

2025 Annual Report to the School Community

School Name: Heathmont East Primary School (4819)



- 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 19 March 2026 at 01:20 PM by Anita Elliott (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 19 March 2026 at 01:20 PM by Anita Elliott (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

Heathmont East Primary School is located in the eastern suburbs of Melbourne and continues to evolve to meet the needs of its growing and diverse school community. In 2025, the school experienced significant changes to its physical environment, including the construction of a new Administration building and the installation of relocatable classrooms. These developments were undertaken in preparation for the removal of the 63-year-old main building. Looking ahead, the school anticipates that these improvements will provide a more contemporary learning environment that positively supports student wellbeing and enhances learning outcomes.

As of 2025, HEPS has a student population of 559 students, reflecting a diverse demographic. Of these students, 123 identify as having English as an Additional Language (EAL), and six students identify as Aboriginal. This diversity enriches the school community and informs the inclusive practices embedded across teaching and learning programs.

The school is staffed by a principal, two assistant principals, three learning specialists, 26 full-time equivalent (FTE) classroom teachers, and six specialist teachers. The teaching staff is supported by three office staff and 18 part-time integration aides. Together, all staff work collaboratively to ensure the effective operation of the school and to provide consistent support for students' academic, social, and emotional development.

At HEPS, our vision is to ensure that *all students are empowered to learn and achieve success; to be curious, engaged, collaborative, empathetic, and critical thinkers*. We believe learning is a lifelong journey, involving the continual development of knowledge and skills through exposure to new ideas, concepts, and experiences across a broad range of curriculum areas.

Learning takes place across 26 classrooms and is enriched through specialist programs including Physical Education, Visual Art, Performing Arts, Japanese, STEAM, and Sustainability. These programs provide students with diverse opportunities to explore their interests, develop creativity, and apply their learning in meaningful contexts.

Guided by our core values of **Respect, Resilience, Teamwork, and Growth**, we foster a positive school culture that supports and challenges students to develop a strong growth mindset. This approach encourages students to be intrinsically motivated, curious, and critical thinkers who are able to reflect on their own learning and beliefs. We place a strong emphasis on feedback and self-reflection, empowering students to take ownership of their learning and strive for continual improvement.

Progress towards strategic goals, student outcomes and student engagement

Learning

HEPS again performed strongly in the 2025 NAPLAN results, achieving well above both network and state averages across all areas in Year 3 and Year 5. A high percentage of students achieved in the 'Strong' or 'Exceeding' categories, particularly in Reading, Grammar & Punctuation, and Numeracy. At Year 3, the results were particularly impressive, with 92% of students achieving 'Strong' or 'Exceeding' in Writing, 89% in Reading, 86% in Numeracy, and 83% in Grammar & Punctuation. Year 5 students also continued to perform well, with 84% of students achieving 'Strong' or 'Exceeding' in both Reading and Grammar & Punctuation. These results highlight the consistent achievement of our students and the strong learning growth that occurs as they progress through the school.

In 2025, HEPS maintained a strong focus on literacy and numeracy, with increased emphasis on spelling and phonics. In line with Department initiatives, 25 minutes of daily explicit phonics and phonemic awareness instruction was delivered from Foundation to Level 2. The leadership team has also developed a new spelling scope and sequence, including resources and assessment tasks, which will be rolled out in 2026. The Victorian Teaching and Learning Model 2.0 continued to guide teaching practice, with targeted professional learning strengthening staff knowledge, consistency, and instructional practice across the school. Students' critical and creative thinking was also prioritised. In partnership with consultant Simon Brooks, teachers designed engaging learning experiences that made students' thinking visible, improving engagement and outcomes.

HEPS continues to support all learners. In 2025, the school received the Outstanding Provision for High-Ability Students Award in Victoria. Enrichment opportunities such as HALP, Maths Olympiad, MENSA, and collaboration with network schools support high-ability learners, while programs such as MiniLit and the Tutoring Program provide targeted assistance for students requiring extra support.

Wellbeing

Our overarching goal has been to strengthen student wellbeing outcomes by increasing student voice and agency, alongside building mental health literacy across students, staff and families. The leadership of our Mental Health and Wellbeing Leader has been instrumental in progressing these priorities and embedding a consistent, whole-school approach.

A key highlight has been the implementation of *Life Skills Go*, which has enabled the school to collect and analyse real-time wellbeing data for all students. This has supported more responsive and targeted interventions, contributing to improved engagement and early identification of students requiring additional support. Data from this platform has informed adjustments at both the classroom and whole-school level.

Another significant achievement has been strengthening partnerships with families through a parent information session focused on mental health and the HEPS wellbeing model. This

initiative supported greater community understanding and alignment in supporting student wellbeing.

