

2025 Annual Report to the School Community

School Name: Derinya Primary School (4996)



- 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 06 April 2026 at 10:57 AM by Nadine Pye (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 06 April 2026 at 10:57 AM by Nadine Pye (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

Derinya Primary School is a large thriving government school located in Frankston South with an enrolment of 796 students. The school comprises of 35 straight classes and we have over 70 dedicated and passionate staff who are committed to continually maximising the potential and wide ranging achievements of our students in a safe and caring environment. The schools vision is to: 'Inspire excellence through community, connection and opportunities to learn and grow.' We have recently revised our school values and after significant consultation with parents, carers, staff and students we have finalised our values to include: respect, empathy, resilience and curiosity. Our values are explicitly taught, highlighted and acknowledged in various ways including a connection to our house system. The school has three Principal class officers, three learning specialists with responsibilities in both curriculum and wellbeing, 35 FTE class teachers, 10 FTE specialists, 3 part time tutors and 12 class based education support staff and three FTE office personnel. The school is situated amongst an advantaged community with small numbers across all priority cohorts. Our engaging specialist programs include performing arts (dance, drama and music), Japanese, Physical Education, Visual art and Science. In addition to these core subjects we also offer engineering and our much loved kitchen garden program. We have strong approaches to learning enhancement for students requiring additional support and those identified as gifted. Our school offers significant co curricular opportunities including a range of lunch time clubs, dance groups, high ability opportunities, STEM and additional sporting programs. There is a strong sense of community connection and our home school partnerships greatly enhance learning opportunities for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our students have continued to demonstrate strong academics, with results reflecting both consistent effort and targeted teaching practices across the school.

In 2025, our Year 3 cohort achieved highly commendable outcomes in both Reading and Numeracy. Students performed above both similar schools and the state average, a result that is further strengthened by our three-year trend data, which shows sustained high performance over time. This consistency highlights the effectiveness of our early years teaching programs, with a clear focus on building strong foundations in literacy and numeracy.

Our Year 5 results also reflect positive achievement, with students performing above the state average in both Reading and Numeracy. While results in this cohort were below those of similar schools, they remain solid overall and provide us with valuable insight for ongoing improvement.

We are continuing to refine our teaching approaches, particularly in the middle years, to ensure all students are consistently challenged and supported to reach their full potential.

Across the school, there remains a strong commitment to data-informed teaching, targeted intervention, and high-quality instruction, ensuring every student continues to grow and succeed. There continues to be a very small number of students needing additional support based on NAPLAN results. Our priority cohorts to include those with equity funding, Aboriginal and Torres Strait Islander students (ATSI) and English as an Additional Language (EAL) do not show evidence of being at risk.

Highlights from 2025 include;

- Implementation of the PHoRMES approach to phonics and spelling instruction in years 3-6.
- Exploration of literacy practices in years 3-6 with a focus on structured literacy.
- Beginning stages of the implementation of the VTLM 2.0 with a specific focus on explicit teaching, focus the learning (learning intentions and success criteria)
- Implementation of Victorian Curriculum 2.0
- Strengthening of the tutoring program with a strong focus on data for both selection and monitoring of progress.
- Review of units of inquiry to align vertically across the school alongside meeting the VC 2.0.
- Implementation of an intentional observation and feedback process for staff.

Wellbeing

Student wellbeing remains a central priority, underpinning both engagement and learning outcomes across the school. In 2025, we continued to embed the Berry Street Education Model, with Morning Circle routines now a consistent practice in every classroom. These routines have strengthened students' sense of belonging, emotional regulation, and readiness to learn. This work is complemented by the implementation of Ready to Learn Plans, which provide targeted, Tier 3 support for students requiring additional adjustments to successfully engage in school life.

A deliberate focus has also been placed on explicit instruction in wellbeing, alongside the development of resilience through our specialist program. Our specialist teachers have engaged in Professional Learning Community (PLC) cycles of inquiry, ensuring a consistent and evidence-informed approach to fostering student confidence, persistence, and positive learning behaviours across all settings.

Throughout the year, we have further refined our Expected Behaviours Matrix to ensure clarity and consistency in expectations for all students. This has supported a positive and predictable school environment where students feel safe and supported.

These whole-school approaches are reflected in our strong student voice data. Results from the Attitudes to School Survey show that our school performed above similar schools and the state in 2025, and above the four-year average in both Connectedness and Managing Bullying. In

addition, our attendance data remains consistently more positive than both similar schools and the state, reinforcing the strong sense of engagement and belonging across our school community.

Highlights in 2025 included but were not exclusive to

- Further professional learning around trauma informed practice (Berry Street Education model).
- Commencement of the implementation of the VTLM 2.0 Positive Classroom Management Strategies (PCMS).
- Our strong camp program
- Observations from our triennial review process around safe and orderly environments and student behaviour.

Engagement

Student engagement has been a key focus throughout 2025, with a significant highlight being the reestablishment of our House System. This work has been deeply collaborative, with students, staff and families contributing to the development of a renewed structure that reflects our school identity and values.

Our houses have been renamed to honour the Indigenous name of our school, *Derinya*, meaning “egg” or “new life,” symbolising growth, renewal and connection. The names were developed in the Bunurong language, following consultation and approval from the Bunurong Land Council. Each house is represented by a bird native to our local area, with house colours thoughtfully linked to the bird’s natural habitat or physical features. Our mascots were designed by staff, with artwork for house uniforms created in collaboration with Bailey Mernda, further strengthening authenticity and cultural connection.

