

2025 Annual Report to the School Community

School Name: Selby Primary School (4685)



- 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 29 April 2026 at 11:30 AM by Peggy Basset (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 29 April 2026 at 11:30 AM by Peggy Basset (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

Selby Primary School is located in the Dandenong Ranges approximately 50 kilometres east of Melbourne. The students at Selby Primary School draw from families with a socio-economic profile higher than the state average. The Student Family Occupation and Education (SFOE) index of the school in 2025 was 0.1335, indicating a lower likelihood of education disadvantage.

Our **Vision**: to create and maintain a nurturing learning environment which fosters positive student participation reflects our commitment to cultivating a lifelong love of learning.

Our **Values**: Confidence, Resilience, Respect and Personal Best are pivotal means of driving behavioural and attitudinal expectations throughout our thriving learning community.

Our **school motto**: 'A place to belong' is a reflection that our school plays an integral part in the community and that we expect everyone to be accepted into our community.

At the end of 2025, enrolments were 165 students 77 Female and 88 male (while at census day in February 2025, we had an enrolment of 163 students) and we implemented a 8 class structure with 2 prep classes, 2 year 1/2 classes, 2 year 3/4 classes and 2 year 5/6 classes. The school curriculum includes the key learning areas of Literacy, Numeracy, Physical Education, Performing Arts, Visual Arts, Japanese, and Inquiry. Foundation also includes student-led learning investigations which provide hands-on learning opportunities which support students' transition to primary school.

In 2025, our school staffing structure comprised of 1 Principal, 11 Teaching and 4 Education Support staff, 1 Administration staff and 1 Mental Health and Wellbeing Leader. There were some changes to staffing with an acting principal leading the school from 2024 up to the end of term 1 2025 and a substantive principal was employed in 2025.

The school's implementation of the Victorian Framework for Improving Student Outcomes (FISO 2.0) ensured a continued focus on learning and wellbeing initiatives. We prioritise building teacher capacity through targeted professional learning, ensuring alignment with our Annual Implementation Plan (AIP) goals and our commitment to ongoing growth.

Student voice and leadership remain central, with Student Voice Team (SVT) and Year 6 Leaders actively shaping school life and contributing to community initiatives. We foster an inclusive environment where all students are valued and differences are embraced. Year 5 students all have a Prep buddy which runs at the same time to support the Prep students' transition into the school and prepare the Year 5 students for their leadership roles the following year. Selby Primary School has a culture of high expectations and is a positive and inclusive school.

A whole school Student Leadership program led by the Year 6 students runs each week with student leaders engaging with other students across the school.

We recognise the key role that parents play in children's learning. The school enjoys a strong sense of community and encourages positive, supportive partnerships between students, parents and staff. These factors make Selby 'A place to belong.'

Government schools undergo a school review every four years led by an independent reviewer and Selby PS underwent the review in term 4. It was identified that there were great areas of teaching and learning. Clear direction, consolidation and consistency needed to be the focus moving forward.

Progress towards strategic goals, student outcomes and student engagement

Learning

The School Strategic Plan goal in 2021 - 2024 focused on maximising student growth in literacy and numeracy for all students was partially achieved, with one target mostly achieved. The school maintained high levels of achievement, with many students performing at or above expected standards in literacy and numeracy. Reading outcomes, in particular, remain a strong feature of the school, supported by early years phonics and explicit instruction. Consistency of curriculum delivery and use of student learning data has varied across classrooms, influenced by leadership changes over 2024 and 2025 and staffing movement.

It was identified that levels of student learning growth vary across year levels, particularly in writing and in providing stretch and challenge for high-achieving learners. Writing will be an area of focus in the new strategic plan moving forward.

- 92% of the students in year 3 were above the age expected level in Writing and 95% of the students in year 5 were above the age expected level in NAPLAN.
- 83% of the students in year 3 were above the age expected level in Reading and 89% of the students in year 5 were above the age expected level in NAPLAN.
- 91% of the students in year 3 were above the age expected level in Numeracy and 89% of the students in year 5 were above the age expected level in NAPLAN.

The Tutor Learning Initiative was funded by the government until the end of 2025 and the tutor supported identified students in a one on one or group capacity.

Towards the end of 2025, an instructional model was developed in line with the Victorian Teaching and Learning Model (VTLM 2.0), where explicit teaching would be part of each lesson. An assessment schedule was also developed towards the end of 2025 to ensure appropriate assessment provided the data needed to inform planning and teaching and measure learning growth across the school.

Professional Learning Communities (PLC) was introduced in Term 3 of 2025 where school wide student data was analysed and cohort of students needing support and extension were identified.

Wellbeing

A Mental Health and Wellbeing Leader (MHWL) started at Selby PS in 2025 and brought extensive knowledge and professional learning for staff around student wellbeing. The program Friendology was introduced and the MHWL coached staff on the delivery of the program which was consistently delivered across the school.

During 2025, student voice and agency continued to be a focus of strength, with all students participating in weekly class meetings which result in genuine choice and change. Selby Primary School also achieved the gold accreditation for School-Wide Positive Behaviour Support (SWPBS) for the fourth year in a row. The data obtained from the parent opinion survey is strongly supportive as student connectedness is very high, with an endorsement percentage of 81%.

