

2025 Annual Report to the School Community

School Name: Dorset Primary School (5132)



- 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 23 March 2026 at 01:36 PM by Nicole Bell (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 23 March 2026 at 01:37 PM by Nicole Bell (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

In 2025, Dorset Primary School was supported by a committed and skilled team comprising 23 full-time equivalent classroom teachers, 8 specialist teachers working varied hours, a Principal and an Assistant Principal. In addition, two Learning Specialists and a Leading Teacher made significant contributions towards achieving the school's educational objectives. The team also included 16 Education Support Staff, who provided valuable assistance to students with diverse learning needs. Our specialist programs encompassed a broad range of subjects, including Music and Performing Arts, Physical Education, Visual Arts, Science, Italian, and Digital Technologies. The Stephanie Alexander Kitchen Garden Program continued to thrive with the expertise of a trained chef and a gardener, both integral to its success.

With an enrolment of 524 students and a Student Family Occupation (SFO) index of 0.4020, Dorset Primary School was organised across three main wings, comprising 23 classrooms, an administration centre, a kitchen, and a hall. Additional facilities included a canteen operating three days per week, as well as extensive outdoor spaces featuring five adventure playgrounds, two synthetic basketball courts, a synthetic grass football/soccer field (oval), a sanctuary play area, and a running track.

Dorset Primary School remained steadfast in its commitment to fostering an inclusive community that empowers every student to become a passionate, lifelong learner and to reach their full potential. Equal emphasis was placed on supporting the emotional, physical, and social wellbeing of all students. The school focused on addressing individual learning needs through a range of assessment tools and personalised planning strategies. Collaborative team and curriculum planning were prioritised to ensure consistency and to promote student-centred learning.

To further support our diverse student body, initiatives such as the Breakfast Club and the Clubs Program were offered. The 2025 Clubs Program provided a variety of activities designed to engage students across all year levels. Student Leaders continued to play an active role in driving school improvement, resulting in a notable increase in student voice and agency, as reflected in survey feedback.

Dorset Primary School remained dedicated to developing and delivering engaging programs that meet the needs of all students, ensuring meaningful learning growth. Our commitment to student success was evident through their academic, social, and emotional achievements throughout 2025.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2025 data showed that while our target of 52% of students achieving an A or B in Mathematics was not met (achieving 34%), this was the first year of the 2.0 curriculum, which lacks a clear comparison with the previous marking system. Crucially, we performed strongly against external measures: Year 3 NAPLAN Numeracy achieved 23% in the highest band and we performed well above our four-year target for Year 5 NAPLAN Numeracy, achieving 23% in the highest band against a target of 16%.

Several key actions contributed to these strong outcomes, including:

- The Data PLC working collaboratively to closely track and monitor student progress across the school.
- The implementation of an updated sequence of Maths teaching aligned with the Victorian Curriculum 2.0.
- Ensuring Literacy instruction across the school was aligned with the Victorian Curriculum 2.0.
- A targeted coaching program designed to ensure consistency of high-quality teaching practice across all year levels.
- The introduction of a NAPLAN Action Plan addressing cohort-level areas for improvement.
- Regular moderation of assessment tasks and triangulation of data to strengthen the accuracy of teacher judgements.
- The strategic selection of experienced teachers and strong leadership within the Year 3–5 cohorts.
- Professional learning focused on data analysis, with Year-level PLCs examining data to inform planning, differentiation, and instructional adjustments.

The effectiveness of data-driven instruction, differentiation, and the consistent application of evidence-based practices have been pivotal in driving these outcomes, and we commend the teaching staff for their adaptability, dedication, and commitment to reflective practices that prioritise student success.

Wellbeing

In 2025, Dorset Primary School developed a coherent, two-year wellbeing scope and sequence aligned with Victorian Curriculum 2.0 and Respectful Relationships 2.0. Respectful Relationships serves as the basis of our program, with URSTRONG complementing its intentions to provide a

shared social-emotional language across classrooms. Together, these elements ensure consistent, developmentally appropriate wellbeing learning and teaching across all year levels.

