 36.5 equivalent full-time staff, made up of a Principal, an Assistant Principal, Learning Specialists, 24.6 teachers and 8.5 Administrative and Education Support staff.

New Gisborne Primary School's vision is "To provide a high quality, balanced and challenging curriculum that allows students to perform to the best of their ability in an atmosphere of mutual respect and cooperation". Underpinning and informing this vision are the school values:

- Be Safe
- Be Respectful
- Be a Learner.

The school's core curriculum comprises Literacy, Numeracy, Science, Humanities and embedding Digital Technologies across all curriculum areas. In 2025, Bring Your Own Device (BYOD) iPads continued to be used in Years 4-6 with shared devices in Foundation to Year 3. Specialist and support programs include Visual Arts, Performing Arts, Physical Education, Literacy Intervention and Languages (Indonesian) for Foundation to Year 6. Quality learning programs are also provided in other curriculum areas including the Little Learners Love Literacy Reading Program, You Can Do It, Kitchen Garden (Year 4), Foundation & Year 6 Buddy Program, Student Leadership and the school's Positive Start Program.

Student participation in extra curricula programs is encouraged with staff promoting and operating programs such as Tournament of Minds, Energy Breakthrough, Maths Olympiad, Choir, Singing Group and various sporting activities outside of regular teaching hours. An Outside School Hours Care program run by Camp Australia with enthusiastic and caring external staff operates at the school each morning and afternoon.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school's Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the Framework for Improving School Outcomes 2.0

(FISO) dimensions of Building Practice Excellence, Health & Wellbeing and Building Communities. This included:

- a literacy tutoring program
- focus on data literacy to inform understanding of student needs and progress
- a focus on explicit and differentiated teaching and feedback.

To support implementation of these KIS, tutors were appointed to identify gaps in student learning. Our tutors worked closely with classroom teachers, support staff and parents to maximise the impact of these programs on student learning outcomes. We have also worked hard to prioritise collaborative planning and Professional Learning Community time whilst trying to remove administration and other distractions away from teachers. We have ensured that the focus of our middle leaders is on improving pedagogical practice across the school.

Wellbeing

New Gisborne Primary School takes an active stance on student wellbeing, and this is reflected in ongoing improvements in our Attitudes to School survey (AToSS) results.

In 2025 results in all areas of AToSS are in the 4th quartile. The Wellbeing Supplementary report shows our students excelling in every area.

In 2025, the school continued to forge links with local community health groups including Macedon Ranges Health, Cobaw Community Health and Sunbury Community Health. We ran a number of community events and open sessions to engage with parents and the wider community. The school also uses the Seesaw platform as a digital learning portfolio to show student growth and keep parents engaged with what is occurring at school. The school also partnered with Dogs Connect to introduce a wellbeing dog. This initiative has had a positive impact on our students and broader community.

The Parent/Caregiver/Guardian Opinion Survey showed an increase in all areas of parent community engagement and staff satisfaction, according to the School Staff Survey, was well above the state average in all areas.

Engagement

New Gisborne Primary School students are engaged and connected to their school and we are proud of our positive start and You Can Do It programs which support students in building resilience, persistence, organisation, and getting along.

This year New Gisborne Primary School focused on the Key Improvement Strategy (KIS) related to the Framework for Improving School Outcomes 2.0 (FISO) dimensions Excellence in teaching and learning and Community engagement in learning. The work in this area is ongoing, intentional

and, in 2025 included programs such as School Leaders Program, Transition Programs and New Gisborne Primary School Year 6 buddy program.

A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Junior School Council was also active in running a number of charity fundraising days including the Good Friday Appeal. Student Leaders took an active role in organising and running our assemblies running school tours and participation at community events such as Anzac and Remembrance Day.

