

2025 Annual Report to the School Community

School Name: Cambridge Primary School (5312)



- 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 20 February 2026 at 02:34 PM by Jane Budd (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 20 February 2026 at 02:34 PM by Jane Budd (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

At Cambridge Primary School we acknowledge the traditional custodians of the land on which our school is located, the Bunurong people for caring for this land, and pay respects to Elders' past, present and emerging. We extend our respect to all first Nation people who are with us today and are proud to continue the tradition of learning and playing on this land. Cambridge Primary School is a welcoming and inclusive learning community committed to nurturing confident, capable, and compassionate learners. Our vision is 'Growth through learning' to empower every student to achieve their personal best in a safe, supportive, and engaging environment. Our core values of Respect, Integrity, Self-Resilience, and Excellence underpin all aspects of school life and guide the way students, staff, and families work together as a community.

The school has made a conscious decision to continue to operate straight classes. In 2025, there were 30 classes, and 52 Full Time Employed staff. The school has a low to medium Student Family Occupation Index (SFO) of 'Low -medium' (this is the index that considers parents' occupations and education). Our staffing profile includes a dedicated team of classroom teachers, specialist teachers in areas such as Physical Education, The Arts, and Languages, as well as education support staff who work closely with teachers to meet the diverse learning and wellbeing needs of our students. Our leadership team works collaboratively with staff to maintain a strong focus on continuous improvement in teaching and learning. The school reflects a diverse and evolving community. Our families come from a range of cultural, linguistic, and socio-economic backgrounds, which enrich our school culture and provide valuable opportunities for students to learn from one another. We are committed to fostering strong partnerships with parents and carers, recognising that education is most successful when schools and families work together.

Cambridge Primary School offers a broad and engaging curriculum supported by a range of extracurricular and wellbeing programs. Our well-maintained grounds, outdoor learning spaces, and ongoing facility upgrades provide students with safe and stimulating environments in which to learn and play. We are proud of our strong sense of community and our commitment to ensuring every child is known, valued, and supported to thrive.

Progress towards strategic goals, student outcomes and student engagement

Learning

In Semester 1, the school adopted a whole-school approach to the Victorian Curriculum 2.0. Curriculum mapping and scope-and-sequence documentation were developed for English, Mathematics, Capabilities, and Humanities to ensure a guaranteed and viable curriculum. PLC inquiries and professional learning focused on building teacher understanding of the key skills, vocabulary, and knowledge requirements within each learning area, with an emphasis on

developing learning intentions and success criteria and the use of learning continuums to document and monitor student progress. Student learning progress was monitored using a range of assessment evidence, including formative and summative assessments, teacher judgement, and moderated work samples. Assessment data was used to interrogate to evaluate student growth, identify learning gaps, and plan targeted interventions and extension opportunities.

In Semester 2, the school prioritised the unpacking of the VTLM 2.0, with a focus on explicit teaching. Professional learning supported teachers in explaining, modelling, and scaffolding learning in line with evidence-based practice and the science of learning. The Phonics Plus program was implemented in Prep and Year 1 classrooms. Staff engaged in SMART Spelling professional learning to build teacher capacity and develop a consistent approach to spelling instruction, with whole-school implementation scheduled for 2026.

In 2025, Cambridge Primary School received positive results in our NAPLAN assessments.

- The percentage of students in the Strong or Exceeding proficiency level for Year 3 Reading was 71%. This was above the state average of 69%.
- The percentage of students in the Strong or Exceeding proficiency level for Year 5 Reading was 80%. This was above the state average of 74%.
- The percentage of students in the Strong or Exceeding proficiency level for Year 3 Writing was 76%. This was just below the state average of 79%.
- The percentage of students in the Strong or Exceeding proficiency level for Year 5 Writing was 75%. This was above the state average of 72%.
- The percentage of students in the Strong or Exceeding proficiency level for Year 3 Numeracy was 68%. This was above the state average of 66%.
- The percentage of students in the Strong or Exceeding proficiency level for Year 5 Numeracy was 71%. This was above the state average of 69%.

The Tutor Learning Initiative focused strongly on improving literacy outcomes across the school. Our school tutor worked closely with small groups of at-risk students in reading, providing targeted support to strengthen their skills and confidence. This additional intervention enabled identified students to make meaningful progress in their reading development. To further extend student learning, students from Prep to Year 6 participated in STEM extension sessions, providing opportunities to develop problem-solving, creativity, and critical thinking skills. In addition, our Year 6 students were offered an Art extension class, allowing them to further explore and develop their artistic talents.

