

# 2025 Annual Report to the School Community

School Name: William Ruthven Primary School (5544)



- 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 14 May 2026 at 01:34 PM by Cleo Ndalianis (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 18 May 2026 at 07:31 PM by Cleo Ndalianis (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

William Ruthven Primary School is in the northern Melbourne suburb of Reservoir. The school's vision is to develop literate, numerate and curious learners who are empowered and well prepared for each stage of their education. This vision is supported by the school values of Respect, Inclusion, Curiosity and Excellence, which underpin a strong focus on personal and collective responsibility. The school maintains high expectations for all students and provides a safe, orderly and supportive learning environment in which every child is known, supported and encouraged to thrive.

In 2025, the school had an enrolment of 141 students. The school was supported by a dedicated staff team comprising two principal class leaders, one learning specialist, eight classroom teachers, three specialist teachers and five education support staff. English and Mathematics formed the core of the teaching and learning program, complemented by specialist programs in Science/Robotics, Physical Education, Visual Arts, Performing Arts and Auslan.

William Ruthven Primary School supports the diverse learning and wellbeing needs of students through differentiated teaching, targeted support and a strong emphasis on social and emotional learning. This work is strengthened through the implementation of Resilience, Rights and Respectful Relationships and The Resilience Project, which support students to develop empathy, resilience and positive interpersonal skills. The school also features a dedicated STAR — Science, Technology, Arts and Robotics — Centre and offers a daily Breakfast Club program.

The school values strong partnerships with parents and carers and works closely with families to support students academically, socially, emotionally and physically.

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

#### Learning

In 2025, William Ruthven Primary School continued to implement strategies to improve student learning outcomes through consistent whole-school teaching practice, collaborative planning and the use of evidence to inform instruction. The school maintained a clear focus on agreed teaching approaches, curriculum planning and the regular monitoring of student progress.

School Staff Survey results reflected this emphasis on teaching and learning, with overall positive endorsement for Teaching and Learning at 85%, above the all primary schools benchmark of 82.5%. Staff endorsement was particularly strong in the areas of use of high-impact teaching strategies, knowledge of high-impact teaching strategies, understanding curriculum, collaboration to plan curriculum and evaluation of practice.

Teacher judgement data showed that 85.3% of students in Prep to Year 6 were assessed as working at or above age-expected standards in English, and 81.0% in Mathematics. These results indicate that student achievement in English remained above similar schools and in line with the state average, while achievement in Mathematics was above similar schools and below the state average.

NAPLAN results in 2025 showed that 54.2% of Year 3 students and 58.3% of Year 5 students achieved in the Strong or Exceeding proficiency levels in Reading. In Numeracy, 50.0% of students in both Year 3 and Year 5 achieved in the Strong or Exceeding proficiency levels. NAPLAN relative growth data showed that 68.2% of students from Years 3 to 5 achieved High or Medium relative growth in Reading, while 54.5% achieved High or Medium relative growth in Numeracy.

Student Attitudes to School Survey data also indicated positive learning conditions for students, with strong endorsement in the areas of Effective Teaching Time, Differentiated Learning Challenge, Stimulated Learning and High Expectations for Success. These results reflect a school environment in which students experienced clear teaching, appropriate challenge and strong expectations for learning.

## Wellbeing

In 2025, William Ruthven Primary School continued to implement a consistent whole-school approach to student wellbeing, with a focus on social and emotional learning, positive behaviour and student safety. Explicit social and emotional learning was delivered across all classes, supported by investment in The Resilience Project resources and professional learning, together with the continued implementation of Resilience, Rights and Respectful Relationships and Catching on Early.

These approaches were complemented by individual learning, behaviour, safety and emotional regulation plans for students requiring additional support. A consistent approach to behaviour management remained in place across the school, underpinned by the right of all students to learn without distraction and to feel safe, included and supported at school.

The school maintained visible behaviour management processes in classrooms and across shared learning environments, supported by regular follow-up with families and a centralised Behaviour Incident Register on Compass. Positive student behaviour continued to be acknowledged through gold slips linked to the school values of Respect, Inclusion, Curiosity and Excellence, with weekly recognition at school assemblies. Learner of the Week awards also continued to celebrate student effort, achievement and positive learning behaviours.

Child Safe training was undertaken by staff, School Council members and parent volunteers to support shared understanding of the school's policies, procedures and protocols.

