

2025 Annual Report to the School Community

School Name: Clarinda Primary School (3336)



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

Attested on 18 March 2026 at 10:09 AM by Robbie Mallett (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 18 March 2026 at 10:09 AM by Robbie Mallett (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

Clarinda Primary School is located on the border of the City of Kingston and Monash Councils with a 2025 student population of 334 students on Census Day. The school is part of the Kingston Network of Schools in the South Eastern Victoria Region. The school's Student Family Occupation and Education band of Low-Medium. We have straight classes in Foundation (Prep) and multi-age classes throughout the school.

At Clarinda Primary School, engaging students is our core business. Our school is family-orientated and provides a supportive yet challenging environment where quality teaching and high expectations in learning and behaviour continue to achieve excellent results. Our vision is to promote an engaging, inclusive and supportive education that empowers students to become lifelong learners. Care, Achievement, Respect and Excellence are the values that support our students in their personal and academic growth. Our students are expected to be active participants in their education and take appropriate responsibility for themselves as learners. We encourage all students to demonstrate a sense of optimism, responsibility, tolerance and inclusiveness in all their personal and social interactions. Clarinda's strong student welfare approach is reflected in the excellent responses to the Parent Opinion and 4-year average for Student Attitudes to School surveys. We value socially competent students who are aware of their responsibilities to the wider community. We offer all students, staff and families a strong sense of community. Our older students are actively encouraged to undertake social responsibilities through the Buddy system and School and House Captain opportunities.

The educational partnership embraced at Clarinda enables our students to develop and grow in a supportive environment dedicated to providing a stimulating, challenging curriculum that maximises the success of individuals and empowers students as life-long learners. We also provide additional support through the Tutor Learning Initiative. In addition, our school-based Chaplain and Speech Pathologist provide vital student and community support. Occupational Therapy intervention for students with special needs have been addressed through the weekly "Bounce and Hit" Tennis Program.

The pedagogical focus is to provide an inclusive teaching and learning program, with teachers working closely together to best meet the point of need teaching. We identify individual student needs and customize the teaching strategies to improve the learning outcomes for all students. Clarinda has an outstanding reputation in the community with exemplary specialist programs; Music, Art, Physical Education, STEM, Library and LOTE (Modern Greek) as these specialist areas help develop our students as well-rounded individuals.

The Greek LOTE program is strongly supported by the Greek Consulate, which provides a seconded teacher from Greece to work with our students. The LOTE program is recognised as an outstanding primary school program by the Greek Consulate. A variety of extra-curricular activities are available: Junior School Council, bi-annual performing arts concert and art show, choir, dance group, after school Greek lessons, drama, lunch time clubs, environmental program, out of school hour's music tuition as well as the Excel music program and sport. Interschool sports, swimming, annual camp, incursions and excursions are features of the educational experience at Clarinda

PS.

Our very popular Stepping Up (pre-prep) transition program for 4-year-olds focus' on numeracy and literacy skills that prepare the children for a very successful start to their education.

School Council employed Camp Australia to provide before and after school care for 2025. The caring, inclusive and dedicated Out of Hours School Care staff members ensure a safe and engaging program. The students enjoy a varied and comprehensive experience. Our modern computer facilities enhance student learning opportunities and outcomes. Laptops, iPads, interactive whiteboards/TVs, 3D Printers, Ozbots, Ev3 Robotics, Spheros and other devices round out the resources available to our students in 2025. The laptop or iPad student ratio was less than 1:2.

The air-conditioned classrooms are bright and stimulating and the Hall complex enables a variety of activities. Outstanding sporting equipment and facilities, including extensive playing fields, basketball and netball courts, two cricket practice nets, a long jump pit, and football and soccer fields, have been built through grants and partnerships with community groups. Our students are enthusiastically engaged in the fully funded Sporting Schools Program.

Home-school relationships are very important. Parent Satisfaction and feedback indicate that the close connections we have established are highly valued. We deeply appreciate the caring support our parent community gives to the students and staff. While teachers are central to our students' education, they are but one part of the team with parents encouraged, at all times, to communicate with teachers and school management on issues that are of interest or concern to them.

The school had 28.36 full-time equivalent staff: 2.0 Principal Class, 19.29 teachers (including 2 Learning Specialists, Mental Health Teacher and 0.6 Tutor) and 7.07 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teacher Judgements - English

The percentage of students achieving at or above the expected level was 86.2% which is below the state average of 86.5% and below similar schools average of 87.1%.

Teacher Judgements - Mathematics

The percentage of students achieving at or above the expected level was 79.6%, which is below the state average of 85.2% and below similar school average of 84.4%.

NAPLAN

Reading - Year 3

78.6% of Clarinda students performed in Strong or Exceeding, where the state average was

70.6% and above the similar school average was 70.6%.

Reading Year 5

75.8% of Clarinda students performed in Strong or Exceeding, where the state average was 75.4% and below the similar school average was 76.5%.

Numeracy - Year 3

72.1% of Clarinda students performed in Strong or Exceeding, where the state average was 67.6% and above the similar school average was 67.4%.

