

# 2025 Annual Report to the School Community

School Name: Malvern Central School (1604)



- 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 27 April 2026 at 04:24 PM by Imogen Lippiatt (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 28 April 2026 at 10:03 AM by Imogen Lippiatt (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



#### **Location and history**

Malvern Central School is in the city of Stonnington in the south-eastern suburbs of Melbourne 10 kilometres from the Melbourne central business district. It is a multi-campus school that was established in 1875 as Malvern State School and is the oldest school in the Malvern district. The school is located next to the Malvern Gardens, established in 1888. The second historically significant building on Park Street was established as an Infant School in 1914 where today classrooms are utilised by Foundation to Year 2 students.

#### **School facilities**

The school facilities include flexible learning spaces, outdoor play areas, kitchens, soccer ovals, a gymnasium, visual and performing art rooms, library and science laboratory. The school is committed to maintaining and enhancing heritage buildings and student-centred spaces including the playgrounds and gardens.

#### **Enrolments**

Enrolment for 2025 is 519 students with the prospect of stable enrolments for the next three years.

#### **SFOE**

The Student Family Occupation Education (SFOE) index is 0.0758 (low)

#### **School profile**

The school will host 24 classes in 2025 in straight year levels, enhanced by teams of teachers with excellent curriculum knowledge, expertise and a collaborative approach to planning and assessment. The School Improvement Team leads the direction of the school and oversees curriculum design and delivery, teaching and learning programs and the implementation of our new School Strategic Plan (2024 - 2028) and AIP. Our focus for the future, strongly centres around continued academic growth in Writing, Reading and Numeracy and building on excellent student outcome results. Student wellbeing is the core of our work to ensure our students are happy, healthy and resilient with a school wide approach to building resilience, gratitude, empathy and respectful relationships.

#### **Staff profile**

The staffing profile of Malvern Central includes a Principal, 2 Assistant Principals, 2 Learning Specialists, 24 classroom teachers, 4.5 specialist subject teachers, 1 Learning tutor, 9 full time equivalent Education Support staff and Admin staff at both campuses.

#### **Key directions for the School Strategic Plan 2024 - 2028:**

- student achievement in literacy and numeracy, particularly extending students capable of high achievement
- student agency and ownership over their learning
- student wellbeing programs to build student's resilience in social and emotional intelligence

### **Curriculum**

A comprehensive curriculum is offered from Foundation to Year 6 following the Victorian Curriculum. The school's instructional frameworks in key learning areas are based on the gradual release model with a strong emphasis on explicit teaching of skills and the use of learning intentions and success criteria. To encourage greater agency across the school, learning goals are co-designed and shared with parents to promote greater understanding and visibility of improvement measures. We continue to provide safe, orderly and engaging classrooms and inspire our young learners in an environment of support, self-regulation and high expectation. Teachers provide personalised learning enhanced by individual learning plans, learning goals and engagement with a range of technology. Specialist programs include Japanese, visual arts, performing arts and physical education. Students are involved in inter-school sport, camps and house competition events. Student are offered leadership opportunities provided through junior school council, environmental teams, school captaincy, sports house system, performing arts, chess, library and digital technologies.

### **Additional information**

The school is supported by a strong community who share in our values, ethics and mission to produce well rounded, successful and agile learners. We strive to build solid partnerships with our families and provide a school environment that is welcoming and friendly. The School Council consists of both new and long-standing members and is actively involved in school improvement projects and the financial and strategic direction of the school. Over the past five years, the Council has invested significantly in enhancing the school's learning and social environments. This has included major refurbishments to the gymnasium, classrooms, performing arts space, library and staffrooms, as well as the installation of new playground equipment, outdoor furniture and thoughtfully designed garden and streetscape areas that enrich daily school life. These works form part of the school's ongoing commitment to continuous improvement, with upgrades delivered progressively to ensure facilities remain modern, welcoming and responsive to the evolving needs of students and staff. The Parents' Club is a committed and dedicated group of parents that contribute each year to school revenue through major fundraising efforts including a bi-annual school fair and MCS Ball, Mother's and Father's Day lunches, parent functions, school discos and sausage sizzles. The school continues to value and appreciate the work of parents and families to support our students and make Malvern Central School a wonderful place to grow and learn.

### **Response to Parent/Caregiver Opinion Survey**

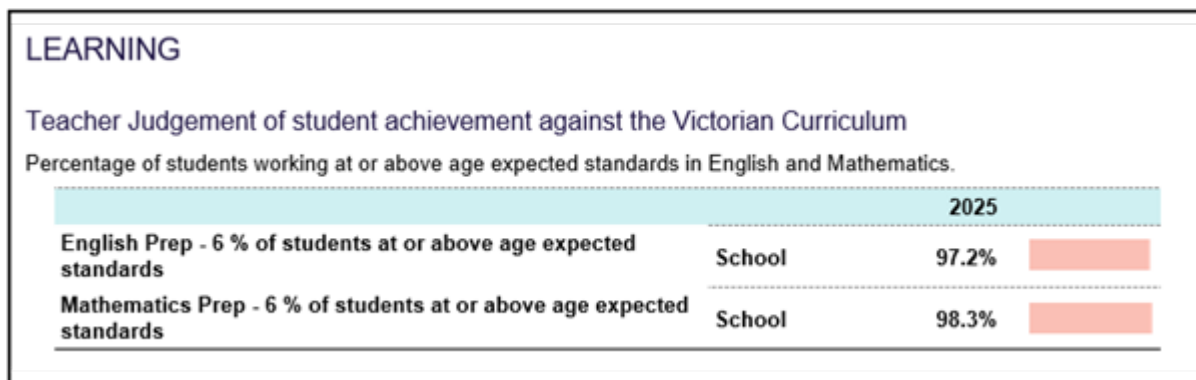
We acknowledge the 2025 Parent Opinion Survey result is well below where we want it to be, and below state benchmarks. While the survey is self-selecting and the sample modest, the result reflects real concerns from families. Particularly around communication and the consistency of administrative responsiveness during a period of staffing transition in 2025. We have heard this clearly. The foundations to address it are already in place with the appointment of a new Assistant Principal, Business Manager and additional administrative staff. All have joined the school in the second half of the 2025 school year and have already transformed how the school's administration operates day-to-day, with continued refinement underway. A dedicated Wellbeing and Engagement Team in 2026, alongside the School Wide Positive Behaviours program, will further strengthen the consistency and connection families have told us they value.