Each house acts as the custodian of our revised school values: Empathy, Curiosity, Resilience and Respect. These values are explicitly taught and reinforced through our House System, with points awarded for students demonstrating them in their daily learning and interactions. Achievements are regularly celebrated at assembly, fostering a strong sense of belonging and positive competition.

In addition, our student award system has been refined to reflect the equal importance of academic learning and wellbeing. This ensures that all students feel recognised and motivated, supporting high levels of engagement, pride and connection across the school community.

In addition, our attendance data remains consistently more positive than both similar schools and the state, reinforcing the strong sense of engagement and belonging across our school community.

Other highlights include but are not exclusive to

- Team Japan trip in term 4 where students performed at the World expo. This was a valuable experience for those in attendance but also had influence more broadly through our Japanese delegation visitors and the sharing back of learning from the trip.
- Ongoing celebration of important events linked to cultural awareness, bullying, mental health, social service and sustainability.

Other highlights from the school year

Derinya continues to thrive as a vibrant and dynamic learning community, with a strong focus on academic excellence, student wellbeing, and rich opportunities that extend well beyond the classroom.

Throughout the year, students have engaged in a wide range of experiences that support both personal growth and achievement. Highlights include our junior and senior productions, choir, camps and excursions, all of which contribute to a well-rounded school experience. Our students have also proudly represented the school in a variety of external opportunities, including the Japanese Ambassador Program and the Japanese Speaking Contest, where they demonstrated impressive skill and confidence.

There has been strong participation in high abilities programs and competitions, alongside our ongoing partnership with Real Time Learning through the Adopt an Engineer program. Our students have also excelled in the performing arts, achieving outstanding success in dance competitions, including at a national level.

A particularly memorable highlight was our success at the Maryborough Human Powered Vehicle Competition. This achievement reflects not only students' innovation and teamwork, but also their persistence and problem-solving capabilities. It is a proud moment in our school's history and one that will be remembered for years to come.

Financial performance

The school finished the year in a sound financial position. The balance of the high yield account in December was \$394,666.98 and the operating account \$23,081.98. These balances included approximately \$50,000 of school saving bonus yet to be utilised by families. Following credit to cash transfers of \$150,000 across the year, a further \$100,000 remains in our accumulated funds, which will be spent in 2026. In 2025, the department provided a grant over just over \$1,000,000 to fund the restumping project which included significant carpeting and painting works. Our priority cohort funding was utilised and accounted for in line with department guidelines including tier 2 and 3 Disability and Inclusion and equity funding.

**For more detailed information regarding our school please visit our website at
<https://derinya.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 825 students were enrolled at this school in 2025, 403 female and 422 male. 3% had English as an additional language and 1% 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	73.9%	
	Similar schools	79.5%	
	State	82.0%	

School Staff Survey

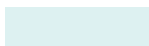
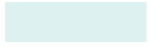
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.0%	
	Similar schools	79.4%	
	State	77.4%	

LEARNING

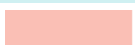
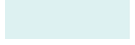
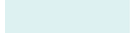
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	93.1%	
	Similar schools	93.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	93.6%	
	Similar schools	92.9%	
	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	84.1%		84.3%
	Similar schools	83.1%		82.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	80.3%		83.8%
	Similar schools	86.8%		86.3%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	82.5%		83.1%
	Similar schools	81.9%		81.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	78.7%		80.3%
	Similar schools	82.4%		81.0%
	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	73.7%	
	Similar schools	76.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	69.8%	
	Similar schools	73.7%	
	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	79.8%		81.3%
	Similar schools	74.8%		76.3%
	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	80.1%		79.3%
	Similar schools	74.6%		75.1%
	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	15.8	16.8
	Similar schools	18.3	18.8
	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	92.3%	
Year 1	School	93.4%	
Year 2	School	92.1%	
Year 3	School	92.2%	
Year 4	School	91.4%	
Year 5	School	91.7%	
Year 6	School	91.6%	

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	\$7,467,308
Government Provided DET Grants	\$1,000,342
Government Grants Commonwealth	\$11,365
Government Grants State	\$0
Revenue Other	\$61,336
Locally Raised Funds	\$1,037,896
Capital Grants	\$0
Total Operating Revenue	\$9,578,247

Equity	Actual
Equity (Social Disadvantage)	\$31,970
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$31,970

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

Expenditure	Actual
Student Resource Package ¹	\$7,566,289
Adjustments	\$0
Books & Publications	\$1,215
Camps/Excursions/Activities	\$306,554
Communication Costs	\$9,217
Consumables	\$235,773
Miscellaneous Expenses ²	\$38,106
Agency Staff	\$34,441
Professional Development	\$42,661
Equipment/Maintenance/Hire	\$185,645
Property Services	\$259,525
Salaries & Allowances ³	\$433,899
Support Services	\$127,185

Expenditure	Actual
Trading & Fundraising	\$203,494
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$56,660
Utilities	\$76,614
Total Operating Expenditure	\$9,577,278
Net Operating Surplus/-Deficit	\$969
Asset Acquisitions	\$72,511

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	\$394,667
Official Account	\$23,082
Other Accounts	\$0
Total Funds Available	\$417,749

Financial Commitments	Actual
Operating Reserve	\$335,165
Other Recurrent Expenditure	\$43,590
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$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	\$378,755

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.