Targeted support structures have also been expanded. Our school counsellor, employed two days per week, has provided ongoing pastoral care for students with complex needs, while our speech pathologist has worked collaboratively with staff and families to implement effective strategies for students requiring additional support. In addition, successful Disability Inclusion Profiles have enabled increased funding, which has been used to employ education support staff to assist students across a range of learning and wellbeing needs.

Finally, our whole-school approach has been reinforced through the consistent implementation of the HEPS wellbeing framework, including SWPBS, Friendology and Respectful Relationships. Enhancements to the SWPBS reward system have improved recognition of positive behaviours and whole-school achievements, contributing to a more inclusive and supportive school culture.

Together, these initiatives demonstrate measurable progress toward improving student wellbeing outcomes across the school.

Engagement

Through the 2025 Annual Implementation Plan, Heathmont East placed a strong focus on activating student voice, agency and leadership to strengthen student participation and engagement in learning. A particular focus was on adapting the learning environment to reduce cognitive load and provide calm spaces for learning and wellbeing.

Throughout the year, teachers worked to enhance classroom practices that support student engagement. A key focus was building staff capacity in developing clear learning intentions and success criteria that promote higher-order thinking. This approach supported students to understand the purpose of their learning, recognise what success looks like, and work towards achieving their goals. Teachers also ensured that timely and constructive feedback was provided to guide students' progress and support them to learn at their point of need.

A range of community events also contributed to strengthening students' sense of belonging and connection to school. Events such as the school production, the End-of-Year Concert, the Start-Up BBQ and Connect Groups provided opportunities for students and families to engage with the school community and celebrate student achievements. These experiences play an important role in supporting student engagement and fostering a positive school culture.

Lunchtime clubs were another important initiative that provided students with alternative activities during break times. These clubs allowed students to pursue their interests, develop new skills and connect with peers who share similar passions. The clubs have been well received by students and have contributed positively to social connection and student wellbeing.

Student attendance remained an ongoing focus for Heathmont East Primary School during 2025. Strategies included maintaining regular communication with families of students experiencing significant absences and working to build positive relationships that support students to re-engage with school. In the 2025 reporting year, 67% of students attended school for 90–100% of the school year.

Family holidays continued to account for a large proportion of student absences. Throughout the year, the school provided ongoing communication to families about the importance of regular

attendance and the impact that absences can have on students' academic progress, social development and overall wellbeing. Strengthening partnerships with families remains a key part of supporting consistent attendance and ensuring all students can fully engage in their learning.

Other highlights from the school year

At Heathmont East Primary School, we are proud of the many opportunities provided for students through our programs, celebrations, camps and excursions. These experiences are designed to offer a wide variety of events that enrich learning beyond the classroom, support student wellbeing, and help students develop passions and interests across a number of areas.

A highlight of the year was the camping program for students in Years 3–6. Each year level participated in a three-day camp designed to complement areas of the curriculum while supporting the development of social and emotional capabilities. Year 3 students attended camp at Mount Evelyn, Year 4 at Healesville, Year 5 at Benloch, and Year 6 at Safety Beach. The Year 6 camp placed a particular focus on water safety and water-based activities, providing students with valuable skills and memorable experiences as they approach the end of their primary schooling.

Students were also encouraged to extend their academic interests through participation in science competitions. These competitions were very well received and provided students with the opportunity to further develop their curiosity and passion for learning. Many students were recognised for their efforts, receiving bursary prizes. Their success reflected a strong partnership between home and school in supporting student achievement.

Throughout the year, students participated in a range of excursions designed to enhance their classroom learning by connecting it to real-world experiences. In addition, professionals visited the school to share insights into their work and areas of expertise, helping students gain a broader understanding of different careers and fields of study.

The whole-school production was another significant highlight. Every student had the opportunity to perform on stage in front of their families, creating a memorable shared experience for the school community. Year 6 students played leading roles and supported younger Foundation students, helping them feel confident and successful on stage. Senior students also contributed by taking on technical roles, assisting with the smooth running of the production and demonstrating leadership and teamwork.

The school community is strongly encouraged to participate in events that foster positive connections between home and school. During the year, families attended and supported a range of events including Twilight Sports, the End-of-Year Concert, the Colour Run, Cross Country, Athletics Days, Sports Gala Days, Grandparents Day, Open Night, and the Start-Up BBQ Lunch. These events help strengthen the sense of community and provide opportunities for families to engage with school life.

The school was also recognised for its work in supporting high ability students. In 2025, the school received an Excellence Award and grant from the Department of Education for its work in this area. Opportunities for high ability students were further expanded, with HEPS running weekend games sessions to support students in connecting with like-minded peers. These sessions were

also extended to students from neighbouring schools, strengthening partnerships within the local education community.

A particularly exciting development in 2025 was the construction of the new administration building, along with the installation of additional relocatable classrooms toward the end of the year. These improvements have enhanced the learning environment for students and staff and will support the continued growth of the school community.