### **Response to Staff Opinion Survey**

The 2025 Staff Survey similarly reflects this transition period, with School Climate at 70.6%, which is below similar schools and state. The new leadership and administrative structure in place from 2025 into 2026, is designed to address exactly the issues the survey has surfaced.

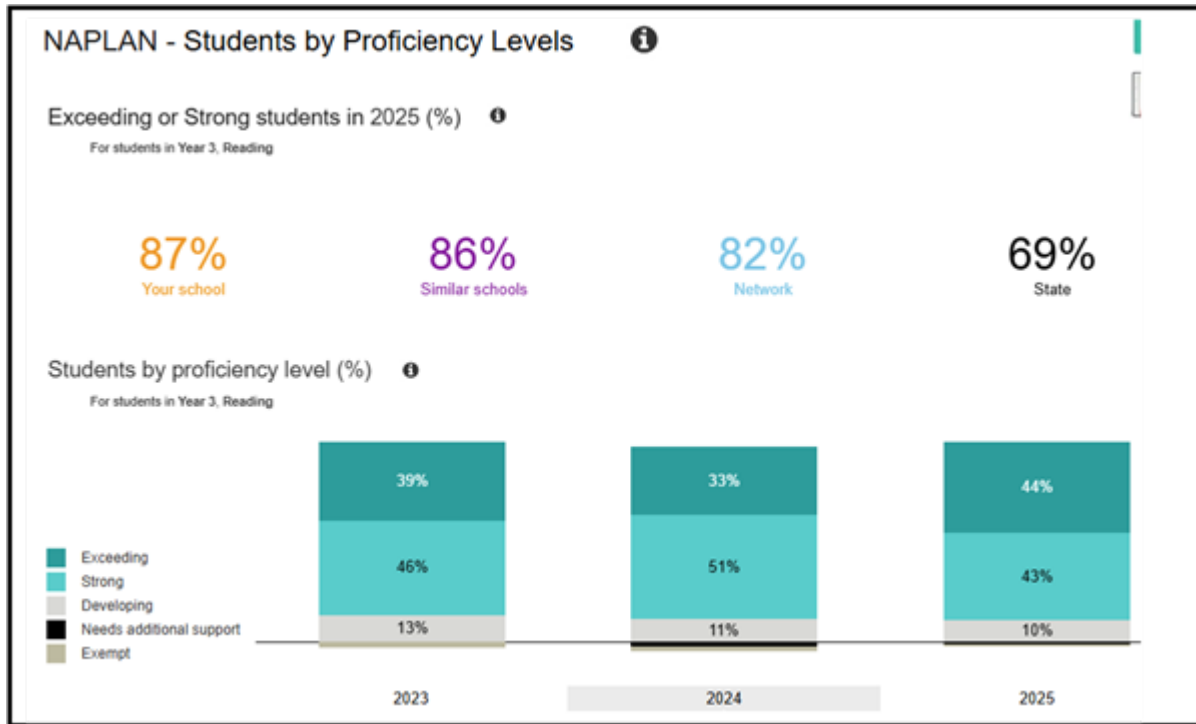
## Progress towards strategic goals, student outcomes and student engagement

### Learning



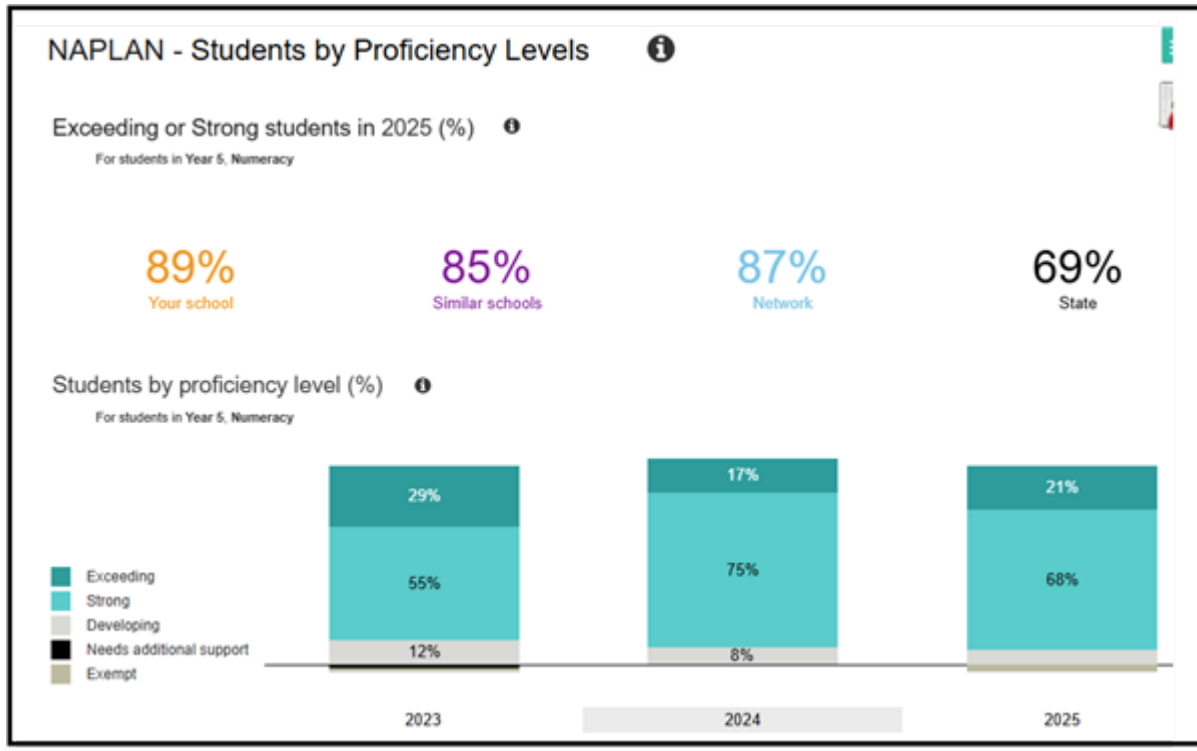
The 2025 learning data highlights an outstanding level of student achievement, with 97.2% of students in English and 98.3% in Mathematics working at or above age-expected standards. These results reflect a consistently high standard of teaching and learning, as well as strong student engagement and support across the school. Teacher Judgement against the Victorian Curriculum provides a comprehensive, ongoing assessment of student learning that strongly correlates with high achievement in NAPLAN. Because teacher judgements are based on multiple sources of evidence—such as classroom tasks, formative assessments, and observations—they reflect a deep understanding of each student’s progress against curriculum standards. When a high percentage of students are assessed as working at or above age-expected levels, as seen in this data, it indicates that students have the foundational knowledge and skills required for success in standardised assessments like NAPLAN. This alignment is particularly strong in English and Mathematics, where both the Victorian Curriculum and NAPLAN assess similar competencies, including literacy, numeracy, comprehension, and problem-solving. Therefore, strong teacher judgement outcomes are a reliable predictor of high NAPLAN performance, as they demonstrate that students are consistently meeting or exceeding the expected standards assessed in both contexts. Highlights in the Learning domain in 2025 have been strong performances a range of assessments as seen in the data sets below.

