

2025 Annual Report to the School Community

School Name: Serpell Primary School (5168)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 April 2026 at 02:05 PM by Wilma Culton (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 29 April 2026 at 11:43 AM by Wilma Culton (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

Serpell Primary School is a Victorian government primary school and is a member of the Monash/Manningham Network of schools. It is located in Templestowe, and provides education for primary students from Years Prep to 6. Set on the first nation lands of the Wurundjeri people of the Kulin Nation, 15 kilometres to the east of the Melbourne CBD, the school provides for both the local and international community and is experienced in assisting students to make the smooth transition from international and interstate school systems. The school opened in 1978 and in 2025 marked forty-seven years of excellence in education. Over its history, Serpell has developed a reputation for strong achievement academically, artistically and on the sporting field. The school facility is modern, located in a garden setting, well equipped and includes forty-eight classrooms, a library, two art rooms, hall, gymnasium, music room, staff facilities, oval, basketball courts and playgrounds.

The Council of International Schools (CIS) formally accredited the school in February 2009. CIS then led a Five Year Visit in April 2014, a Preparatory Visit in 2017, a Team Visit in 2018 and a Preparatory Visit in 2022. A full Team Visit was held in May 2024 and resulted in Serpell being once again fully reaccredited for the next 5 years. The school has three staff members accredited by CIS as international school Evaluators and they are active in those roles.

The school enrolment has continued a consistent and stable pattern with 1207.4 students in 2025. The residential area surrounding the school has altered dramatically, with many of the traditional one acre blocks subdivided for medium density housing and the Manningham Council zoning open land for high-rise accommodation. This has placed the school into an intensely pressurized enrolment position, so that there is now a local enrolment zone requirement for residents, the siblings of current students and fee paying international students.

The school is arranged into 47 classes with an average class size of 25 students. The school is horizontally organized in Year levels for classes, leadership and team planning. In 2025 there were 75 EFT staff employed at the school. The leadership team consisted of the Principal, three Assistant Principals, seven Leading Teachers and four Learning Specialists. The school community is very multicultural, with 72% of students speaking a language other than English at home. The recorded parent places of birth include China, Australia, Hong Kong, Iran, Malaysia, India, Sri Lanka, Pakistan and Vietnam. There were 50 Temporary Residents enrolled and the school offers 20 places to international students, who are full fee paying through the Department of Education and Training (DET) International Division. The enrolment includes a small number of indigenous and refugee students as well as several students on the disabilities program. The Student Family Occupation (SFO) Index is 0.2002 and the School Family Occupation Education (SFOE) Index is 0.1176. This places the school in the highest socio economic category in the DET funding model. Additional funding to support students who have English as an Additional Language (EAL), students with disabilities and refugee students is provided. In 2025 additional targeted funding has been provided for tutoring of students who require additional support.

The culture of growth and ongoing improvement defines and typifies the professional learning culture which is focused on aspiration. Staffing at the school is very stable, with vacancies

largely due to family leave, long service leave and promotion. In the 2025 staff survey, 87% of staff expressed satisfaction in the school climate variable.

The school is registered by the Victorian Department of Education and Training and the Victorian Registration and Qualifications Authority and follows the Victorian Curriculum. In 2025 the Victorian Teaching and Learning Model has been introduced across all learning areas. Student achievement continues a pattern of consistent high achievement, with NAPLAN demonstrating above mean performance for both state and 'like Schools' in all subjects and at all levels.

Progress towards strategic goals, student outcomes and student engagement

Learning

Serpell Primary is very proud of its achievement in student learning and is placed in the top echelons of achievement of all schools in Victoria and 'like school' comparisons on a wide range of assessments.

In the 2025 external NAPLAN assessment, for example, in Year 3, 91% of students achieved Strong or Exceeding for Reading and 91% in Mathematics. In Year 5, the score was 90.1% for Reading and 91% in Mathematics. These results well exceeded the numbers for state and like school comparisons. The 2025 Reading results were a positive reflection of our strategic focus on the teaching of reading in the life of the current strategic plan and the combination of ongoing professional learning for the staff and the implementation of the Teaching English as a Second Language in the Mainstream Classroom. The achievement of students with English as their additional language in 2025 matched or exceeded the English speaking cohort. High growth results between Year 3 and 5 were 89% for Reading and 93.4% for Mathematics.