Performance Summary data showed that positive endorsement for Sense of Connectedness was 67.5%, while Managing Bullying was 85.6%, above similar schools and the state. Student Attitudes to School Survey data also indicated positive student perceptions of safety and support, including Advocate at School at 90%, Respect for Diversity at 88% and I Feel Safe at This School at 87%.

School Staff Survey data also reflected positive conditions in relation to staff safety and wellbeing. In 2025, overall positive endorsement for School Staff Safety and Wellbeing was 79.7%, above

the all primary schools benchmark of 71.2%. Staff endorsement was particularly strong for School Support for Staff Physical Safety, Staff Safety and Wellbeing Consultation and Participation, and Staff Psychological Safety.

## Engagement

In 2025, William Ruthven Primary School continued to implement strategies to strengthen student engagement through attendance monitoring, inclusive classroom practice, student voice and targeted support for learning and wellbeing. This work reflected the school's continued focus on creating the conditions for students to feel connected, included and ready to participate in school life.

Student engagement was supported through differentiated learning programs, targeted intervention and extension opportunities, student leadership roles and a range of whole-school activities designed to promote participation, belonging and connection.

Student attendance remained an important focus in 2025. The average number of absence days for students in Prep to Year 6 was 25.8 days, which was higher than similar schools at 24.6 days and the state average of 21.5 days. Attendance rates across the school ranged from 85.3% to 89.8%, with the highest attendance recorded in Year 1 at 89.8%. Attendance in Year 2 was 88.2%, Year 3 was 86.9%, Year 5 was 87.5%, and Prep, Year 4 and Year 6 each recorded 85.3%.

Absence from school continued to be recognised as having an impact on student learning, with common reasons for non-attendance including illness and extended family holidays. The school continued to monitor attendance patterns and work with families to support regular attendance and engagement.

Attitudes to School Survey data indicated a number of positive engagement outcomes for students in Years 4 to 6. Positive endorsement was high for Sense of Inclusion at 94%, School Stage Transitions at 87%, Stimulated Learning at 80%, Self-regulation and Goal Setting at 81% and Attitudes to Attendance at 76%. Positive endorsement for Student Voice and Agency was 66%.

Parent/Caregiver/Guardian Opinion Survey data also provided evidence of engagement with the school community. Positive endorsement was 77% for School Connectedness, 68% for Positive Transitions, 72% for Teacher Communication and 69% for School Communication. In addition, 76% of parents agreed that the school provides their child with opportunities to participate in school activities. These results reflect ongoing work to support communication, connection and participation across the school community.

## Other highlights from the school year

In 2025, William Ruthven Primary School provided students with a broad range of activities that supported learning, wellbeing, engagement and connection beyond the classroom. Students participated in sporting opportunities including District Athletics, District Cross Country, Winter and Summer Interschool Sports, soccer clinics with Football Victoria and La Trobe University, and the

Prep to Year 5 swimming program. These activities promoted teamwork, participation, physical development and school pride.

Curriculum enrichment was supported through excursions and incursions, including the Immigration Museum visit, Mad About Science sessions for Years 2–6, and the La Trobe Sports Centre visit. These experiences strengthened students' curiosity and provided opportunities to connect classroom learning with real-world contexts.

Student leadership, transition and belonging were also supported through the Dream and Lead Student Conference, Year 5 and 6 Camp, Grade 6 polo tops and the Grade 6 Big Day Out. Younger students also participated in events such as the Prep–2 bowling excursion.

Whole-school connection was strengthened through the Colour Explosion School Run for Fun, Welcome BBQ, school assemblies, and the Celebration and Performance Night. Together, these activities reflected the school's commitment to inclusive, engaging and memorable experiences for all students.

## Financial performance

William Ruthven Primary School maintained a sound financial position throughout 2025. The 2024–2028 School Strategic Plan, together with the 2025 Annual Implementation Plan, provided the framework for School Council to allocate funds to support school programs and priorities.

The Financial Performance and Position Report shows a small end-of-year operating deficit of \$14,686, reflecting continued investment in staffing, programs and operational requirements. Equity funding of \$110,314 was used to support school priorities aligned to the School Strategic Plan and Annual Implementation Plan, including strategies to improve student learning outcomes and support student wellbeing and engagement.

The school's main source of funding in 2025 was the Student Resource Package of \$1,775,808. Additional revenue included \$270,308 in Government Provided DET grants, \$9,495 in Commonwealth Government grants, \$41,794 in locally raised funds and \$21,936 in other revenue. The school also received \$5,480 through the Swimming in Schools program to subsidise the Prep to Year 5 swimming program, and \$5,400 through the Sporting Schools grant to provide intensive cricket, football and tennis coaching for students during Physical Education.