## HIGHLIGHT 1 – Year 3 NAPLAN Reading 2025



The 2025 NAPLAN Year 3 Reading results reflect strong and improving student achievement, with 87% of students performing in the Exceeding or Strong proficiency levels. This places the school above similar schools (86%), the network (82%), and well above the State (69%), highlighting a consistently high standard of literacy outcomes. Over the past three years, there has been a clear upward trend in achievement, particularly in the Exceeding category, which has increased from 39% in 2023 to 44% in 2025. While the proportion of students in the Strong category has slightly fluctuated, overall performance has strengthened, with a growing number of students demonstrating advanced reading skills. At the same time, the percentage of students requiring additional support has decreased from 13% in 2023 to 10% in 2025, indicating improved outcomes across all levels of achievement. These results demonstrate sustained growth and reflect the effectiveness of targeted teaching practices and a strong focus on literacy development, positioning the school favourably in comparison to similar, network, and state benchmarks.

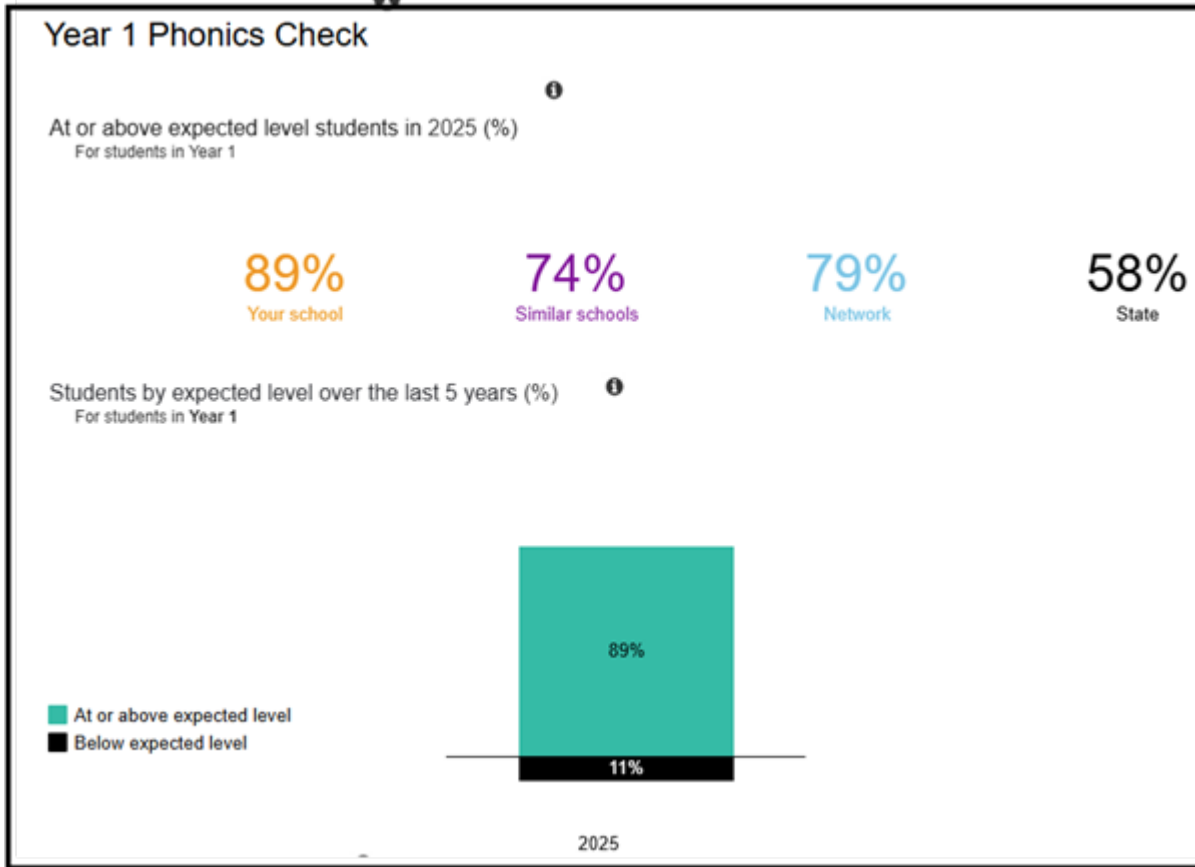
## **HIGHLIGHT 2 – Year 5 NAPLAN Numeracy 2025**



The 2025 NAPLAN Year 5 Numeracy results demonstrate strong student achievement and an encouraging improvement from 2024, with 89% of students achieving in the Exceeding or Strong proficiency levels. This result places the school above similar schools (85%), the network (87%), and significantly higher than the State (69%), reflecting the school’s continued focus on high-quality numeracy instruction. While there was a slight dip in the Exceeding category compared to 2023, overall performance has strengthened from 2024, with an increase in students achieving at high levels and a continued reduction in those requiring additional support. This reflects a positive trend of sustained improvement in numeracy outcomes over time.