Numeracy - Year 5

87.9% of Clarinda students performed in Strong or Exceeding, where the state average was 70.6% and above the similar school average was 71.5%.

Professional Learning Community (PLC) meetings have been embedded in the meeting schedule on a weekly basis, ensuring all staff are aware of the priority placed on them. PLCs have also been supported through weekly Collaborative Planning meetings, with a range of formative assessment tools for Literacy and Numeracy being used in both settings to ensure 'point of need' teaching for all students.

Staff continued working in PLCs during the school year. In Term 1 staff continued to implement a range of new formative assessment tools (supported by the Learning Specialist) in their classrooms. Teachers worked with their PLC teams to assess this data and plan changes to their classroom practice based on the individual needs of students. In Term 4, staff focused on moderating and formative assessments in order to build consistency with marking, and on growing their collaborative planning skills, including beginning to build habits around using formative assessment data to plan 'in the moment' teaching.

We are pleased that we continue to see a shift in teacher mindset towards staff putting their focus and energy into things that impact teaching and learning. Teachers are eager to use designated non-face-to-face meeting time for planning and discussing formative assessment wherever possible.

Teacher capability in the delivery of the Victorian Curriculum 2.0 continued to be a focus throughout 2025. Regular meetings have been centered on reviewing the curriculum and mapping the delivery for 2025 and beyond. All classroom teachers participated in PLCs to undertake professional reading for teaching and assessing, with the school investing in significant Professional Learning. Through meetings they also explored the delivery of the Victorian Teaching and Learning Model 2.0 with a focus on:

- Cognitive Load Theory
- Explicit Instruction
- The Big 6 of Reading Instruction, and
- Embedding and strengthening Phonics Plus

The recent staff opinion survey reflects 100% positive response to Collaborate to Plan Curriculum, 95% positive response Plan Differentiated Learning Activities and 100% positive response Use Data for Curriculum Planning.

On the Parent Opinion Survey, parents rated their Satisfaction with the school at 85% (82% compared to similar school) thus confirming that their children's needs are being met to a relatively high degree.

Our Program for Disability and Inclusion Program displayed student's progress at satisfactory or above in achieving their learning goals. The students were ably supported by the Education Support staff, our Chaplain, Speech Pathology and the Fundamental Motor Skills program.

The Teaching and Education Support staff at our school are to be highly commended for their dedication, skills and commitment to our community. They have successfully established and maintained an excellent educational environment in which all students are expected to achieve. The Parent Opinion Surveys reflect their high level of confidence in our teachers.

Wellbeing

Clarinda Primary School is a highly multicultural community that celebrates and embraces diversity. The school draws on the knowledge and support of the community with diverse cultural and linguistic backgrounds to develop class and school programs. We continue to offer Greek enrichment for students and are supported by the Greek Consulate and two seconded teachers. We also offer two streams of Greek for mother tongue and non-mother tongue speakers.

Historical data from Student Surveys suggest that our students are connected to their learning, have effective strategies to manage bullying and feel a sense of pride in their learning environment. 95% (78% for Similar Schools) of students endorsed the Management of Bullying. A locally funded School Chaplain provides student wellbeing support twice weekly.

In addition, the Play is the Way program, and Respectful Relationships operate across the school to support student and community wellbeing. Clarinda Primary School provides an inclusive learning environment to support students who may be vulnerable or require reasonable adjustments and students on the PSD and Disability Inclusion program.

Engagement

Although this dimension was not directly related to our AIP for 2025, it indirectly influences our daily interactions. Student Voice and Agency are embedded into our school through the Instructional Model, Play is the Way, Respectful Relationships and the Junior School Council. Engagement is enhanced through high levels of Voice and Agency in workshops that promote choice and goal setting. Senior students participate in three-way conferences during the mid-year reporting cycle. Students can track and measure their own learning growth through tools such as the Guttman charts. Junior School Council members are elected via an application process and peer voting.

The school allocated additional resources to the Tutor Learning Initiative (TLI) to support complex learning needs of children. Approximately 20 children attended the initiative in 2025 with a focus on Literacy. One staff member was employed on a part time basis.

Student engagement was fostered through a strong sense of belonging, inclusiveness and the differentiated curriculum. An excellent and extensive suite of extra-curricular activities has further supported student engagement. Library Club, Clarinda Singas, Maths Olympia, Fitness Club and a range of sporting equipment available to students during breaks foster cooperation, teamwork and positive relationships. The Physical Education and Sport program has provided opportunities for our students to compete at higher levels. The Sporting Schools program has proved to be very popular and was well attended throughout the year.

The annual camp for Year 5/6 provided a great opportunity for students to reconnect friendship in an exciting and challenging outdoor environment at Creswick. Students in Year 3/4 attended The Log Cabin Camp. Our whole school approach to student management focused on respect for community values and engagement with learning in our classrooms. Our underlying values of respect, inclusiveness and endeavour support our successful student engagement. Students from Year 1-6 participate in Junior School Council and meet twice a term to feed up and feedback to peers.

