2025 Annual Report to the School Community

School Name: Armstrong Creek School (5564)

- 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 24 April 2026 at 08:15 AM by Lizzie Tout (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 01 May 2026 at 11:08 AM by Lizzie Tout (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
  - how many Year 7 students remain at the school through to Year 10
  - 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

Armstrong Creek School acknowledges the Traditional Custodians of the land we live, work and play on, the Wadawurrung People, and recognises their continuing connection to the land and waterways. We pay our respects to their Elders past, present and emerging and extend this to all Aboriginal and Torres Strait Islander People. Armstrong Creek School is a government school which opened in January 2018 for students in Grades Prep- 6 and in 2019, the Secondary Special School component opened its doors for the first time and now hosts students up to Year 12.

A common purpose statement (below) developed with our staff and school community, reflects our common vision and philosophy: 'At Armstrong Creek School we embrace challenge and celebrate diversity while pursuing an individual journey to personal excellence. Innovative learning and teaching is placed at the centre of all we do. We design opportunities for students to achieve their personal best in a positive environment where they are inspired to learn, grow and thrive while demonstrating our school values of: Care, Collaboration and Commitment'.

Our school combines both mainstream Prep to Year 6 and Special Education provision from Prep to year 12 under a single governance model. Initially opening with 175 enrolments, in 2025 we ended the year with 905 students. Due to the rapid growth in the surrounding neighbourhood, enrolments during the school year are commonplace. Our overall socio-economic profile, as indexed by the SFOE, places us in the low-medium band. The staffing profile in 2025 also grew to 135 staff, comprising of a Principal, 4 Assistant Principals, 4 Leading Teachers, 2 Learning Specialists, 80 (FTE) teachers, 35 (FTE) Education Support Staff and 9 Administration/Office based Education Support staff, a Speech Pathologist and a Social Worker.

A priority focus of our 2025 strategic planning was to embed the school's instructional model and co-teaching model. This saw the creation and initial implementation of the ACS Instructional Model with a supporting Guaranteed and Viable Curriculum. This work was founded using the science of learning principals, aligning with the Victorian Teaching and Learning Model 2.0. We also continued our ongoing implementation of an MTSS (Multi-Tiered System of Support). Delivered through Professional Learning Communities, it enabled teams of teachers and leaders to rigorously monitor student progress and make necessary adjustments to instruction relating to Maths Fluency. Our teaching and curriculum continued to focus on the foundations of all learning - surface level knowledge in Reading, Writing and Mathematics.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 we continued the implementation of a multi-tiered systems of support (MTSS) framework to drive improvement to teacher practice and student learning outcomes. We turned our direct

focus to Mathematics and the application of the ACS Tier 1 mathematics fluency processes within each Professional Learning Community (PLC) to make data-informed decisions about instruction and curriculum resulted in the achievement of increased student achievement in this area. As a school we emphasised the importance of rigorous problem solving to ensure teachers could target each students' point of need in learning. A PLC focus on Maths for the entire year meant we could continue to build teacher and team capacity to make instructional decisions based on timely data, provide relevant Professional Learning to teachers depending on identified student need and provide additional support for students who require further intervention. This involved screening all students in terms of their knowledge of Mathematical number facts at the beginning of the year, followed by regular progress monitoring to inform teaching and benchmarking assessments to monitor effectiveness of continued implementation.

In 2024, Armstrong Creek School engage in a pilot program with the Intensive School Support team. This work continued in 2025, the work resulted in a strong teaching and learning coaching program, strengthening our PLC practices and enhances data literacy for teaching staff.

The Intensive School Support team will continue their work with Armstrong Creek School in 2026.

Wellbeing

An important element of the MTSS framework is the systematic integration of academic and wellbeing practices. The year commenced with staff engaging in professional learning to strengthen staff understanding of the principles which directly link the two. The school engaged with Dan Petro to create safe, supportive classrooms where every child can learn. This learning will continue into 2026.

Strengthening of the referral process, gave the wellbeing team the opportunity to utilise their learning of the multi-tiered system of support. Ensuring that the MTSS is utilised when referring students to access the Wellbeing Hub, an integral part of the school’s system of support.

There was a large focus on creating Tier 3 supports via a supported timetable, where students engage in hands on learning task that support the curriculum. The program has been intentionally designed to support students to build readiness, regulation and independence, supporting successful reintegration into classroom environments. These experiences include cooking, gardening, animal care, movement and craft related learning.

The strength in this practice lies in the ability of the school to balance strategic prevention with operational responsiveness. By embedding strong systems, clear leadership, and targeted supports, the model creates a sense of safety and calm across the school.

Engagement

There are a number of strategies, both academic and wellbeing, we focused on which help to understand this positive trend. Using an MTSS framework, which is designed to consider all aspects which influence student learning, including attendance and engagement at school, we assigned the implementation of attendance improvement strategies to an Assistant Principal to lead. The initial stages of implementation involved a considerable amount of exploration; breaking

down data sets, visiting schools across the network to observe those with identified best practice. The introduction of attendance tracking in PLC teams each week meant that staff were not only monitoring attendance at an individual student level but at a whole cohort level. Teams implemented a range of strategies to promote attendance and encourage engagement at school:

- Year level assemblies each fortnight with a focus on student recognition
- Active Student Representative Council providing student voice and input into engagement strategies
- Increased number of engaged play options for recess and lunchtime, including more that responded to feedback from our students
- Student check ins each morning implemented consistently across the school
- Staff following school absence process with fidelity and calling home after two days of absence
- Attendance plans implemented for students with ongoing absence concerns
- Differentiated learning programs and Individual Learning Plans
- Introduction of the School Norms to promote a predictable, routine learning environment
- Continued implementation of communication plan (e.g. newsletters, SeeSaw, Compass)

Primary attendance data:
In 2025, our Prep - Year 6 had a total of 32% had 20 or more days absent a decrease from 38% in 2024. 9% have had 20-29 days absent, decrease from 18% in 2024**;** 7% have had 30 or more days absent, a decrease from 20% in 2024.