The school anticipates further growth as key teaching strategies are embedded across all classrooms, including the daily review of previously taught content, a strong focus on fluency and the practice of number facts and times tables, and the implementation of differentiated lessons to ensure all learners are appropriately supported and extended. In addition, the use of a shared, consistent curriculum across all classes is strengthening teaching practice and ensuring continuity of learning. Together, these approaches position the school well for continued improvement in numeracy achievement in future years.

### HIGHLIGHT 3 – Year 1 Phonics Check



The 2025 Year 1 Phonics Check results indicate a strong foundation in early reading, with 89% of students achieving at or above the expected level. This result is significantly higher than similar schools (74%), the network (79%), and the State (58%), demonstrating the effectiveness of the school’s early literacy approach. As this is a mandated assessment introduced by the Department of Education in 2025, the school is particularly pleased with this strong result in its first year of implementation. These outcomes reflect the impact of the school’s consistent focus on the explicit teaching of reading, including the implementation of the PhOrMeS program, which supports systematic and structured phonics instruction. The data provides valuable insights to guide targeted intervention for students requiring additional support, while also informing ongoing refinement of teaching practices. Overall, these results position the school strongly to continue improving early reading outcomes and ensuring all students develop essential literacy skills.







## **HIGHLIGHT 4 – Relative Growth (Year 3 to Year 5)**

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

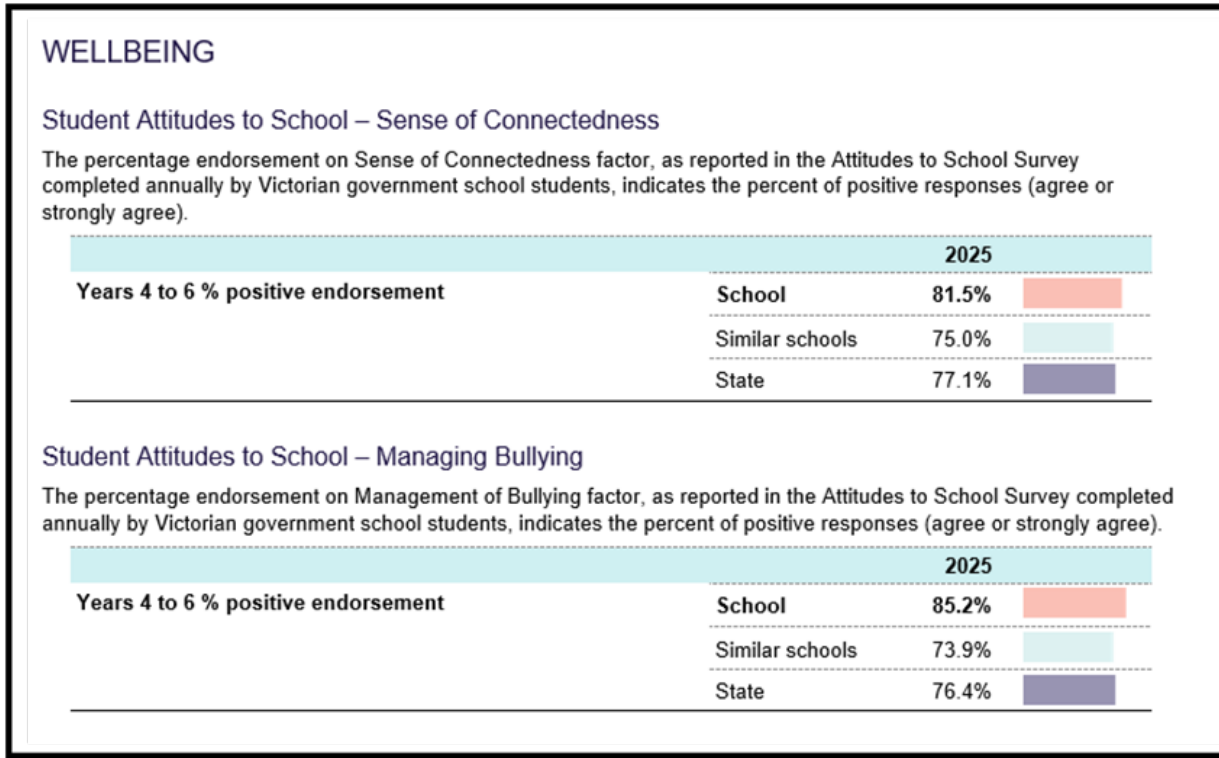
Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is 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	81.2%	
	Similar schools	79.8%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	83.0%	
	Similar schools	76.5%	
	State	74.0%	

Relative growth measures the gain a student has made over two years compared to students with the same starting point. Students at Malvern Central School are showing strong academic growth between Year 3 and Year 5, with the 2025 NAPLAN data highlighting particularly positive momentum. Reading growth sits at 81.2% and numeracy at 83.0% in the high or medium bands, both comfortably above similar schools and the state. This pattern suggests that students are not only progressing well but are being effectively supported to extend their learning, reinforcing the school's strong teaching practice and targeted intervention approach.

