

2025 Annual Report to the School Community

School Name: Syndal South Primary School (4924)



- 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 09 April 2026 at 10:12 AM by Katelyn Joyce (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 April 2026 at 10:28 AM by Katelyn Joyce (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

Syndal South Primary School has a proud history and an exciting future. Syndal South Primary School sits in the Eastern suburb of Mount Waverley, approximately 23.6 kilometres from the CBD. The school was built in 1964 and has a current enrolment of 317 students.

The school motto highlights the connection between school and community; Learning together towards tomorrow which is further articulated through the vision; At Syndal South Primary School we provide educational excellence through vibrant teaching and innovative learning programs in an affirming, secure and stimulating learning environment. The community works together to live the school values of Respect, Responsibility, Resilience and Care. These values are an essential part of the school's ethos and underpin everything we do. Students are recognised and celebrated for displaying the school values in class across the school.

Our current student enrolment draws from diverse cultural backgrounds, many with a Language Background Other Than English (LBOTE) and with English as an Additional Language (EAL) which accounts for 62.5% of our students. There are 17 international students enrolled. There are 14 nationalities represented, and we relish this diversity and celebrate it at every opportunity.

The Student Family Occupation (SFOE) index was 0.116 and the Student Family Occupation Education (SFOE) band was low.

In 2025 the school ran 15 straight classes, from Foundation to Year 6. The 2025 staffing profile consists of 20.8 full time equivalent (FTE) teaching staff (9 part time) and 5.69 (FTE) (6 part time) support staff. Within the staffing profile, the school has a Principal, Learning Specialist, Leading Teacher, Classroom teachers and Education Support staff which includes office and integration staff. We have specialists' teachers in Physical Education, Music, Visual Arts, and Japanese.

Camps are offered each year to students in Years 3 to 6. Each year level incorporates incursions and excursions across the year to link real life experiences and learning. A variety of lunchtime clubs are on offer, Art club, Music activities, sports games, Japanese club, and Science club. The lunchtime clubs are a great opportunity for students to engage in activities outside the classroom. They allow the students to engage with friends, students from other classes, teachers and to learn new skills. The clubs are run by staff and our Year 6 student leaders and are open to all students at different stages across the school.

We offer several extra curriculum opportunities for our students which include aerobics, solar car and boat power challenge, instrumental music lessons, coding, chess, Victorian Science Talent Search and several after school activities which can be utilised for the development of the whole child and assist in developing self-esteem, confidence and resilience.

Students at Syndal South Primary School enjoy modern, well equipped learning facilities, including classroom and specialist learning areas. The school is also privileged to enjoy spacious outdoor areas including two ovals, multiple playgrounds, sandpits and ball games areas.

Progress towards strategic goals, student outcomes and student engagement

Learning

Syndal South Primary School continued to maintain a high level of academic performance, with above state average achievements across all levels of the school and in all learning domains. The school has a culture of high expectations for all; leaders, staff, and students. Our dedicated and highly professional teaching teams planned the delivery of the Victorian Curriculum 2.0 which sets out the knowledge and skills every student should learn in order to become lifelong learners, confident individuals and active and informed citizens.

In Literacy, students experienced success above that of State and Similar schools in writing.

Highlights in learning included:

- 94% of Year 3 students achieving in the Strong or Exceeding band in NAPLAN Writing
- 92% of Year 5 students achieving in the Strong or Exceeding band in NAPLAN Writing

This continued high achievement was due in part to consistent evidence-based approaches to teaching and learning including:

- Sounds Write
- Writer's Notebook
- Phonics

Professional learning for teachers to support continued improvement in Literacy outcomes was supported by both a Literacy consultant and collaborative planning processes.

In Mathematics, students experienced success above that of State and Similar schools

Highlights in learning included:

- 89% of Year 3 students achieving in the Strong or Exceeding band in NAPLAN Numeracy
- 94% of Year 5 students achieving in the Strong or Exceeding band in NAPLAN Numeracy

Professional learning for teachers to support continued improvement in Mathematics outcomes was supported by both a Mathematics consultant and collaborative planning processes. In both Literacy and Mathematics assessment and analysis of student learning data provided teachers with information to plan for learning support and enrichment.

Teaching teams were supported in their work by skilled and experienced Education Support staff, who continued to provide structured intervention programs that ensured all children were offered high impact learning programs. A proportion of students across the school are supported through small group English as an Additional Language programs.

Staff work collaboratively in focused teams to analyse and track student achievement data which informs effective planning for the diverse learning needs of students ensuring every child receives both support and challenge to experience success.

Wellbeing

Syndal South Primary School understands and promotes the connection between learning and wellbeing and prioritises the wellbeing and positive mental health of all students. In 2024 the school refined programs and practices to ensure the wellbeing program that students participate in is evidence based and implemented consistently across the school.

Attitudinal data was considered and identified the development of friendships and managing conflict as an area for growth. As a result, in 2025 the UR Strong program was introduced, with all staff undertaking professional learning to implement the program. UR Strong explicitly teaches the students skills and understanding in how to develop, manage and maintain friendships. This work links with the work of the Respectful Relationships program and a whole school scope and sequence document outlines implementation of the two programs.

A Mental Health and Wellbeing Leader was appointed who will further develop and align practices in wellbeing support for every student.

The school spent considered the High Impact Wellbeing Strategies with a particular focus on:

Providing safe and inclusive classroom environments (Protected) - clear and consistent expectations - inclusive practices Building staff and student capability (Empowered) - skills and capabilities for challenges and opportunities - student voice, agency, and leadership. Staff identified that future work will focus on Building Relationships – in particular: genuine care and mutual respect - sense of belonging and community.

