

2025 Annual Report to the School Community

School Name: Dingley Primary School (4257)



- 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 February 2026 at 12:21 PM by Rosanne Ridgway (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 February 2026 at 12:22 PM by Rosanne Ridgway (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

Dingley Primary School is committed to providing a high quality, evidence informed education that enables every student to achieve strong academic growth and develop confidence, resilience and a strong sense of belonging. Our vision is to empower students with the knowledge, skills and character to thrive as capable, informed and active members of the community. We value respect, responsibility, personal best and kindness, and these values underpin all teaching, learning and relationships across the school.

In 2025, the school had an enrolment of 375 students, comprising 177 girls and 198 boys. Twenty three per cent of students have English as an additional language, reflecting the cultural diversity of our community. The school's socio educational profile is classified as Low to Medium according to the Student Family Occupation and Education index, indicating a relatively low level of socio educational disadvantage.

Dingley Primary School provides a comprehensive Prep to Year 6 program delivered through a consistent whole school approach to curriculum, wellbeing and engagement. The school is led by 2 Principal Class officers and supported by a dedicated team of 13 full time teachers, 15 part time teachers, 13 education support staff and a part time counsellor. Staff work collaboratively in professional learning teams to ensure high quality explicit instruction, targeted intervention and strong student support structures.

Located in the south eastern suburbs of Melbourne, the school serves a well established residential community and maintains strong partnerships with families. Parent satisfaction remains high, with 87.9 per cent positive endorsement for general school satisfaction in 2025. This reflects the school's continued focus on high expectations, student wellbeing, and clear communication with families.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Dingley Primary School continued to progress the goals outlined in the School Strategic Plan and Annual Implementation Plan, with a strong focus on consistent whole school instructional practice, curriculum clarity and high expectations for all students. Our work centred on strengthening explicit teaching, refining curriculum documentation aligned to the Victorian Curriculum 2.0, and using assessment data more precisely to inform targeted teaching and intervention.

A key highlight was the continued improvement in teacher judgement outcomes. In 2025, 94.0 per cent of students were assessed at or above age expected standards in English and 95.5 per cent

in Mathematics. Both results were above similar schools and state averages, reflecting the impact of a consistent approach to curriculum planning, explicit instruction and regular moderation practices across Professional Learning Communities.

NAPLAN results also demonstrated strong achievement. In Year 3 Reading, 80.3 per cent of students achieved in the Strong or Exceeding proficiency levels, and in Year 5 Reading this increased to 93.3 per cent. In Numeracy, 71.6 per cent of Year 3 students and 87.0 per cent of Year 5 students achieved Strong or Exceeding proficiency. These results placed the school above similar schools and state averages and reflect the sustained focus on reading fluency, vocabulary development, problem solving and mathematical reasoning.

Growth data further highlights the impact of our improvement work. From Year 3 to Year 5, 75.6 per cent of students achieved High or Medium relative growth in Reading and 86.4 per cent in Numeracy. This demonstrates that students are not only achieving at high levels, but are also making strong progress over time.

These outcomes reflect a disciplined focus on curriculum coherence, evidence based teaching practices and targeted support to ensure every student continues to improve.

Wellbeing

In 2025, Dingley Primary School continued to progress the wellbeing goals outlined in the School Strategic Plan and Annual Implementation Plan, with a strong focus on strengthening student connectedness, building respectful relationships and maintaining a safe and orderly learning environment. Our approach centred on consistent behaviour expectations, explicit teaching of social and emotional skills, and early intervention for students requiring additional support.

A key highlight was the continued strengthening of students' sense of connectedness to school. In 2025, 78.8 per cent of students in Years 4 to 6 reported positive endorsement for Sense of Connectedness in the Attitudes to School Survey. This result was above similar schools and the state average and reflects the deliberate work undertaken to build strong classroom cultures, consistent routines and positive teacher student relationships. Staff professional learning focused on proactive classroom management, predictable structures and fostering inclusive environments where students feel known and supported.

The school also maintained strong outcomes in the Management of Bullying factor, with 81.7 per cent positive endorsement in 2025. This was above similar schools and the state, highlighting the impact of clear whole school processes for responding to concerns, explicit teaching about respectful behaviours, and regular reinforcement of school values.

Attendance data further reflects positive student engagement and wellbeing. The average absence days per student in Prep to Year 6 was 17.2 days in 2025, lower than similar schools and the state. This suggests that students feel safe and connected at school and that families value consistent attendance.

These outcomes demonstrate that wellbeing remains a core priority. Through clear expectations, strong relationships and targeted support structures, the school continues to create a safe, inclusive and supportive environment where students are ready to learn.

Engagement

In 2025, Dingley Primary School maintained a strong focus on student engagement as a key enabler of improved learning and wellbeing outcomes, in line with the Framework for Improving Student Outcomes 2.0. Our work centred on strengthening attendance practices, increasing student voice and agency, and providing rich learning and extracurricular opportunities that connect students to school.

Student attendance remained a positive feature of school performance. The average absence days per student in Prep to Year 6 was 17.2 days in 2025, which is lower than similar schools (20.6 days) and the state average (21.5 days). Attendance rates across year levels remained consistent, with Prep students attending at 93.9 per cent and most other year levels maintaining attendance above 90 per cent. The school continued to implement clear processes for monitoring attendance, following up unexplained absences promptly and working in partnership with families where attendance concerns emerged. This proactive approach supports early intervention and reinforces the importance of every school day.