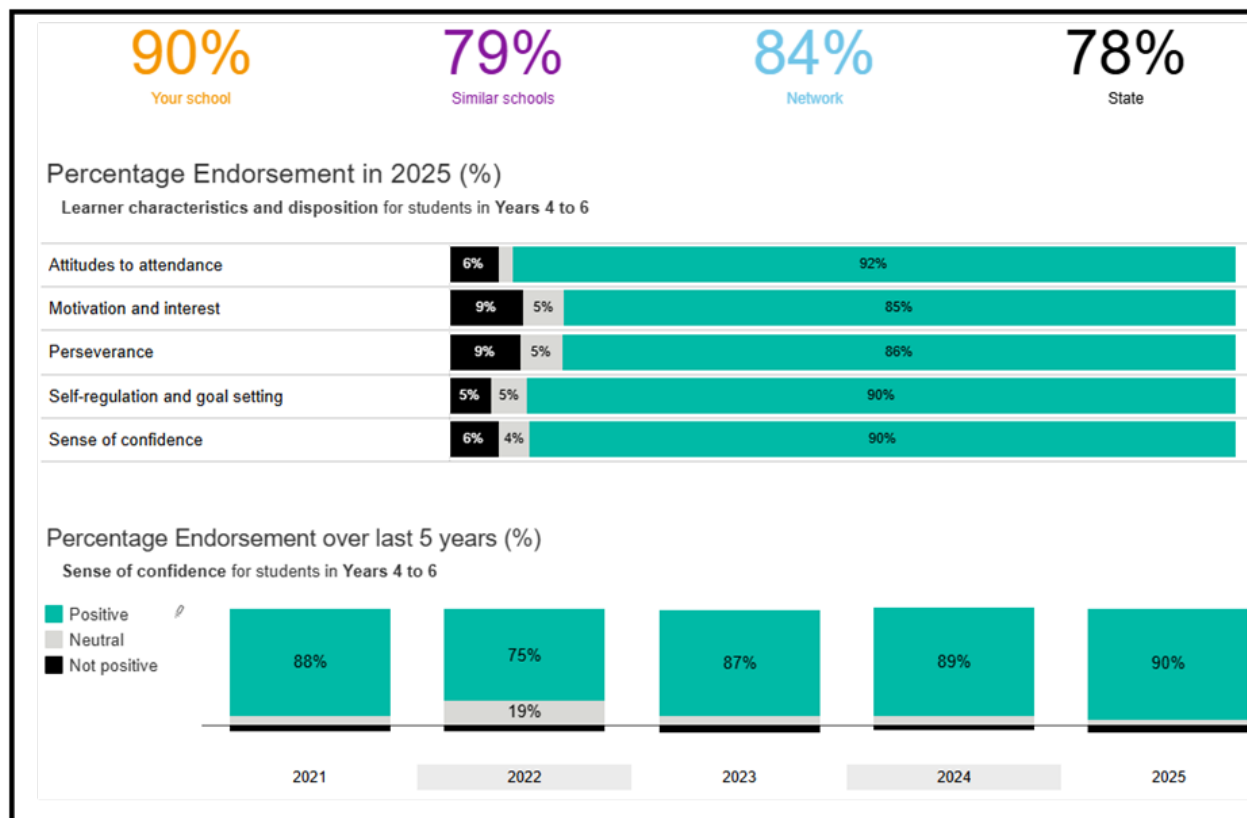
**WELLBEING:**



Victorian schools, primarily use the **Attitudes to School Survey** as a key data source to inform improvement planning, monitor student experience, and evaluate the impact of wellbeing and teaching practices. Survey results are analysed at whole-school, cohort, and factor levels, and compared against similar schools and state benchmarks. This enables school leaders to identify strengths, detect emerging concerns, and prioritise targeted actions within the Annual Implementation Plan and School Strategic Plan. Schools also use the data to guide professional learning for staff, refine classroom practices, and implement or adjust whole-school initiatives.

In 2025, Malvern Central School demonstrated strong wellbeing outcomes in the Student Attitudes to School Survey. Positive endorsement for **Sense of Connectedness** was 81.5%, exceeding both similar schools (75.0%) and the state (77.1%), indicating that students feel a strong sense of belonging within the school community. Similarly, **Managing Bullying** recorded a high positive endorsement of 85.2%, significantly above similar schools (73.9%) and the state average (76.4%). These results reflect a consistently positive school climate and the effectiveness of the school’s wellbeing and inclusion strategies.

## **HIGHLIGHT 1: maintained high results in Student Attitude to School Survey**



The 2025 Student Attitudes to School Survey demonstrates consistently strong outcomes in Learner Characteristics and Dispositions for students in Years 4–6, with the school achieving an overall positive endorsement of 90%, exceeding similar schools (79%), the network (84%), and the state (78%). Across all measured factors, including attitudes to attendance (92%), motivation and interest (85%), perseverance (86%), self-regulation and goal setting (90%), and sense of confidence (90%). Results remain notably high, indicating a sustained pattern of positive learner behaviours and attitudes.

Of particular significance is Self-regulation and Goal Setting, which has been a key focus within the school’s Strategic Plan. The consistently high results in this area over multiple years indicate that students are effectively developing the capacity to manage their learning, set goals, and reflect on their progress. This suggests that students are increasingly independent, resilient, and equipped with the skills necessary to engage deeply with their learning. Such outcomes position students well for continued academic success and support their ability to navigate challenges, demonstrating the long-term impact of the school’s targeted instructional and wellbeing strategies.

## HIGHLIGHT 1: Expected Behaviours Program



The 2025 Student Attitudes to School Survey indicates that the school has largely met its wellbeing targets, with **Self-regulation and Goal Setting** exceeding the 89% benchmark and **Student Voice and Agency** achieving the 76% target. **Effective Classroom Behaviour** remained around the expected threshold of 85%; however, this reflects some variability and aligns with identified pockets of less positive behaviour across classroom and playground settings during the year.