81% of our students reported in the Attitudes to School Survey that they are aware of their emotions and are able to self-regulate which is a high percentage compared to like schools. Our data in the management of bullying has improved greatly with 82% of our students reporting that they had not experienced bullying which is much higher compared to like schools.

It is great to see our parents and carers are on the whole, quite satisfied with Selby Primary school despite some changes that occurred in the preceding year. 75% of our parents and carers are pleased with how connected the students feel. 25% of the families completed the parent survey which is the expected rate across the state.

Engagement

The Attitudes to School Survey (AtoSS) which are completed by students from year 4 – 6 found that connectedness to school has remained a relative strength for Selby PS, with most students reporting that they feel safe, welcome and part of the school community. Students' sense of belonging and peer relationships are reflected in the school's strong relational culture, cross-age programs and inclusive practices.

92% of our students reported in the AtoSS that their teachers have high expectations for success.

Parents consistently describe Selby as a welcoming and supportive school and are involved in the school from being a parent helper in the classroom, sporting events, kitchen classroom, fundraising events and many more.

The school's average attendance had remained broadly in line with similar schools and overall attendance levels were generally positive throughout 2025. 36% of our students have 20 or more absent days which are due to extensive family holidays. Over 90% of our students are at school over 80% of the year.

Other highlights from the school year

At Selby Primary School, our community plays a vital role in school life, and we are dedicated to creating opportunities for connection. Here are a few examples:

- Welcome to Selby evening
- School production: Pirates of the Curry Bean
- Carols Picnic
- Grandparents Day
- Trivia night
- Clothes swap

The students were also provided with extensive opportunities to engage in extracurricular activities and sporting events which included but were not limited to:

- Prep Teddy Bears Picnic in the evening
- Year 1/2 camp day
- Grade 3/4 camp to the city
- Grade 5/6 camp to Portsea
- Hoop time basketball
- Choir excursions
- Working bee
- John Monash Science School
- Celebration days/weeks (harmony day, book week, education week etc)
- Cameo Cinema

Selby Primary School is proud to be a 1-star ResourceSmart School. We achieved our first star in 2024 by creating sustainability policies and an Environmental Action Plan to reduce our energy, water and waste and improve biodiversity in the school grounds. In 2025, we maintained the star rating and continued to look for ways to reduce our energy, water and waste and are currently working on the water module with the aim of achieving our second star in 2026.

Financial performance

Selby Primary School recorded an overall deficit of \$49,621.00 at the end of the 2025 financial year. This result was primarily driven by increased Casual Relief Teacher (CRT) expenses arising from extended staff absences. As these absences exceeded 30 days, the school will seek reimbursement in Term 1, 2026, including applicable Long Service Leave (LSL) recoveries.

Total revenue for 2025 was \$377,426.00 (which consists of but is not limited to parent payments, money from fundraising events, grants etc), representing 116% of the approved budget. At year end, total funds held in the school's bank accounts were \$248,718.22. Our staffing budget was just over \$2 million as most of our staff were experienced staff.

Several significant unbudgeted expenditures were incurred during the year, including: \$3,625.00 to Doors Plus for the installation of new doors for the Principal and Mental Health and Wellbeing offices to ensure compliance with Child Safety Standards; \$2,398.28 to Eleviq Pty Ltd for an iPad charging cart; \$2,255.00 to Easy Turf for synthetic turf repairs addressing an identified occupational health and safety issue on the soccer pitch; and \$12,483.90 to NHI Shopfitters Pty Ltd for the installation of noise reduction padding to better support neurodivergent students.

Additionally, the Belgrave South Red Devils Basketball Club and the Australian Electoral Commission (AEC) entered into hire agreements with the School Council for use of the school hall. Camp Australia renewed their agreement with the school.

**For more detailed information regarding our school please visit our website at
<https://selbyps.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 163 students were enrolled at this school in 2025, 77 female and 86 male. NDP 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**.

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	60.0%	
	Similar schools	80.0%	
	State	82.0%	

School Staff Survey

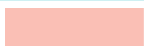
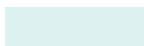
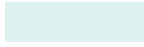
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	67.1%	
	Similar schools	79.6%	
	State	77.4%	

LEARNING

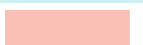
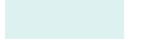
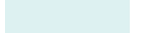
Teacher Judgement of student achievement against the Victorian Curriculum

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	90.7%	
	Similar schools	91.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	83.6%	
	Similar schools	90.4%	
	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	80.8%		83.3%
	Similar schools	80.8%		80.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	90.5%		92.9%
	Similar schools	87.3%		87.3%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	88.0%		81.2%
	Similar schools	77.9%		78.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	85.7%		84.3%
	Similar schools	80.8%		78.6%
	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	76.2%	
	Similar schools	78.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	71.4%	
	Similar schools	74.4%	
	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%		71.1%
	Similar schools	75.1%		74.8%
	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	69.7%		64.1%
	Similar schools	75.3%		74.5%
	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	20.3	21.8
	Similar schools	19.4	20.1
	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	88.7%	
Year 1	School	91.6%	
Year 2	School	91.2%	
Year 3	School	89.2%	
Year 4	School	91.7%	
Year 5	School	89.9%	
Year 6	School	87.7%	