Students from Grades 4, 5 and 6 participated in the Attitude to School Survey. 98% (94% in 2024) of children felt a Sense of Connectedness, 97% (93% in 2024) Effective Classroom Behaviour and 97% (91% in 2024) Stimulated Learning.

Of particular note is the way in which our students with disabilities are accepted and supported by the student community. Care for those with special needs ranks very highly with their peers. Over many years, we have developed our highly successful PSD and Disability Inclusion program that generates significant funds to support students and staff. Given our well-recognised program, families continue seeking us out from far afield.

The school has continued to educate and inform the community about the importance of attendance at school via Newsletters (whole school/class), Facebook, Class DoJo and letters sent directly to parents to explain their child's absence. The school averaged 20.7 days of absence compared to the state's 21.7. The 4-year average is 21.4.

Other highlights from the school year

The 2025 school year allowed the school to celebrate the great things that are sometimes taken for granted. Events provided a great opportunity to re-establish a strong presence within the area and build connections between our school and the broader community. Some of our highlights included:

- Breakfast Club - every Friday
- Harmony Night Fiesta
- Fitness Club
- Year 1/2 Sleepover and Activity Night
- Year 3/4 and 5/6 Camp Programs

- CPS Cross Country and Athletics Carnivals
- Book Fair
- 2026 Prep Open Day for future enrolments
- Open Night
- Art Show
- Whole School Christmas Concert
- Various Parent and Community Club Events (PACC) and Fundraisers
- Onsite 2025 Prep Transition programs

Financial performance

Clarinda PS continues to maintain an outstanding financial position. Clarinda PS was able to achieve a surplus in 2025 due to strategic staffing arrangements that ensured we could provide a staffing profile that catered for the needs of all students, in particular, the Equity Funding allocation of resourcing towards Literacy Intervention.

The 2025 Tutor Learning Initiative (TLI) was topped up with locally raised funds to allow for around 20 children to access the program in Gr 1. The school committed additional funding to ensure a full school year of additional support to those students impacted by the pandemic. The initiative will continue in 2026 with the school committed to an overspend to support the learning needs of children.

The school utilised the tier of funding from DET to support the Disability Inclusion Program. Additional funding will be available to support Tier 2 funding of students through the Chaplaincy program, Speech Pathologist and Profiles in 2026.

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 335 students were enrolled at this school in 2025, 173 female and 162 male. 49% 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 - 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	84.6%	
	Similar schools	82.1%	
	State	82.0%	

School Staff Survey

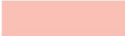
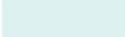


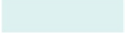

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	89.1%	
	Similar schools	78.7%	
	State	77.4%	

LEARNING





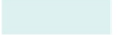







Teacher Judgement of student achievement against the Victorian Curriculum

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	86.2%	
	Similar schools	87.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	79.6%	
	Similar schools	85.2%	
	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	78.6%		73.3%
	Similar schools	70.6%		72.0%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	75.8%		73.4%
	Similar schools	76.5%		77.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	72.1%		76.3%
	Similar schools	67.4%		67.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	87.9%		74.8%
	Similar schools	71.5%		71.0%
	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'.

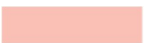


A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	74.1%	
	Similar schools	76.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	92.3%	
	Similar schools	79.8%	
	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	97.9%		95.6%
	Similar schools	78.6%		79.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	95.5%		94.0%
	Similar schools	77.7%		77.0%
	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	20.7	21.4
	Similar schools	20.9	21.3
	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	91.3%	
Year 1	School	89.8%	
Year 2	School	91.5%	
Year 3	School	88.3%	
Year 4	School	87.2%	
Year 5	School	90.9%	
Year 6	School	87.7%	

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	\$3,659,756
Government Provided DET Grants	\$627,428
Government Grants Commonwealth	\$19,689
Government Grants State	\$0
Revenue Other	\$34,055
Locally Raised Funds	\$333,581
Capital Grants	\$0
Total Operating Revenue	\$4,674,509

Equity	Actual
Equity (Social Disadvantage)	\$47,121
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$47,121

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

Expenditure	Actual
Student Resource Package ¹	\$3,547,913
Adjustments	\$0
Books & Publications	\$5,137
Camps/Excursions/Activities	\$89,406
Communication Costs	\$3,914
Consumables	\$143,509
Miscellaneous Expenses ²	\$42,756
Agency Staff	\$40,181
Professional Development	\$6,701
Equipment/Maintenance/Hire	\$104,107
Property Services	\$105,955
Salaries & Allowances ³	\$235,073
Support Services	\$84,492

Expenditure	Actual
Trading & Fundraising	\$80,945
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,806
Total Operating Expenditure	\$4,529,895
Net Operating Surplus/-Deficit	\$144,614
Asset Acquisitions	\$0

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$440,661
Official Account	\$32,126
Other Accounts	\$0
Total Funds Available	\$472,787

Financial Commitments	Actual
Operating Reserve	\$163,664
Other Recurrent Expenditure	\$21,222
Provision Accounts	\$0
Funds Received in Advance	\$69,470
School Based Programs	\$73,496
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$2,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$140,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$469,851

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.