

# 2025 Annual Report to the School Community

School Name: Seabrook Primary School (5337)



- 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 27 March 2026 at 04:47 PM by Tania Hunt (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 11 April 2026 at 01:23 PM by Tania Hunt (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

Seabrook Primary School's vision is to ensure that every student is *Learning with Confidence*. This vision reflects our commitment to fostering confidence in learning, confidence in self, and confidence in our school community. Excellence is expected and supported through high-quality teaching, strong wellbeing practices, and a culture where students are encouraged to strive for personal and academic success. Our core values — **Be Caring, Be Respectful and Be Responsible** — underpin all aspects of school life and are explicitly taught and reinforced so that students develop the attitudes and behaviours required to contribute positively to their community.

Located in the City of Hobsons Bay, between Altona and Point Cook and approximately 25 kilometres from Melbourne's Central Business District, Seabrook Primary School was established in 1997. The school has grown significantly since its establishment and currently enrolls approximately 902 students from a diverse and engaged community with high aspirations for their children's education.

In 2025, the school staffing profile included a Principal, three Assistant Principals, 59.5 full-time equivalent (FTE) teaching staff — including six Learning Specialists and three Leading Teachers — and 19.5 FTE Education Support staff, totalling approximately 79 FTE staff. The school consists of 38 classes, delivered across 22 permanent classrooms and 24 relocatable classrooms. Facilities include an administration building, library, staffroom, Junior and Senior STEM learning spaces, Visual Arts and Performing Arts rooms, a gymnasium, and multipurpose learning areas. The school grounds include an oval, tennis court, courtyard spaces, three playgrounds, and a sustainability area with vegetable gardens.

The school provides a well-sequenced, knowledge-rich curriculum aligned with the Victorian Curriculum, with specialist programs in STEM, Visual Arts, Performing Arts, Physical Education and Italian. Classroom instruction focuses strongly on English and Mathematics alongside Humanities and Health. In 2025 the school implemented the Victorian Teaching and Learning Model (VTLM) 2.0, further strengthening the consistency and quality of instructional practice across the school.

Seabrook Primary School maintains a strong focus on evidence-informed practice. School improvement is guided by research from the Australian Education Research Organisation (AERO), ensuring teaching approaches are grounded in the best available evidence. Through a structured approach to teaching, targeted interventions, and extension opportunities, the school aims to ensure every student is supported to reach their full potential in a safe, inclusive and high-expectation learning environment.

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

### Learning

In 2025, Seabrook Primary School continued to make strong progress towards the goals outlined in the School Strategic Plan, with a sustained focus on improving literacy and numeracy outcomes through evidence-based teaching practices and a whole-school approach to curriculum delivery. The school's improvement work was aligned with the Victorian Teaching and Learning Model (VTLM 2.0) and the Science of Learning, ensuring teaching practices were consistent, explicit and responsive to student learning needs.

A key highlight of the year was the strengthening of staff capacity in evidence-informed instructional practice. Through targeted professional learning, coaching cycles and collaborative Professional Learning Community (PLC) processes, teachers deepened their understanding of explicit instruction, cognitive load theory, and the use of formative assessment to guide teaching. Staff also engaged in professional learning related to the new Victorian Curriculum 2.0, preparing for its full implementation in 2026. These efforts contributed to a strong professional culture, reflected in positive School Staff Survey results related to collective efficacy, instructional leadership and the effective use of student data.

Student learning outcomes remained strong across the school. NAPLAN data indicated that 86% of students achieved Benchmark Growth in Reading and 89% in Numeracy, exceeding the school's target of 80%. Additionally, the proportion of students achieving at the 'Strong' or 'Exceeding' proficiency levels continued to increase, with 88% of Year 3 students and 87% of Year 5 students achieving these levels in Numeracy. These outcomes reflect the impact of consistent whole-class instruction supported by targeted interventions.

Another significant highlight was the implementation of targeted literacy and numeracy intervention programs. Programs such as MacqLit and the Explicit Maths Program (EMP), supported students requiring additional assistance, Maths Mastery Series supported fluency and automaticity and extension opportunities challenged high-ability learners. These interventions were guided by assessment data from tools including PAT-Adaptive and Essential Assessments, enabling teachers to differentiate instruction and monitor student growth effectively.

Overall, the school's focus on high-quality instruction, data-informed teaching and targeted intervention has contributed to measurable improvements in student learning outcomes. The continued refinement of curriculum documentation and instructional coaching will further strengthen the school's capacity to support all students to achieve success.

### Wellbeing

In 2025, Seabrook Primary School continued to prioritise student wellbeing through a whole-school approach designed to create a safe, inclusive and supportive learning environment. The school progressed its strategic goal of strengthening the health and wellbeing of all students by embedding consistent practices aligned with the School-Wide Positive Behaviour Support

(SWPBS) framework and Positive Classroom Management Strategies (PCMS). These approaches promoted positive relationships, clear expectations and a strong sense of belonging across the school community.