Our future directions relate to further work in the area of Writing from Prep to Year 6 and the DET focus for student wellbeing. The challenge is to move a large cohort of students from Strong achievement to Exceeding. This relates to international research confirming that if EAL students are restricted to solely functional English, the impact on their future education, career and life choices are minimised. In 2025 the literacy team have developed a Writing Model for the specific development of those skills.

Wellbeing

The Attitudes to School Survey results were well above the 'similar school' and the state median in 2025, with 84.4% of students confirming that they feel connected to their school and peers. This demonstrates that students in Years 4, 5 & 6 have a strong sense of connectedness and belonging. It was also pleasing in 2025 to see positive results right across the survey, indicating that Serpell student perceptions were strong in almost all variables.

The development of student agency and leadership is a strategic priority which the school takes

very seriously and students are taught public speaking skills in two languages from the commencement of their schooling. In 2025 this was further enhanced through the teaching of Philosophy throughout the school and the building of new units of work related our work with the New Metrics for International Schools.

A School Nurse and a Student Health and Wellbeing Leader were employed to ensure that the health and emotional needs of the students are monitored and met and that positive attitudes are developed across the school. The Department of Education and Training has a priority in Student Wellbeing, Inclusion and Mental Health to address student engagement and learning. In 2025 our school transitioned to the Disability Inclusion program including professional learning on multi-tiered system of support learning and wellbeing pathway implementation. We also created two wellbeing spaces for eSports and a student sanctuary.

Engagement

Student attendance at 93% was higher than the average for Victorian schools. Attention has been given to informing parents of the relationship between high attendance and high performance. Engagement in learning is underpinned at all year levels through differentiated instruction, explicit teaching, inquiry, problem solving and positive interpersonal relationships. Transition into and from the school are cornerstones of school success. Serpell operates a very successful Prep transition program involving extensive school tours for parents, four student school visits prior to commencement, information evenings and newsletters to parents. Meetings are also held with kindergarten teachers to assist in identifying the individual support required for Prep students and the school acts upon the Transition Statement reports received from kindergartens. Parents expressed an 89% satisfaction rate in the 2025 survey.

Prep students are connected during the transition program with a Year 5 'Buddy' and this relationship continues throughout the first year of schooling.

The large majority of our exiting Year 6 students traditionally enrol at East Doncaster Secondary College, Doncaster Secondary College, Templestowe College and Balwyn High School. The remainder choose to attend a variety of independent and Catholic schools. Access for students to local secondary colleges is tightly controlled by DET enrolment zones. In Term 4 each year, the Year 6 students are involved in intensive programs to support their independence and resilience. This includes attendance at Young Leaders Day for the school captains, a 5-day camp experience, a sporting and swimming program and culminates in a formal graduation ceremony. Serpell has also commenced an Alumni program, which invites students from Years 7 and 8 back for a special afternoon in Term 2 of their first and second year of secondary school.

Other highlights from the school year

During the year we became aware of an opportunity to join a new program with CIS and the University of Melbourne called New Metrics for International Schools. This offered a new pathway to the development and assessment skills such as intercultural capabilities, student agency, ethical understandings and self-regulation. Our first meeting was held in Melbourne, featuring the work of schools around the world in this space. We chose to proceed with the program and connect it to our current philosophy units of work. A consultant in philosophy from the University

was allocated to support us and a key leadership team for the project was established. Our focus for 2026 will be Student Agency.

In 2025 the school offered camping programs for all students from Years 3 to 6. This was of particular importance since students had missed out on this experience during the remote learning periods in previous years. A focus on independence, challenge, co-operation and outdoor education resulted in the consolidation of social relationships and the exhilaration of learning about the environment with friends. Swimming programs were also offered to all year levels and planning for 2025 involves ensuring that all students have access to swimming education.

In September our school had an exchange with China through the Jiangsu-Victorian Centre, with 60 Year 6 students and 9 teachers spending fourteen days in China, visiting Beijing, our sister school in Suzhou, and Shanghai. A feature of the 2025 year was that the group joined the Victorian Premier for a formal dinner in Nanjing, recognising the bond between our states. In the sporting arena, there were many district championships won, and a number of students were recognised by the Victorian State Schools Sports Association as state champions in swimming and soccer.