In response to these emerging trends, the school introduced the Expected Behaviours Program in 2025, establishing clear, consistent, and visible behavioural expectations across all learning and shared environments. Early indicators suggest this targeted approach is strengthening consistency in student behaviour and staff responses, with a positive impact evident in improved conditions for learning and student self-regulation. This positions the school well for strengthened outcomes in wellbeing data in 2026, particularly in Effective Classroom Behaviour and Student Voice and Agency.

By making expectations highly visible throughout the school, the program ensures that students can easily reference and internalise appropriate behaviours in different settings. This visibility supports consistency in staff messaging, reinforces positive behaviour through regular prompts, and reduces ambiguity around expectations. As a result, students are better equipped to regulate their behaviour, interact respectfully with others, and navigate the school environment with confidence and independence.

## ENGAGEMENT:

### 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
Prep - 6	School	17.6
	Similar schools	17.8
	State	21.5

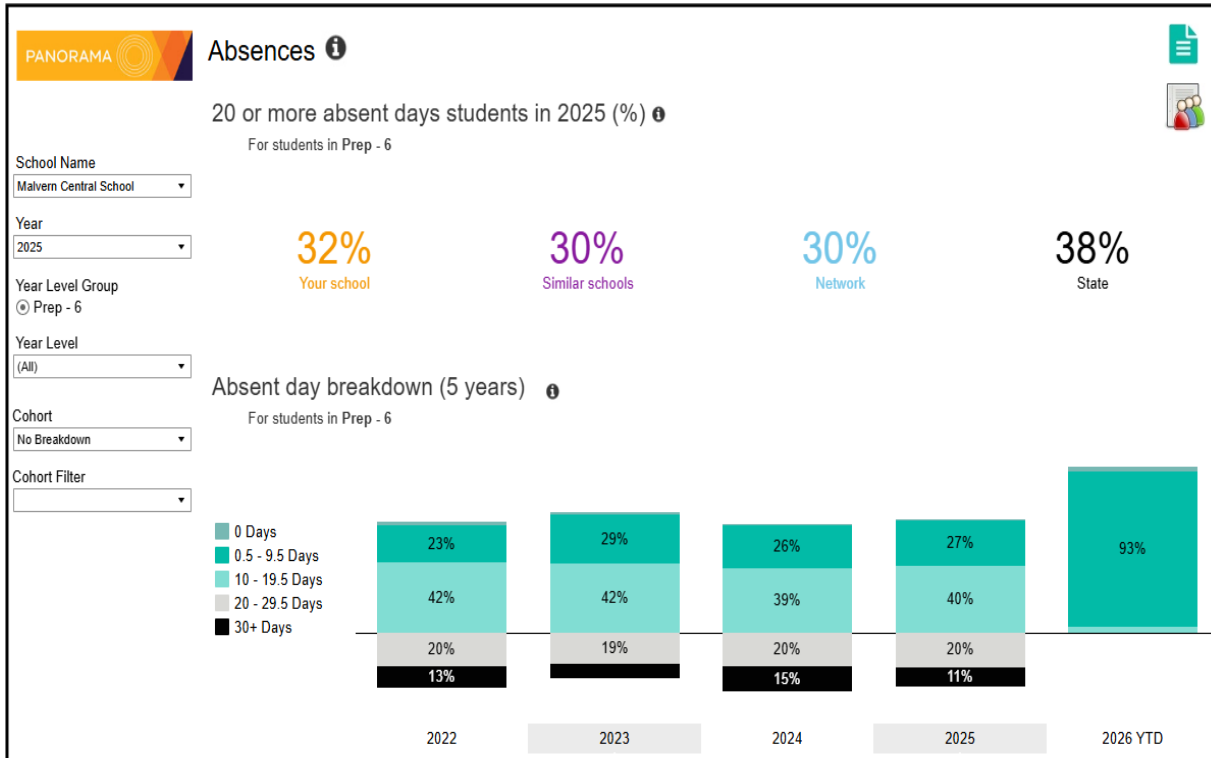
#### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	92.0%	
Year 1	School	92.0%	
Year 2	School	91.9%	
Year 3	School	90.6%	
Year 4	School	90.9%	
Year 5	School	89.7%	
Year 6	School	89.0%	

In 2025, student attendance data indicates an average of 17.6 days absent per student, closely aligned with similar schools (17.8) and below the state average (21.5). Attendance rates are highest in the early years at 92.0% in Prep and Year 1, before gradually declining across the school to 89.0% in Year 6, often due to extended family holidays, remote schooling during winter months and elite sport representation.