Our school's speech pathologist (2 days a week) also worked alongside classroom teachers to support the design and implementation of effective literacy programs for students requiring additional assistance. This collaborative approach helped ensure classroom practices were inclusive and responsive to individual learning needs.

Wellbeing

Cambridge Primary School has worked diligently to create an inclusive, safe, and supportive learning environment for all students. The School Wide Positive Behaviour Framework and Respectful Relationships programs have strengthened positive interactions, promoted safety, and fostered a strong sense of belonging within a culture of respect and pride. Additional supports, including a Mental Health Practitioner, a Speech Therapist (two days per week), and a Disability

and Inclusion Leader, have played a key role in enhancing student wellbeing, engagement, and resilience.

Student wellbeing remains central to the work of Cambridge Primary School, grounded in the belief that students learn best when they feel safe, supported, and connected. Throughout the year, the school has continued to strengthen its whole-school approach to wellbeing, aligning practices with our values of Respect, Integrity, Self-Resilience, and Excellence. A strong focus has been placed on building positive relationships, developing social and emotional skills, and ensuring consistent support structures for all learners.

One significant area of progress has been the implementation of consistent classroom practices, including morning circles, which support emotional regulation and positive behaviour. Staff have embedded social and emotional learning into daily teaching, equipping students with strategies to manage challenges, build resilience, and interact positively with others. This has contributed to calmer classrooms and improved readiness to learn.

Targeted wellbeing supports have also been strengthened. Students requiring additional assistance have been supported through small group programs, check-in/check-out processes, and individual well-being plans developed in partnership with families. Student voice has remained a priority, with opportunities for feedback and leadership strengthening students' sense of belonging. Wellbeing data shows positive trends in connectedness and safety, and the school remains committed to proactive, preventative approaches.

Engagement

Student engagement remains a key priority at Cambridge Primary School, reflecting its strong connection to both learning growth and student wellbeing. Attendance data indicates that most students attend regularly, with families demonstrating a strong commitment to consistent school participation. The school continues to closely monitor attendance and works proactively with families when concerns arise. Early communication, supportive conversations, and individual attendance plans help students feel connected and confident in attending school each day. The importance of regular attendance is consistently reinforced through newsletters, assemblies, and classroom discussions.

A significant highlight in strengthening engagement has been the continued focus on student voice and agency. Students are provided with meaningful opportunities to contribute to school decisions through leadership roles, classroom input, and involvement in projects that shape the learning environment. Student contributions to the development of our Ninja Course, SWPBS rewards, and whole-school incentives have strengthened their sense of belonging and ownership. Staff have also prioritised inclusive and engaging learning experiences, designing lessons that are purposeful, differentiated, and connected to students' interests and real-world contexts. This approach has supported improved classroom engagement and positive learning behaviours, ensuring students feel known, valued, and motivated to participate.

A wide range of community activities in 2025 further supported student engagement and strengthened school connectedness. These included Breakfast Club, wellbeing cooking groups, cross-age buddy programs, and transition programs for students entering Foundation and Year 7. Whole-school events such as Movie Night, Harmony Week, Book Week, assemblies, and the School Sports Carnival fostered pride, connection, and celebration of diversity. Termly Celebration of Learning events welcomed families into classrooms, while assemblies, newsletters, and

parent–teacher interviews strengthened partnerships with families. Additional opportunities included Year 4 Camp (Queenscliff), Year 6 Camp (Phillip Island), Interschool Sport, the swimming program, robotics, chess, the North Melbourne Football Club visit, and the 100 Days of School celebration.

Other highlights from the school year

Cambridge Primary School is proud of the many initiatives and experiences that strengthened connection, engagement, and community throughout the year. A key highlight was the continued growth of student voice and agency, with students actively contributing to decisions that shaped their school environment. Their involvement in developing the Ninja Course, SWPBS rewards, and whole-school incentives fostered a strong sense of ownership, pride, and belonging.

Our commitment to wellbeing and inclusion also remained a significant achievement. The consistent implementation of calm classroom routines, social and emotional learning, and targeted wellbeing supports contributed to positive learning environments where students felt safe, supported, and ready to learn. Community connection was further strengthened through events that brought families together and celebrated diversity, including Harmony Week, Book Week, the School Sports Carnival, and our whole-school Movie Night.