In 2025, New Gisborne Primary school continued to work with families to ensure students were at school and understood the importance of being present and on time everyday. The school continued to send email messages to parents, requesting them to notify the school of any absences, sent out reports to parents with unexplained absences and made phone calls after extended periods of absences. Although this made a difference in comparison to the previous year, our attendance data continues to be affected by families taking extended holidays to travel.

Financial performance

New Gisborne Primary School finished the 2025 school year in a strong financial position with a bank balance of \$835027 on 31st December, 2025. This amount included an operating reserve of \$166967, Recurrent Expenditure of \$9432 and funds of \$366581 repayable to the department in 2026. Equity funding of \$14,426 was used to assist students with special needs and those requiring early intervention. As is a DET requirement, 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. This is consistent with Department policies. School Council is the financial overseeing body that monitors and approves income and expenditure at each meeting throughout the year.

**For more detailed information regarding our school please visit our website at
<http://www.newgisps.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 443 students were enrolled at this school in 2025, 207 female and 236 male. 2% had English as an additional language and 3% 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	83.9%	
	Similar schools	78.4%	
	State	82.0%	

School Staff Survey

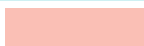
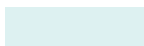
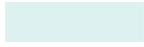
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	87.2%	
	Similar schools	80.0%	
	State	77.4%	

LEARNING

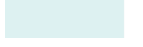
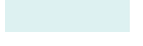
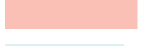
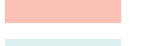
Teacher Judgement of student achievement against the Victorian Curriculum

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	92.1%	
	Similar schools	92.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.5%	
	Similar schools	90.9%	
	State	84.2%	

NAPLAN

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

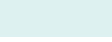
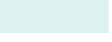
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	92.3%		82.2%
	Similar schools	78.2%		78.0%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	84.2%		86.5%
	Similar schools	82.2%		82.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	87.2%		84.5%
	Similar schools	77.3%		76.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	76.3%		78.7%
	Similar schools	76.8%		75.7%
	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	72.2%	
	Similar schools	73.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	74.6%	
	Similar schools	71.3%	
	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		4-year average
Years 4 to 6 % positive endorsement	School	89.1%		87.5%
	Similar schools	76.4%		77.4%
	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	90.6%		88.9%
	Similar schools	76.8%		76.8%
	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	15.5	20.2
	Similar schools	19.6	20.3
	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	93.3%	
Year 1	School	94.5%	
Year 2	School	92.7%	
Year 3	School	91.8%	
Year 4	School	91.5%	
Year 5	School	89.9%	
Year 6	School	92.2%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,195,626
Government Provided DET Grants	\$517,577
Government Grants Commonwealth	\$3,677
Government Grants State	\$0
Revenue Other	\$41,089
Locally Raised Funds	\$476,762
Capital Grants	\$0
Total Operating Revenue	\$5,234,731

Equity	Actual
Equity (Social Disadvantage)	\$28,291
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$28,291

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

Expenditure	Actual
Student Resource Package ¹	\$4,562,328
Adjustments	\$0
Books & Publications	\$8,530
Camps/Excursions/Activities	\$109,383
Communication Costs	\$4,018
Consumables	\$104,322
Miscellaneous Expenses ²	\$29,521
Agency Staff	\$0
Professional Development	\$9,352
Equipment/Maintenance/Hire	\$14,897
Property Services	\$221,636
Salaries & Allowances ³	\$278,551
Support Services	\$17,875

Expenditure	Actual
Trading & Fundraising	\$160,408
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,311
Total Operating Expenditure	\$5,564,130
Net Operating Surplus/-Deficit	(\$329,399)
Asset Acquisitions	\$16,517

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	\$824,619
Official Account	\$10,408
Other Accounts	\$0
Total Funds Available	\$835,027

Financial Commitments	Actual
Operating Reserve	\$166,967
Other Recurrent Expenditure	\$9,432
Provision Accounts	\$0
Funds Received in Advance	\$58,766
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$400,000
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$755,165

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.