Secondary:
In 2025 our Year 7-12 had a total of 41% had 20 or more days absent a decrease from 69% in 2024.

Financial performance

Some key points relating to the school's financial performance in 2024:

- A surplus from 2024 was carried forward, with it being used to supplement program budgets across the school in 2025.
- The school successfully maintained a Mental Health Practitioner in for the year to account for the 0.4 targeted initiative funding received. School funds were used to bolster this appointment to full time, enabling consistent support across the entire school from a qualified Social Worker.
- The NDIS Navigator initiative continued in 2025, and we were able to retain the same staff member within this role.
- Once again, the schools' camps payment supported us in maintaining our camps program as well as providing TIL as obligated under the 2022 VGSA.

Of notable importance:
The Tier 3 (DIP) funding that entered the school in 2025 slightly decreased from 2024,

$2,845,918.00. Our surplus for 2024 was $900,097 and brought forward to support school priorities. Tracking the important resource of DIP funding will continue to be an area of focus.

For more detailed information regarding our school please visit our website at https://www.armstrongcreekschool.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 890 students were enrolled at this school in 2025, 388 female and 499 male. 18% had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**72.1%**
	Similar schools	78.5%
	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**	**61.9%**
	Similar schools	75.6%
	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**	**76.8%**
	Similar schools	85.6%
	State	86.3%
English Year 7 - 10 % of students at or above age expected standards	**School**	**0.0%**
	Similar schools	NDA
	State	74.9%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**80.8%**
	Similar schools	83.8%
	State	84.2%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**0.0%**
	Similar schools	NDA
	State	70.5%

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**	**65.3%**	**63.9%**
	Similar schools	70.8%	70.3%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**58.0%**	**60.8%**
	Similar schools	73.9%	75.1%
	State	73.9%	74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**0.0%**	**0.0%**
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**0.0%**	**0.0%**
	State	62.7%	61.0%

		2025	3-year average
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**63.3%**	**64.1%**
	Similar schools	66.9%	66.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**51.7%**	**50.7%**
	Similar schools	68.0%	67.2%
	State	69.1%	68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**0.0%**	**0.0%**
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**0.0%**	**0.0%**
	State	61.9%	60.2%

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**	**77.3%**
	Similar schools	71.5%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**49.4%**
	Similar schools	69.0%
	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**	**59.9%**	**65.4%**
	Similar schools	74.9%	75.2%
	State	77.1%	77.3%
Years 7 to 12 % positive endorsement	**School**	**49.2%**	**62.6%**
	State	49.8%	47.7%

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**	**57.8%**	**64.4%**
	Similar schools	75.2%	74.7%
	State	76.4%	75.8%
Years 7 to 12 % positive endorsement	**School**	**62.7%**	**64.7%**
	State	50.8%	48.6%

ENGAGEMENT

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025	4-year average
Real retention rate	**School**	**73.7%**	**64.7%**
	Similar schools	73.7%	64.7%
	State	68.8%	68.7%

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**	**25.9**	**25.3**
	Similar schools	21.6	21.8
	State	21.5	21.7
Year 7 - 12	State	30.2	29.4

Attendance rate

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

		2025
Prep	**School**	**88.3%**
Year 1	**School**	**87.5%**
Year 2	**School**	**87.4%**
Year 3	**School**	**90.1%**
Year 4	**School**	**85.5%**
Year 5	**School**	**85.8%**
Year 6	**School**	**84.5%**

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	$14,441,579
Government Provided DET Grants	$1,278,365
Government Grants Commonwealth	$29,777
Government Grants State	$0
Revenue Other	$55,412
Locally Raised Funds	$320,433
Capital Grants	$0
Total Operating Revenue	**$16,125,567**

Equity	**Actual**
Equity (Social Disadvantage)	$169,875
Equity (Catch Up)	$6,245
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$176,120**

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

Expenditure	**Actual**
Student Resource Package[1]	$13,932,302
Adjustments	$0
Books & Publications	$1,041
Camps/Excursions/Activities	$172,551
Communication Costs	$7,788
Consumables	$167,678
Miscellaneous Expenses[2]	$19,948
Agency Staff	$586,911
Professional Development	$16,287
Equipment/Maintenance/Hire	$150,775
Property Services	$471
Salaries & Allowances[3]	$27,242
Support Services	$118,246

Expenditure	Actual
Trading & Fundraising	$25,344
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$172,576
Total Operating Expenditure	**$15,399,160**
Net Operating Surplus/-Deficit	**$726,407**
Asset Acquisitions	**$0**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$537,359
Official Account	$23,183
Other Accounts	$8,523
Total Funds Available	**$569,065**

Financial Commitments	Actual
Operating Reserve	$244,476
Other Recurrent Expenditure	$14,903
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$130,127
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$23,386
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	**$412,893**

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.