Financial performance

Serpell PS continued to operate in a very strong and secure financial position, allowing for the school to plan for and meet both the short term and long term needs of the school. School Council has several contracts for the improvement of facilities and after school hirers. Keeping resources at a high quality is important to our Council and major funds were expended on digital technology for students Prep- 6 and grounds improvements. The majority of school funds are provided through the Student Resource Package, with parent voluntary contributions further supporting student requisites, digital platforms and devices and classroom materials. Equity funding within the SRP has targeted tutoring support in English and Mathematics for refugee, EAL and students with learning additional needs. The school also provided for a Chaplain through the National Student Wellbeing Program. Serpell has contracts with Camp Australia for the provision of out of hours care and Canteen Management Services for the tuck-shop management.

The School Council has preserved significant funds for the possible rental or purchase for a vacant adjoining school facility. This would enable Serpell to have improved permanent facilities to support an improved teaching and learning environment. It would also free up eight portable classrooms for DET stock purposes across the state.

For more detailed information regarding our school please visit our website at serpellps@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


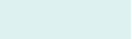

A total of 1,207 students were enrolled at this school in 2025, 568 female and 639 male. 72% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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**.


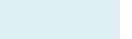

Parent Satisfaction Summary

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	89.4%	
	Similar schools	84.8%	
	State	82.0%	

School Staff Survey


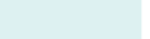


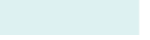

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	87.0%	
	Similar schools	77.8%	
	State	77.4%	

LEARNING


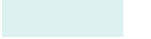


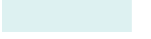


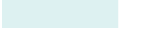




Teacher Judgement of student achievement against the Victorian Curriculum

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	99.7%	
	Similar schools	92.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	99.5%	
	Similar schools	90.6%	
	State	84.2%	

NAPLAN

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


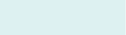


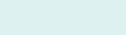

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	91.2%	 92.1%
	Similar schools	79.2%	 79.5%
	State	69.5%	 69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	90.1%	 92.4%
	Similar schools	84.6%	 84.8%
	State	73.9%	 74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	91.8%	 93.1%
	Similar schools	76.0%	 76.8%
	State	66.2%	 66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	91.3%	 91.4%
	Similar schools	83.1%	 82.3%
	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	89.3%	
	Similar schools	81.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	93.4%	
	Similar schools	83.7%	
	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	84.4%		86.2%
	Similar schools	79.5%		80.7%
	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	76.4%		77.7%
	Similar schools	75.4%		75.7%
	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	12.7	14.5
	Similar schools	19.6	20.0
	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	94.3%	
Year 1	School	93.4%	
Year 2	School	93.2%	
Year 3	School	93.6%	
Year 4	School	92.7%	
Year 5	School	94.1%	
Year 6	School	93.8%	

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	\$11,631,847
Government Provided DET Grants	\$1,341,202
Government Grants Commonwealth	\$27,096
Government Grants State	\$0
Revenue Other	\$99,036
Locally Raised Funds	\$967,255
Capital Grants	\$0
Total Operating Revenue	\$14,066,436

Equity	Actual
Equity (Social Disadvantage)	\$18,406
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$18,406

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

Expenditure	Actual
Student Resource Package ¹	\$9,343,577
Adjustments	\$0
Books & Publications	\$11,153
Camps/Excursions/Activities	\$783,774
Communication Costs	\$5,451
Consumables	\$369,623
Miscellaneous Expenses ²	\$94,353
Agency Staff	\$0
Professional Development	\$57,131
Equipment/Maintenance/Hire	\$281,098
Property Services	\$668,820
Salaries & Allowances ³	\$495,934
Support Services	\$163,370

Expenditure	Actual
Trading & Fundraising	\$32,170
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,425
Utilities	\$118,226
Total Operating Expenditure	\$12,430,106
Net Operating Surplus/-Deficit	\$1,636,330
Asset Acquisitions	\$170,287

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	\$1,060,600
Official Account	\$122,750
Other Accounts	\$0
Total Funds Available	\$1,183,350

Financial Commitments	Actual
Operating Reserve	\$514,421
Other Recurrent Expenditure	\$0
Provision Accounts	\$15,000
Funds Received in Advance	\$0
School Based Programs	\$110,019
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$190,000
Capital - Buildings/Grounds < 12 months	\$4,141,000
Maintenance - Buildings/Grounds < 12 months	\$290,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$5,282,440

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.