In 2025 staff were involved in professional learning to ensure child safe environments exist and support every child and young person including: Child Safe Standards, First Aid, Anaphylaxis, High Impact Wellbeing Strategies and inclusive practice.

A highlight in the schools wellbeing program is the extensive extra curricular program which supports students to identify and engage with their individual talents and strengths. These include:

- Aerobics squad
- Instrumental Music
- Science Talent Search
- Lunchtime clubs – chess, board games, music, Library, Green Team
- Student leadership program
- Net, set, go
- Soccer

Engagement

Syndal South Primary School prioritises engagement – both student and community, and works to ensure every student feels connected to the school and a sense of belonging.

The school promotes the importance of attendance at school and is proud to have strong attendance rates:

- In 2025 37% of students F- 6 had attendance rate of higher than 95% compared with 35% of Network and similar schools and 27% at state level.

Strong attendance has come about as a result of strong connectedness to school and the promotion of attendance messaging. The school also has effective processes for following up on absences.

Partnerships with parents and the community support student learning and wellbeing in line with FISO 2.0. Parents and families are encouraged to be involved in their child's learning and regular open classroom sessions held in 2025 allowed parents to engage with the learning, in particular in the writing process.

The partnership with parents was further supported by a strong and active Parents Association that work to support both fundraising efforts and community engagement. The PA ran very successful events including Welcome Picnic, sporting events, Mother's and Father's Day stalls, Easter raffles and parent social events.

The school regularly engaged interpreting services to support families in engaging with the school and their child's education.

A strong transition program supported students and families to successfully transition into primary school. The Foundation teachers regularly visited local Kindergartens and child care centres to build connections. In term 4, sessions were run at the school to allow the children to become comfortable and confident in their new school environment. Within school transition sessions took place to prepare every student in their transition to the new school year.

Financial performance

Syndal South Primary School maintained a strong financial position in 2025. Guided by the School Strategic Plan and the Annual Implementation Plan, considered budgeting and strong financial management, the school was able to delivery high quality teaching, learning, support and curricular programs. The International Students Program both enriched the culture of the school and provided additional funding.

The Parents Association supported fundraising events and worked towards a priority list of school improvements. The school is very grateful for the support and contributions of the Parents Association.

The school received a small amount of Equity funding (\$8518.00) that it used to support students with learning support. The school expends the equity funding in line with the Department of Education guidelines.

Building and Library funds were allocated to the purchase of literature, teaching resources, furniture, technology, maintenance, and grounds improvements. Key 2025 projects included new outdoor spaces including a gathering space for outdoor learning and group activities, garden bed upgrades and toilet block refurbishment in Block B.

**For more detailed information regarding our school please visit our website at
<https://www.syndalsp.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 320 students were enrolled at this school in 2025, 152 female and 168 male. 61% 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	94.4%	
	Similar schools	84.8%	
	State	82.0%	

School Staff Survey

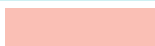
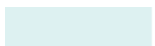
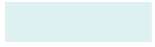
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	90.0%	
	Similar schools	80.1%	
	State	77.4%	

LEARNING

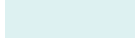
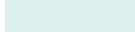
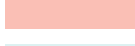
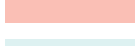
Teacher Judgement of student achievement against the Victorian Curriculum

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	96.8%	
	Similar schools	95.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.4%	
	Similar schools	95.0%	
	State	84.2%	

NAPLAN

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

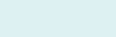
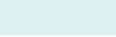
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	85.2%		87.0%
	Similar schools	87.2%		87.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	88.2%		91.8%
	Similar schools	90.7%		90.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	88.9%		84.3%
	Similar schools	87.3%		87.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	94.1%		91.2%
	Similar schools	91.6%		90.7%
	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	77.8%	
	Similar schools	82.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	91.1%	
	Similar schools	85.9%	
	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	77.6%		79.6%
	Similar schools	82.2%		81.9%
	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	72.8%		73.5%
	Similar schools	79.0%		78.0%
	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	16.1	16.2
	Similar schools	16.5	17.2
	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	91.5%	
Year 1	School	90.0%	
Year 2	School	90.4%	
Year 3	School	93.5%	
Year 4	School	90.1%	
Year 5	School	92.9%	
Year 6	School	93.2%	

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	\$3,133,553
Government Provided DET Grants	\$628,481
Government Grants Commonwealth	\$8,212
Government Grants State	\$0
Revenue Other	\$65,638
Locally Raised Funds	\$422,633
Capital Grants	\$0
Total Operating Revenue	\$4,258,517

Equity	Actual
Equity (Social Disadvantage)	\$9,962
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$9,962

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

Expenditure	Actual
Student Resource Package ¹	\$3,088,858
Adjustments	\$0
Books & Publications	\$879
Camps/Excursions/Activities	\$172,318
Communication Costs	\$3,818
Consumables	\$73,307
Miscellaneous Expenses ²	\$75,383
Agency Staff	\$158,212
Professional Development	\$7,026
Equipment/Maintenance/Hire	\$39,997
Property Services	\$176,259
Salaries & Allowances ³	\$153,344
Support Services	\$49,891

Expenditure	Actual
Trading & Fundraising	\$19,973
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,070
Utilities	\$33,978
Total Operating Expenditure	\$4,055,314
Net Operating Surplus/-Deficit	\$203,203
Asset Acquisitions	\$32,576

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	\$716,149
Official Account	\$44,861
Other Accounts	\$89,794
Total Funds Available	\$850,803

Financial Commitments	Actual
Operating Reserve	\$161,076
Other Recurrent Expenditure	\$5,364
Provision Accounts	\$0
Funds Received in Advance	\$82,198
School Based Programs	\$100,966
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$60,000
Total Financial Commitments	\$474,604

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.