Staff capability building focused on clarifying the Multi-Tiered System of Supports (MTSS). MTSS was identified as a priority area through staff survey responses indicating a need to strengthen knowledge and confidence in the framework. Across Term 4, staff engaged in professional learning that introduced clear, practical pathways, detailing roles, referral processes and supports to promote collaborative, timely intervention. Additional PL was also provided on hope theory, strengths-based approaches and the Respectful Relationships program. The aim here was to upskill staff on current wellbeing research to improve teacher planning and explicit instruction in wellbeing lessons, as well as impacting all lessons to include wellbeing support.

Partnerships with families were further strengthened through continuing termly Wellbeing Weeks and introducing two research-informed parent blogs each term that offered practical strategies aligned to our term focus and responsive to topics identified in the annual parent survey. To support families seeking external assistance, the school also published a curated list of allied health services on the school website, improving visibility of local pathways for additional support.

Student voice and agency remained a central emphasis. Regular student surveys and targeted 5/6 focus groups provided actionable insights that were shared with staff to inform classroom practice. In 2025, Teacher Concern remained steady at 76%, continuing to exceed the state average of 74%. Student Voice and Agency recorded a slight decline from 82% to 80% yet remained substantially above the state average of 68%. Motivation and Interest recorded a small decline from 85% to 81% yet continued to outperform the state average of 76%. These results indicate strong relational foundations alongside a clear improvement focus to sustain and deepen students' authentic participation in learning and school life.

Looking ahead to 2026, the school will prioritise maintaining performance above state averages in our focus areas and embedding student voice and agency more authentically into teacher practice and school culture, while continuing to operationalise MTSS through clear pathways and targeted staff professional learning.

Engagement

Engagement

In 2025,

- 74.4% of students had an attendance of 90% and above
- 26.5% of students had an attendance of 89% to 70%
- 2.7% of students had an attendance of 69% and below.

This positive outcome in 2025 can be attributed to several key initiatives that strengthened student engagement, wellbeing, and ownership of learning:

- The continued implementation of the URSTRONG program—a research-informed, whole-school approach to wellbeing that supports positive friendships and provides students with a shared language to navigate social situations effectively.
- An increased emphasis on student participation in classroom circles and the ongoing focus on fostering a restorative culture, creating environments where students feel safe,

respected, and empowered to express their ideas and contribute to classroom decision-making.

- The strengthening of teacher expertise in using student-designed rubrics and supporting the development of student-driven learning goals.
- Providing greater opportunities for students to extend and challenge themselves through purposeful, high-quality differentiation across all learning areas.
- The continuation of student-led whole-school assemblies, which offered authentic opportunities for leadership, collaboration, and public speaking.

In 2025, AtoSS results returned a figure of 80% positive responses to student voice and agency. This was a 2% decrease from the previous year, still exceeding the state by 12%.

In 2025, Dorset Primary School continued to prioritise student voice and agency, ensuring that students were active participants in their learning and the wider school community.

Student Voice was strengthened through a range of initiatives, including:

- Providing a platform for students through the Junior School Council (JSC), where student feedback was shared with staff and parents at School Council meetings.
- Offering leadership roles to Year 5 and Year 6 students, empowering them to contribute their perspectives and represent their peers.
- Collecting student feedback each term through online surveys, giving all students the opportunity to share their views on learning and wellbeing.
- Introducing classroom learning circles to encourage discussion, collaboration, and active participation.
- Explicitly teaching collaborative learning skills through group activities, such as Year 4 reading groups.
- Incorporating student interests and personal experiences into writing activities, such as recounts and reflections.
- Including structured reflection time in each lesson to help students assess their progress and understanding.
- Holding one-on-one conferencing sessions where students received feedback, asked questions, and developed their ideas further.