A key highlight of the year was the strengthening of wellbeing leadership and structures. The appointment of a dedicated Mental Health and Wellbeing Leader provided focused leadership for the implementation of wellbeing initiatives and ensured alignment between classroom practices and whole-school priorities. Staff professional learning and coaching cycles supported teachers to consistently apply PCMS strategies and explicitly teach social and emotional learning through the Personal and Social Capability curriculum. These initiatives contributed to improved classroom environments and a positive school culture.

Student wellbeing outcomes remained strong. Results from the Attitudes to School Survey (AtoSS) showed positive trends across several indicators, including Sense of Connectedness (82%), Student Confidence (82%), and Student Voice and Agency (71%). Improvements were also evident in Respect for Diversity (81%) and Perseverance (79%), reflecting the impact of the school's wellbeing programs and inclusive practices. These outcomes demonstrate that students feel supported, valued and engaged in their learning environment.

Another highlight was the development of a Multi-Tiered System of Support (MTSS) framework to strengthen the coordination of academic and wellbeing interventions. This framework enables the school to provide universal supports for all students alongside targeted interventions for those requiring additional assistance. Wellbeing initiatives such as the PAWS in Schools program, attendance monitoring processes, and partnerships with external services have further supported student engagement and emotional wellbeing.

While strong progress has been made, the school will continue to strengthen family engagement in wellbeing initiatives and further embed the Personal and Social Capability curriculum. Overall, the school's focus on proactive wellbeing supports, strong relationships and consistent behaviour expectations has contributed to positive outcomes for students and a safe, supportive learning environment.

## Engagement

In 2025, Seabrook Primary School continued to focus on improving student engagement as a key enabler of learning and wellbeing. The school's strategic goal was to strengthen student confidence, voice and agency, while also addressing attendance patterns to ensure all students were consistently connected to learning. A whole-school approach was implemented to build strong relationships, provide leadership opportunities and create meaningful learning experiences that encourage active participation.

Student attendance remained an important area of focus during the year. While there has been improvement in attendance rates, the proportion of students with 20 or more days of absence remains higher than the school's long-term target. The percentage of equity-funded students with chronic absence has reduced from 47% to 39% year-to-date, indicating that targeted interventions are beginning to have a positive impact. The school implemented structured processes including an Attendance Improvement Plan, regular monitoring of attendance data, and personalised support strategies for students and families requiring additional assistance. Partnerships with

programs such as the Navigator initiative have also supported the school in addressing attendance challenges for priority cohorts.

A key highlight of 2025 was the expansion of student leadership opportunities to strengthen student voice and agency. Leadership roles such as School Captains, SWPBS Captains and House Captains and the Student Representative Council (SRC) were revitalised, providing students with opportunities to contribute to school initiatives, lead events and provide feedback on school programs. These initiatives have increased student participation and ownership of their learning environment.

Student engagement was also supported through a focus on inclusive classroom practices and opportunities for student feedback. Teachers increasingly incorporated student voice into lesson planning and classroom routines, helping students feel valued and connected to their learning. This is reflected in Attitudes to School Survey results showing positive outcomes in Sense of Connectedness (82%), Student Confidence (82%), and Student Voice and Agency (71%).

Overall, the school has made strong progress in strengthening student engagement by fostering a sense of belonging, expanding leadership opportunities and implementing targeted attendance strategies. This work will continue in 2026, with ongoing focus on improving attendance and further embedding student voice and agency across the school.

## Other highlights from the school year

Seabrook Primary School celebrated a number of significant achievements and initiatives in 2025 that contributed positively to the school community and reflected the strong culture of learning and wellbeing across the school.

A major milestone was the school receiving Bronze level recognition for the implementation of the School-Wide Positive Behaviour Support (SWPBS) framework. This acknowledgement confirms that the school has successfully established strong Tier 1 foundations and achieved key fidelity measures. The recognition reflects the consistent work undertaken by staff and leaders to develop a positive, safe and orderly learning environment where expectations for behaviour are clearly taught and reinforced.

The school was also proud to be selected by the Department of Education as one of a small number of schools to host the filming of Phonics Plus lessons. Teachers and students were filmed demonstrating key components of the program, showcasing high-quality instruction and effective classroom practice. These recordings will form part of a professional learning package shared with schools across Victoria to support the implementation of Phonics Plus, highlighting Seabrook Primary School as a model of effective literacy instruction.

Student wellbeing initiatives were further strengthened through the introduction of Teddy, the PAWS in Schools wellbeing support dog. Teddy, a golden retriever, has quickly become a valued member of the school community, supporting student engagement, emotional regulation and a calm learning environment.