At 31 December 2025, the school held \$419,790 in available funds, with total financial commitments of \$377,726. This included an operating reserve of \$53,846, school-based programs of \$87,331, \$100,000 designated for capital works, and \$136,549 allocated for routine maintenance. The capital works allocation will be carried forward into 2026, as the school was not successful in receiving a Capital Works Grant and future priorities for this funding are yet to be determined.

The school received \$5,823.27 in voluntary parent contributions during 2025. Fundraising revenue totalled \$13,488.71, with expenses of \$4,584.65, resulting in a net profit of \$8,904.06. School Council also maintained a service agreement with Leapkids Out of School Hours Care. All funds were used to support educational outcomes and the operational needs of the school, in line with Department policy and School Council approvals.

**For more detailed information regarding our school please visit our website at  
<https://www.williamruthvenps.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 141 students were enrolled at this school in 2025, 61 female and 80 male. 34% 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 **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	65.4%	
	Similar schools	84.9%	
	State	82.0%	

### School Staff Survey





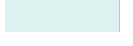

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.9%	
	Similar schools	78.7%	
	State	77.4%	

## LEARNING













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

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>85.3%</b>	
	Similar schools	79.1%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>81.0%</b>	
	Similar schools	74.2%	
	State	84.2%	

## NAPLAN

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


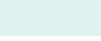


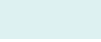

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>54.2%</b>		<b>53.1%</b>
	Similar schools	58.8%		58.5%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>58.3%</b>		<b>56.9%</b>
	Similar schools	66.4%		66.0%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>50.0%</b>		<b>54.7%</b>
	Similar schools	51.1%		52.3%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>50.0%</b>		<b>45.8%</b>
	Similar schools	57.9%		56.3%
	State	69.1%		68.1%

## NAPLAN relative growth

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

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


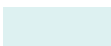

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>68.2%</b>	
	Similar schools	75.2%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>54.5%</b>	
	Similar schools	71.9%	
	State	74.0%	

## WELLBEING


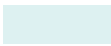

### Student Attitudes to School – Sense of Connectedness

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>67.5%</b>		<b>75.3%</b>
	Similar schools	79.4%		77.9%
	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>85.6%</b>		<b>83.8%</b>
	Similar schools	80.2%		77.4%
	State	76.4%		75.8%

## ENGAGEMENT




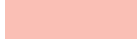



### Average absence days per student

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>25.8</b>	<b>24.3</b>
	Similar schools	24.6	24.9
	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>85.3%</b>	
<b>Year 1</b>	<b>School</b>	<b>89.8%</b>	
<b>Year 2</b>	<b>School</b>	<b>88.2%</b>	
<b>Year 3</b>	<b>School</b>	<b>86.9%</b>	
<b>Year 4</b>	<b>School</b>	<b>85.3%</b>	
<b>Year 5</b>	<b>School</b>	<b>87.5%</b>	
<b>Year 6</b>	<b>School</b>	<b>85.3%</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	\$1,775,808
Government Provided DET Grants	\$270,308
Government Grants Commonwealth	\$9,495
Government Grants State	\$0
Revenue Other	\$21,936
Locally Raised Funds	\$41,794
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,119,340</b>

Equity	Actual
Equity (Social Disadvantage)	\$110,314
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$110,314</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>	\$1,810,950
Adjustments	\$0
Books & Publications	\$2,447
Camps/Excursions/Activities	\$36,456
Communication Costs	\$4,212
Consumables	\$63,984
Miscellaneous Expenses <sup>2</sup>	\$6,284
Agency Staff	\$71,779
Professional Development	\$4,507
Equipment/Maintenance/Hire	\$11,884
Property Services	\$53,480
Salaries & Allowances <sup>3</sup>	\$6,921
Support Services	\$28,199

Expenditure	Actual
Trading & Fundraising	\$5,220
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,703
<b>Total Operating Expenditure</b>	<b>\$2,134,026</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$14,686)</b>
<b>Asset Acquisitions</b>	<b>\$6,809</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	\$382,916
Official Account	\$32,639
Other Accounts	\$4,234
<b>Total Funds Available</b>	<b>\$419,790</b>

Financial Commitments	Actual
Operating Reserve	\$53,846
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$87,331
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$136,549
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$377,726</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.*