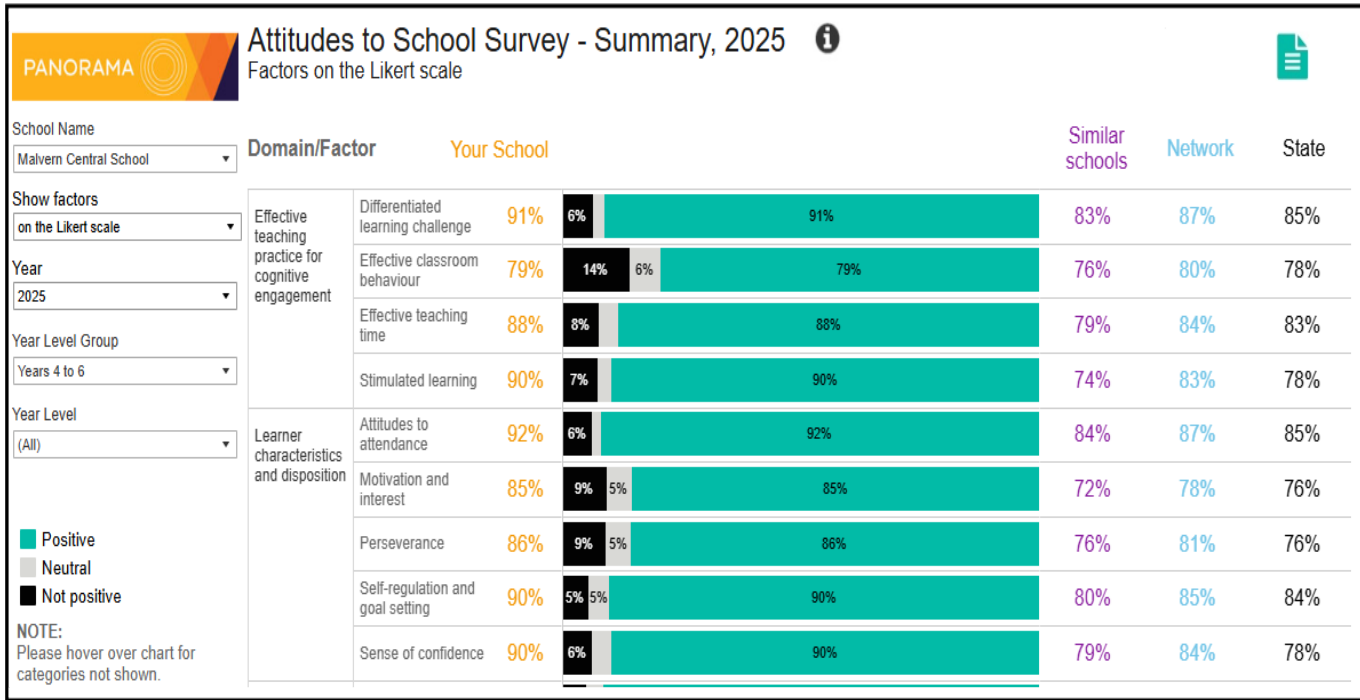
## HIGHLIGHT 1: stable attendance data over 4 years



The attendance data for 2025 shows that the majority of students at Malvern Central School maintain good attendance, with 68% of students recording 0 – 19.5 days absence over the year, a typical figure for primary aged students taking into account medical illnesses like flu and colds during winter and family holidays. We are pleased to see this trend stable over 4 years that: on average just over 68% of students have consistently strong attendance at school.

For the 21% of students recording over 19.5 days absence in a year this is largely due to extended family holidays (beyond 2 weeks) and in some cases for the entirety of the school term. Other extenuating circumstances include multiple illness episodes or a single extended medical event, recovery from surgery or a significant family event. Students who are identified as a 'at risk of disengagement' are referred to the Wellbeing Team, strengthened in 2026 with a Mental Health and Wellbeing Leader appointed to the school as per a 2026 Department of Education initiative.

## HIGHLIGHT 2: student engagement (happy kids!)



The 2025 Attitudes to School Survey shows that students at Malvern Central School are not only engaged in their learning but genuinely happy and well-adjusted at school. Their responses are consistently more positive than those of students in similar and network schools, particularly in areas such as confidence, motivation, perseverance, and attitudes to attendance. With 92% of students expressing positive feelings about coming to school, well above both comparison groups. We are pleased to see that this data correlates with what we see day to day, in classrooms and playgrounds, our students feel safe, supported, and connected. High levels of confidence and strong engagement with learning further highlight a school environment where students feel encouraged to grow, take risks, and believe in themselves. Together, these results reflect a community that nurtures both wellbeing and academic development, allowing students to thrive socially and emotionally.

## Other highlights from the school year

## Malvern Central School celebrates 150 years



Malvern Central School’s Spring Road campus proudly celebrated 150 years of rich educational heritage, marking the milestone with a series of meaningful and community-focused events. Celebrations included a vibrant community picnic, along with student activities such as decorating commemorative plates and heritage tea towels. The 2025 Year Book also honoured the occasion with an eight-page spread titled “*Pictures of a School,*” showcasing photographs, memorabilia and the history of the Spring Road campus, capturing the enduring spirit and legacy of the school. A whole school photo of our students and teachers arranged in a “150” formation in the Malvern Gardens was a true highlight, and students and parents enjoy seeing this remarkable image displayed in our campus offices—a lasting reminder of our shared history, strong sense of community, and the collective pride we hold in being part of such a significant milestone.

## Community fundraising and improvement works



It was wonderful to see our school community so committed to fundraising initiatives across the 2025 school year, including school events like the Colour Run held in May, Mother's and Father's Day functions and contributions to our Buildings and Maintenance Fund. Through these efforts we raised valuable funds for ongoing school improvement projects. Thanks to this collective effort, in 2025 we were able to purchase 850

decodable readers to support our new phonics program, refresh the basketball and netball court lines at the Spring Road campus, and create a beautiful garden and surface area around the firehouse at Park Street—enhancing both our learning environments and shared community spaces. At the end of 2025, due to long standing fundraising, we were able to secure a company to begin resurfacing works on both ovals, a much-awaited transformation for the school.

## School camps



School camps continued to thrive in 2025, with new venues providing even richer experiences for our students, including the wonderful Camp Rumbug in Gippsland for our Year 3 and 4 students. Set across its large rainforest and lake environment, students took part in activities such as flying fox, giant swing, canoeing and raft building, as well as archery, low ropes courses and initiative-based team challenges. A memorable experience was the Great Mud challenge - very muddy and a lot of fun.

Year 6s went to Roses Gap Recreation Centre, a school camp situated on 120 acres of private land within the Grampians National Park, with views of the amazing sandstone mountain ranges and plenty of kangaroos and wallabies visiting the camp each day. There was a wide range of outdoor adventure and team-based activities including; a giant swing, flying fox, and crate stacking challenges, archery, abseiling on natural Grampians rock walls, canoeing on the camp lake (in winter!) and team building exercises like low ropes and hut building.

Students had an amazing time, supported by a dedicated combination of camp staff and our own committed school team, all working together to create lasting and memorable experiences that students will carry with them for years to come.

## Financial performance

### 1. Provide an explanation of the schools' overall financial position

In 2025, the school managed its finances responsibly and finished the year in a positive position. We brought in \$6.51 million in revenue and spent \$6.15 million on staffing, learning programs, classroom resources, and the day-to-day running of the school. This resulted in a surplus of \$356,431, which helps us plan confidently for future needs.