Student Agency was promoted across the school through:

- Foundation students participating in Creative Learning sessions, choosing their own developmental activities to build independence and initiative.
- Foundation to Year 2 students selecting their own take-home readers each day.
- Years 1–6 students choosing their own reading books for the week, promoting ownership of their learning.
- Differentiated homework options for Years 2–6, allowing students to select tasks that matched their learning needs and interests.

- The Foundation and Year 1 Buddy Program, which paired younger students with Year 5 and Year 6 mentors for guidance and support.
- SOSE projects in the middle and senior years, where students collaborated in small teams to research, plan, and present findings.
- The annual Year 5/6 Market Day, where senior students planned, advertised, and managed market stalls for the school community, demonstrating initiative, creativity, and teamwork.

Other highlights from the school year

Dorset Primary School continues to take great pride in its Stephanie Alexander Kitchen Garden (SAKG) Program, which has been further enhanced in 2025 to deliver engaging, hands-on learning experiences for all students. Under the guidance of a qualified Kitchen Teacher with experience in the hospitality industry, students participated in activities such as MasterChef-style challenges, applying the culinary skills and knowledge developed throughout the term. They prepared nutritious and diverse recipes using seasonal produce from the school garden, practising techniques including chopping, mixing, measuring, and following recipes. In the garden club and the support of the school gardener, students were actively involved in preparing garden beds, sowing seeds, pruning plants, harvesting fresh herbs and vegetables, and maintaining the grounds. Recipes continued to be shared on the school website, promoting healthy eating habits and strengthening the connection between school and home.

Each term, Dorset Primary School continued to host whole-school Mathematics Days, designed to foster problem-solving, teamwork, creativity, and a genuine enthusiasm for learning. Teachers implemented a rotating schedule of engaging, hands-on activities that encouraged collaboration and critical thinking. Parents were once again invited to participate, strengthening community partnerships and supporting the school's shared commitment to developing confident, capable mathematicians.

Book Week 2025 was an outstanding whole-school celebration of literacy and learning. Centred around the text *We Live on a Bus*, students participated in a coordinated series of activities that explored themes of community, belonging, and adventure. Each year level engaged in creative writing and reading projects that promoted a deeper appreciation of literature and strengthened connections across the school. The success of Book Week reflected Dorset Primary School's ongoing commitment to fostering a culture of literacy, where reading is valued, shared, and enjoyed by all students.

In 2025, students continued to demonstrate leadership and community awareness through their involvement in the Junior School Council (JSC). As part of their leadership development, JSC members organised fundraising initiatives supporting a range of charitable organisations. The JSC worked in close partnership with the Senior School Council, with student voices playing an active role in planning and approving projects, including special events and selected charity donations.

The 2025 Community Trivia Night was a highly successful event that brought together families, staff, and friends of Dorset Primary School in a spirit of fun and collaboration. The evening fostered strong community connections while raising valuable funds to support school programs and resources. The event's success reflected the enthusiasm and dedication of our parent

community and staff, and highlighted the positive partnerships that continue to strengthen Dorset's inclusive and vibrant school culture.

Wellbeing remained a key focus throughout 2025, with the continued implementation of the URSTRONG program—a research-informed, whole-school approach to social and emotional learning. The program supports students in developing positive friendships and equips them with a shared language to navigate social situations effectively. Each term, the school hosted a dedicated Wellbeing Week, inviting parents to participate and gain insight into the program's strategies, reinforcing the shared commitment to nurturing mental and emotional health. A family picnic was also held as part of the celebrations, further strengthening connections within the school community.

Financial performance

Bi-weekly financial meetings are conducted with the Business Manager to oversee all financial transactions and accounts. During these meetings, the Fortnightly Salaries Transaction Report, School Budget Management Report, and analyses of high yield and official account balances are conducted meticulously to ensure accuracy and consistency.

The surplus recorded in 2023 can be attributed to the strategic allocation of resources towards employing specialist teachers/educators for Art, Science, and the Literacy Intervention program. The Art and Science programs operate on a semester cycle, while the Literacy Intervention program in Grades Foundation, 1 and 2 operate daily.