The school also celebrated strong academic enrichment opportunities. A record number of students participated in the Australian Mathematics Competition and ICAS assessments, and several students were selected for both English and Mathematics in the Victorian High Ability

Program (VHAP), reflecting the school's commitment to extending high-ability learners and fostering academic excellence.

## Financial performance

At the end of the reporting period, Seabrook Primary School maintained a sound financial position, with resources carefully managed to support the school's strategic priorities and the delivery of high-quality teaching and learning programs. Financial planning and monitoring processes ensured that funding was allocated effectively to maximise student learning outcomes, wellbeing supports and the continued improvement of school facilities and programs.

The majority of the school's funding was provided through the Department of Education's School Resource Package (SRP), which supports staffing, operational requirements and the implementation of core teaching and learning programs. Additional funding was also received through a range of targeted government initiatives and grants. This included equity funding to support priority cohorts and provide targeted academic and wellbeing interventions. Additional funding received through the Disability Inclusion initiative enabled the school to expand targeted programs and staffing to support students with additional learning and wellbeing needs, strengthening inclusive practices across the school. These resources contributed to programs such as literacy and numeracy intervention, the Multi-Tiered Systems of Support (MTSS) framework, and wellbeing initiatives that assist students requiring additional support.

The P & F were able to run a full schedule of events to support the school's financial position. School Council continued to play an important role in overseeing the financial management of the school. All financial decisions were aligned with the school's strategic priorities and were carefully managed to ensure the ongoing sustainability of programs and resources that benefit students and the broader school community.

**For more detailed information regarding our school please visit our website at  
<https://www.seabrook.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 895 students were enrolled at this school in 2025, 414 female and 481 male. 43% 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	73.5%	
	Similar schools	81.9%	
	State	82.0%	

### School Staff Survey


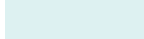


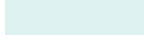

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	77.9%	
	Similar schools	79.5%	
	State	77.4%	

## LEARNING


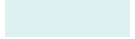


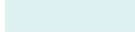


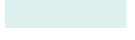




### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>92.4%</b>	
	Similar schools	92.8%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>90.9%</b>	
	Similar schools	91.5%	
	State	84.2%	

## NAPLAN

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


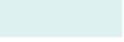


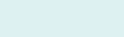

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>86.6%</b>	 <b>85.8%</b>
	Similar schools	81.8%	 81.9%
	State	69.5%	 69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>84.6%</b>	 <b>87.1%</b>
	Similar schools	86.0%	 86.1%
	State	73.9%	 74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>88.0%</b>	 <b>82.4%</b>
	Similar schools	79.5%	 79.9%
	State	66.2%	 66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>86.5%</b>	 <b>84.9%</b>
	Similar schools	84.9%	 83.2%
	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'.


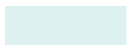

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>85.9%</b>	
	Similar schools	79.7%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>89.1%</b>	
	Similar schools	81.5%	
	State	74.0%	

## WELLBEING


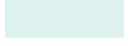

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>82.4%</b>		<b>75.4%</b>
	Similar schools	80.7%		80.8%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>82.1%</b>		<b>71.6%</b>
	Similar schools	78.5%		77.9%
	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	19.6	20.8
	Similar schools	18.0	18.9
	State	21.5	21.7

### Attendance rate

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

		2025	
Prep	School	90.4%	
Year 1	School	90.4%	
Year 2	School	91.0%	
Year 3	School	89.9%	
Year 4	School	90.0%	
Year 5	School	90.4%	
Year 6	School	88.6%	

## 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	\$9,146,731
Government Provided DET Grants	\$1,260,173
Government Grants Commonwealth	\$27,706
Government Grants State	\$0
Revenue Other	\$33,724
Locally Raised Funds	\$536,211
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$11,004,545</b>

Equity	Actual
Equity (Social Disadvantage)	\$70,370
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$70,370</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$8,824,406
Adjustments	\$0
Books & Publications	\$3,333
Camps/Excursions/Activities	\$257,019
Communication Costs	\$10,053
Consumables	\$294,277
Miscellaneous Expenses <sup>2</sup>	\$38,786
Agency Staff	\$434,546
Professional Development	\$48,444
Equipment/Maintenance/Hire	\$163,609
Property Services	\$159,946
Salaries & Allowances <sup>3</sup>	\$609,607
Support Services	\$63,986

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$24,104
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$974
Utilities	\$76,171
<b>Total Operating Expenditure</b>	<b>\$11,009,261</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$4,716)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$37,205
Official Account	\$24,406
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$61,612</b>

Financial Commitments	Actual
Operating Reserve	\$364,143
Other Recurrent Expenditure	\$26,851
Provision Accounts	\$9,479
Funds Received in Advance	\$0
School Based Programs	\$86,280
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	\$48,807
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$535,560</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*