Together, these programs, events and improvements contribute to a vibrant school experience that supports student learning, wellbeing and community connection.

Financial performance

At HEPS, our focus is always on providing the best possible education for your child and making sure our spending supports the goals in our school plan. Our Principal, Business Manager and Finance Sub-Committee carefully plan staffing, monitor the budget and regularly review our spending to ensure we are using our resources wisely. As a result, the school is in a strong financial position, with funds set aside for future improvements.

Some planned spending in 2025 was put on hold due to uncertainty about our main building. Once the decision was made to replace the original building with portable classrooms, we were able to review our priorities and plan for 2026 using the funds we had saved.

In 2026, we plan to invest in:

- Building a new playground once the main building is demolished (\$270,000)
- Upgrading the front of the Art Room to better match the street and new administration building (\$100,000)
- Improving the Armstrong Road boundary fence (\$50,000)
- Supporting school-based programs that improve student learning outcomes (\$151,000)
- Meeting the day-to-day operational needs of the school

We are also incredibly grateful for the support of our Parent Association. Funds raised through their inclusive community events will help transform the entrance to our new administration building with meaningful artwork on the brick façade, creating a welcoming space that reflects our school's identity. We also plan to add seating areas where families can gather and connect. A contribution will also be made towards the new playground.

Together, these improvements will enhance our learning environment and strengthen our school community.

**For more detailed information regarding our school please visit our website at
<https://heathmonteastps.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 559 students were enrolled at this school in 2025, 280 female and 279 male. 30% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **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	57.1%	
	Similar schools	80.7%	
	State	82.0%	

School Staff Survey

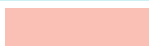
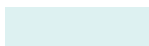
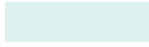
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	78.1%	
	Similar schools	79.3%	
	State	77.4%	

LEARNING

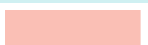
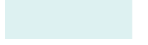
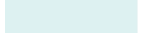
Teacher Judgement of student achievement against the Victorian Curriculum

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	94.0%	
	Similar schools	94.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.3%	
	Similar schools	93.0%	
	State	84.2%	

NAPLAN

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

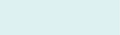
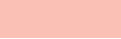
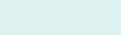
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	88.5%		85.4%
	Similar schools	85.0%		85.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	84.1%		87.0%
	Similar schools	88.4%		89.1%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	86.4%		83.1%
	Similar schools	84.2%		84.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	84.1%		86.7%
	Similar schools	87.7%		86.4%
	State	69.1%		68.1%

NAPLAN relative growth

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

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

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

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	84.6%	
	Similar schools	78.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	80.3%	
	Similar schools	79.5%	
	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
Years 4 to 6 % positive endorsement	School	81.1%		82.3%
	Similar schools	80.5%		81.1%
	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	84.6%		83.3%
	Similar schools	79.0%		79.1%
	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	17.6	18.8
	Similar schools	17.6	18.0
	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	93.1%	
Year 1	School	91.3%	
Year 2	School	90.4%	
Year 3	School	91.7%	
Year 4	School	89.5%	
Year 5	School	91.4%	
Year 6	School	90.3%	

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	\$5,756,901
Government Provided DET Grants	\$514,847
Government Grants Commonwealth	\$21,438
Government Grants State	\$0
Revenue Other	\$78,712
Locally Raised Funds	\$713,011
Capital Grants	\$164,845
Total Operating Revenue	\$7,249,754

Equity	Actual
Equity (Social Disadvantage)	\$20,784
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$20,784

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

Expenditure	Actual
Student Resource Package ¹	\$5,744,401
Adjustments	\$0
Books & Publications	\$4,484
Camps/Excursions/Activities	\$218,616
Communication Costs	\$6,130
Consumables	\$170,935
Miscellaneous Expenses ²	\$34,042
Agency Staff	\$66,129
Professional Development	\$18,852
Equipment/Maintenance/Hire	\$141,084
Property Services	\$154,248
Salaries & Allowances ³	\$298,044
Support Services	\$85,761

Expenditure	Actual
Trading & Fundraising	\$38,343
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,191
Utilities	\$47,240
Total Operating Expenditure	\$7,029,501
Net Operating Surplus/-Deficit	\$55,408
Asset Acquisitions	\$64,237

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	\$922,097
Official Account	\$47,972
Other Accounts	\$73,856
Total Funds Available	\$1,043,924

Financial Commitments	Actual
Operating Reserve	\$214,183
Other Recurrent Expenditure	\$22,545
Provision Accounts	\$5,457
Funds Received in Advance	\$2,500
School Based Programs	\$150,972
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$548,305
Maintenance - Buildings/Grounds < 12 months	\$6,090
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$25,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,010,052

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.