Funding was allocated towards enhancing student wellbeing through the establishment of a comprehensive wellbeing program, strengthening Restorative Practices, and promoting student voice and agency.

Equity funding was utilised to support students with specific needs and learning difficulties. Learning Specialists were allocated additional time to coach and model strategies to classroom teachers, enhancing their capacity to meet the varied needs of students.

A considerable amount of funding and resources were allocated to rejuvenate various areas within the school, including gardens, buildings, and outdoor learning spaces. The initiatives included installing picnic tables, refurbishing the basketball court, replacing lighting fixtures, acquiring new appliances, upgrading switchboards, laying new carpet in the administration building, and concreting pathways. Resource allocation consistently prioritised areas based on necessity, aiming to enhance the learning environment for students.

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

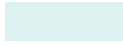
A total of 513 students were enrolled at this school in 2025, 244 female and 269 male. 14% had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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


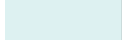

Parent Satisfaction Summary

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	100.0%	
	Similar schools	77.3%	
	State	82.0%	

School Staff Survey


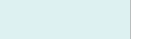


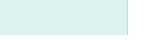

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.7%	
	Similar schools	75.6%	
	State	77.4%	

LEARNING


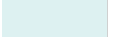


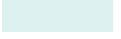


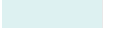




Teacher Judgement of student achievement against the Victorian Curriculum

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	93.9%	
	Similar schools	85.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	89.2%	
	Similar schools	83.3%	
	State	84.2%	

NAPLAN

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


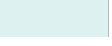


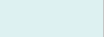

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	81.8%		78.9%
	Similar schools	69.2%		69.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	78.9%		84.3%
	Similar schools	72.5%		74.0%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	73.0%		73.4%
	Similar schools	65.0%		65.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	74.3%		76.9%
	Similar schools	66.0%		66.4%
	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'.


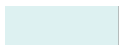

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	64.6%	
	Similar schools	70.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	75.4%	
	Similar schools	68.4%	
	State	74.0%	

WELLBEING


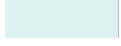

Student Attitudes to School – Sense of Connectedness

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	76.6%		79.7%
	Similar schools	74.1%		74.2%
	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	81.5%		81.8%
	Similar schools	74.6%		73.5%
	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	18.2	19.6
	Similar schools	21.0	21.5
	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	93.4%	
Year 1	School	90.5%	
Year 2	School	91.3%	
Year 3	School	91.2%	
Year 4	School	90.3%	
Year 5	School	89.6%	
Year 6	School	89.4%	

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	\$5,277,661
Government Provided DET Grants	\$757,373
Government Grants Commonwealth	\$17,600
Government Grants State	\$0
Revenue Other	\$22,688
Locally Raised Funds	\$462,224
Capital Grants	\$0
Total Operating Revenue	\$6,537,545

Equity	Actual
Equity (Social Disadvantage)	\$143,352
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$143,352

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

Expenditure	Actual
Student Resource Package ¹	\$5,252,271
Adjustments	\$0
Books & Publications	\$1,655
Camps/Excursions/Activities	\$149,813
Communication Costs	\$5,641
Consumables	\$114,986
Miscellaneous Expenses ²	\$16,244
Agency Staff	\$45,553
Professional Development	\$19,656
Equipment/Maintenance/Hire	\$63,722
Property Services	\$426,042
Salaries & Allowances ³	\$203,923
Support Services	\$18,818

Expenditure	Actual
Trading & Fundraising	\$99,848
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$62,963
Total Operating Expenditure	\$6,481,136
Net Operating Surplus/-Deficit	\$56,410
Asset Acquisitions	\$21,114

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	\$262,186
Official Account	\$21,578
Other Accounts	\$0
Total Funds Available	\$283,764

Financial Commitments	Actual
Operating Reserve	\$204,811
Other Recurrent Expenditure	\$7,142
Provision Accounts	\$0
Funds Received in Advance	\$105,939
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	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$125,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$462,891

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.