A key highlight in 2025 was the strengthening of student voice within classrooms and across the school. Teachers embedded structured opportunities for students to reflect on their learning, set goals and receive feedback. Student leadership roles and representative forums provided opportunities for students to contribute to school decision making and community initiatives, strengthening ownership and connection.

The school also prioritised high engagement through a broad range of extracurricular activities, camps, sporting events and enrichment opportunities. These experiences promote belonging, teamwork and confidence, complementing the core academic program.

Overall, the combination of strong attendance, purposeful student voice structures and a wide range of school experiences demonstrates that Dingley Primary School continues to create an engaging environment where students are connected, motivated and ready to learn.

Other highlights from the school year

A significant highlight of 2025 was the celebration of Dingley Primary School's 100 year anniversary. The centenary provided a special opportunity to honour the rich history of the school and recognise the generations of students, families and staff who have contributed to its legacy. The celebration brought together current families, past students, former staff and members of the wider community in a memorable whole school event.

The centenary festivities included a range of activities that showcased the school's history and growth over time. Historical displays, student performances and community events created a strong sense of pride and connection. Students engaged in learning about the school's past, exploring how education, facilities and community life have evolved over the decades. This learning deepened their understanding of the school's place within the local community.

The celebration not only acknowledged the past but also reinforced the school's vision for the future. It was a joyful and unifying occasion that strengthened community partnerships and highlighted the enduring values that continue to guide the school today. The centenary stands as

a proud milestone in the life of Dingley Primary School and a reminder of the strong foundations on which we continue to build.

Financial performance

At the end of 2025, Dingley Primary School remained in a sound financial position, with total operating revenue of \$5,117,031 and total operating expenditure of \$4,941,331, resulting in a net operating surplus of \$128,839. Available funds totalled \$159,849, with financial commitments of \$177,723 allocated to support planned programs and operational needs. All funds were expended or committed in accordance with Department policy and School Council approval processes.

The main source of funding was the Student Resource Package of \$4,113,688. The school also received equity funding totalling \$52,325 to support students experiencing socio educational disadvantage, along with Government Provided DET grants and locally raised funds of \$382,518. Locally raised funds were generated through family contributions, fundraising initiatives and community events, including centenary activities. There were no extraordinary expenditure items during the year, and all contracts and agreements entered into by School Council supported the ongoing improvement of facilities, resources and student learning programs.

**For more detailed information regarding our school please visit our website at
<https://www.dingleyps.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 372 students were enrolled at this school in 2025, 176 female and 196 male. 23% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	87.9%	
	Similar schools	80.9%	
	State	82.0%	

School Staff Survey

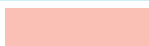
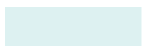
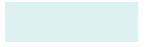
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	87.5%	
	Similar schools	78.0%	
	State	77.4%	

LEARNING

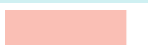
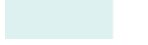
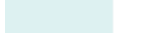
Teacher Judgement of student achievement against the Victorian Curriculum

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	88.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	95.5%	
	Similar schools	86.0%	
	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	80.3%		82.0%
	Similar schools	74.5%		75.1%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	93.3%		85.7%
	Similar schools	78.1%		79.3%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	71.6%		75.3%
	Similar schools	70.8%		70.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	87.0%		82.0%
	Similar schools	71.4%		71.4%
	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	75.6%	
	Similar schools	74.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	86.4%	
	Similar schools	73.1%	
	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	78.8%		75.3%
	Similar schools	77.5%		77.4%
	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	81.7%		76.5%
	Similar schools	78.4%		76.8%
	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	17.2	19.2
	Similar schools	20.6	20.8
	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	93.9%	
Year 1	School	90.9%	
Year 2	School	90.9%	
Year 3	School	91.1%	
Year 4	School	91.6%	
Year 5	School	89.5%	
Year 6	School	90.8%	

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	\$4,113,688
Government Provided DET Grants	\$526,690
Government Grants Commonwealth	\$3,900
Government Grants State	\$0
Revenue Other	\$43,374
Locally Raised Funds	\$382,518
Capital Grants	\$46,861
Total Operating Revenue	\$5,117,031

Equity	Actual
Equity (Social Disadvantage)	\$52,325
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$52,325

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

Expenditure	Actual
Student Resource Package ¹	\$3,955,555
Adjustments	\$0
Books & Publications	\$5,973
Camps/Excursions/Activities	\$127,116
Communication Costs	\$6,807
Consumables	\$74,130
Miscellaneous Expenses ²	\$42,538
Agency Staff	\$51,809
Professional Development	\$10,070
Equipment/Maintenance/Hire	\$139,243
Property Services	\$242,873
Salaries & Allowances ³	\$151,218
Support Services	\$20,467

Expenditure	Actual
Trading & Fundraising	\$57,917
Motor Vehicle Expenses	\$1,258
Travel & Subsistence	\$100
Utilities	\$54,257
Total Operating Expenditure	\$4,941,331
Net Operating Surplus/-Deficit	\$128,839
Asset Acquisitions	\$0

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$105,718
Official Account	\$19,678
Other Accounts	\$34,452
Total Funds Available	\$159,849

Financial Commitments	Actual
Operating Reserve	\$164,296
Other Recurrent Expenditure	(\$45)
Provision Accounts	\$195
Funds Received in Advance	\$13,385
School Based Programs	\$52,499
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,323
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$232,653

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.