Programs such as Breakfast Club, buddy initiatives, and transition supports for Foundation and Year 7 students ensured every child felt connected and supported. Celebration of Learning events provided meaningful opportunities for families to engage directly with student learning, strengthening partnerships between home and school.

Cambridge Primary School is most proud of the strong sense of community we continue to build, where students feel valued, families feel welcomed, and learning is supported through positive relationships and shared success.

Financial performance

The school finished in a positive financial position with a surplus. Of the surplus the school has an operating reserve of \$290,755.31

Equity funding of \$155,536.40 was received and has been utilised in strengthening the literacy and numeracy supports for disadvantaged and vulnerable students. These include teachers employed to teach intensive programs in small focus groups, speech pathology and resourcing for programs.

The school has set aside funds to complete multiple upgrades within the school:

- Upgrade to student toilet block.
- Upgrade to school facilities & grounds.

The school used the Mental Health in Primary Schools funding to employ a MHWC.

2 x learning specialists were rolled for a further 12 months.

1 x tutor teacher was employed to deliver the tutor learning program to over 300 students.

**For more detailed information regarding our school please visit our website at
<https://cambridgeps.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 653 students were enrolled at this school in 2025, 306 female and 347 male. 41% had English as an additional language and 4% 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	86.2%	
	Similar schools	81.6%	
	State	82.0%	

School Staff Survey


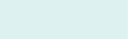


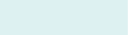

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	81.0%	
	Similar schools	79.2%	
	State	77.4%	

LEARNING


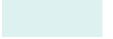


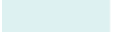


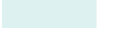




Teacher Judgement of student achievement against the Victorian Curriculum

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	85.3%	
	Similar schools	84.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	80.6%	
	Similar schools	82.7%	
	State	84.2%	

NAPLAN

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


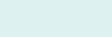


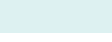

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	71.2%		76.5%
	Similar schools	66.6%		66.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	80.2%		79.7%
	Similar schools	71.0%		72.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	67.6%		71.8%
	Similar schools	61.9%		61.1%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	71.3%		70.3%
	Similar schools	65.6%		64.7%
	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	71.4%	
	Similar schools	73.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	61.9%	
	Similar schools	74.3%	
	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	74.2%		79.7%
	Similar schools	77.0%		77.0%
	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	70.0%		77.0%
	Similar schools	76.4%		74.9%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	22.2	21.9
	Similar schools	22.5	23.0
	State	21.5	21.7
Ungraded	School	NDA	NDP
	Similar schools	NDA	NDP
	State	40.0	39.6

Attendance rate

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

		2025	
Prep	School	90.1%	
Year 1	School	89.5%	
Year 2	School	88.4%	
Year 3	School	89.5%	
Year 4	School	87.9%	
Year 5	School	88.2%	
Year 6	School	88.4%	

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	\$6,989,485
Government Provided DET Grants	\$1,216,663
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$47,053
Locally Raised Funds	\$491,214
Capital Grants	\$0
Total Operating Revenue	\$8,744,415

Equity	Actual
Equity (Social Disadvantage)	\$155,536
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$155,536

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

Expenditure	Actual
Student Resource Package ¹	\$6,833,135
Adjustments	\$0
Books & Publications	\$275
Camps/Excursions/Activities	\$153,754
Communication Costs	\$8,044
Consumables	\$97,210
Miscellaneous Expenses ²	\$28,950
Agency Staff	\$462,368
Professional Development	\$34,055
Equipment/Maintenance/Hire	\$148,213
Property Services	\$438,388
Salaries & Allowances ³	\$179,196
Support Services	\$35,230

Expenditure	Actual
Trading & Fundraising	\$96,433
Motor Vehicle Expenses	\$67
Travel & Subsistence	\$0
Utilities	\$62,349
Total Operating Expenditure	\$8,577,666
Net Operating Surplus/-Deficit	\$166,748
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	\$673,856
Official Account	\$21,218
Other Accounts	\$9,215
Total Funds Available	\$704,288

Financial Commitments	Actual
Operating Reserve	\$290,755
Other Recurrent Expenditure	\$1,971
Provision Accounts	\$0
Funds Received in Advance	\$126,170
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	\$0
Capital - Buildings/Grounds < 12 months	\$110,000
Maintenance - Buildings/Grounds < 12 months	\$170,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$698,897

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.