By the end of the year, the school held \$793,079 in savings across its accounts. Most of this money has already been set aside for important upcoming projects, including new equipment and planned improvements to our buildings and grounds.

Overall, the school remains financially stable, with strong planning in place to ensure our facilities and resources continue to support high-quality learning for all students.

### 2. Identify any extraordinary revenue or expenditure items

No particular 'extraordinary' revenue or expenditure items in 2025 outside of regular operating costs or purchases that were budgeted from the previous year. Below is additional detail on several line items to help the community better understand what they include.

#### Revenue

1. Locally Raised Funds of \$728,802 include;
  - Curriculum Contributions (school fees),
  - Donations and Fund contributions,
  - Fundraising,
  - Hire of school facilities
  - Rent from Out of School Hours program
  - Overseas paying students.
2. Revenue Other of \$38,921 is interest from our High Yield account

#### Expenditure

1. Trading and Fundraising of \$64,447 relates to the purchases of food, decorations and equipment for fundraising events, gifts for Mother's and Father's Day stalls, deposits for special events etc, understanding that these costs are net against the fundraising revenue.

In 2025, the made several large purchases including:

- Chromebooks \$40,000
- 12 new Air conditioners \$67,000
- Deposit for the turf works \$50,000

### 3. Detail any contracts, agreements or arrangements entered into by the school council.

We extended our contract with TheirCare, Out of Hours School Care, and terms remain the same. Our outside hirers continued; Malvern Central Netball Club, Music Melodies, All Star Football Academy, Violin and Tennis Australia.

**4. Explain the sources of funding the school received, for example, equity funding, special grants or fundraising initiatives, as well as details of any additional State or Commonwealth Government funding the school received beyond the School Resource Package.**

In 2025, we received \$2,396 from Sporting Schools as part of our PE program, Equity funding \$8,515 which supports financially vulnerable families with costs associated with uniform, excursions and camps. Fundraising initiatives in 2025 totalled \$129,109 (minus expenses \$64,000) which has been expended on targeted projects.

**For more detailed information regarding our school please visit our website at <https://malvern-central.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 519 students were enrolled at this school in 2025, 265 female and 254 male. 8% 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	41.0%	
	Similar schools	76.0%	
	State	82.0%	

### School Staff Survey


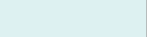


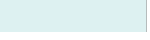

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.6%	
	Similar schools	77.9%	
	State	77.4%	

## LEARNING


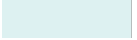


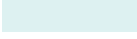


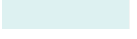


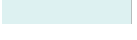

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>97.2%</b>	
	Similar schools	95.2%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>98.3%</b>	
	Similar schools	94.9%	
	State	84.2%	

### NAPLAN

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


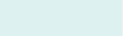


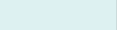

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.3%</b>		<b>85.2%</b>
	Similar schools	85.7%		85.1%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.7%</b>		<b>88.5%</b>
	Similar schools	89.6%		90.2%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>86.1%</b>		<b>84.8%</b>
	Similar schools	84.0%		84.0%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>89.3%</b>		<b>88.4%</b>
	Similar schools	85.5%		84.8%
	State	69.1%		68.1%

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


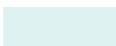

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>81.2%</b>	
	Similar schools	79.8%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>83.0%</b>	
	Similar schools	76.5%	
	State	74.0%	

## WELLBEING


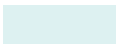

### Student Attitudes to School – Sense of Connectedness

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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>81.5%</b>		<b>82.6%</b>
	Similar schools	75.0%		75.8%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>85.2%</b>		<b>82.4%</b>
	Similar schools	73.9%		73.9%
	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
<b>Prep - 6</b>	<b>School</b>	<b>17.6</b>	<b>17.8</b>
	Similar schools	17.8	18.3
	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	
<b>Prep</b>	<b>School</b>	<b>92.0%</b>	
<b>Year 1</b>	<b>School</b>	<b>92.0%</b>	
<b>Year 2</b>	<b>School</b>	<b>91.9%</b>	
<b>Year 3</b>	<b>School</b>	<b>90.6%</b>	
<b>Year 4</b>	<b>School</b>	<b>90.9%</b>	
<b>Year 5</b>	<b>School</b>	<b>89.7%</b>	
<b>Year 6</b>	<b>School</b>	<b>89.0%</b>	

## 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	\$5,248,997
Government Provided DET Grants	\$491,281
Government Grants Commonwealth	\$2,396
Government Grants State	\$0
Revenue Other	\$38,921
Locally Raised Funds	\$728,802
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,510,397</b>

Equity	Actual
Equity (Social Disadvantage)	\$8,515
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,515</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$4,983,427
Adjustments	\$154
Books & Publications	\$3,281
Camps/Excursions/Activities	\$192,236
Communication Costs	\$6,646
Consumables	\$181,751
Miscellaneous Expenses <sup>2</sup>	\$22,079
Agency Staff	\$275,152
Professional Development	\$19,249
Equipment/Maintenance/Hire	\$76,174
Property Services	\$155,804
Salaries & Allowances <sup>3</sup>	\$82,175
Support Services	\$24,990

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$64,447
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$95
Utilities	\$66,305
<b>Total Operating Expenditure</b>	<b>\$6,153,967</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$356,431</b>
<b>Asset Acquisitions</b>	<b>\$62,813</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$694,677
Official Account	\$29,454
Other Accounts	\$68,948
<b>Total Funds Available</b>	<b>\$793,079</b>

Financial Commitments	Actual
Operating Reserve	\$195,064
Other Recurrent Expenditure	(\$10)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$152,000
Capital - Buildings/Grounds < 12 months	\$302,000
Maintenance - Buildings/Grounds < 12 months	\$212,350
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$861,404</b>

*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.*