

2025 Annual Report to the School Community

School Name: Roberts McCubbin Primary School (5419)



- 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 26 March 2026 at 10:19 AM by Peter Watson (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 26 March 2026 at 10:19 AM by Peter Watson (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

Roberts McCubbin Primary School is located on the lands of the Wurundjeri People of the Kulin Nation, nestled in the quiet suburban streets of Box Hill South. Prior to 1994, the site was home to Box Hill South Primary School which was opened in the late 1920s. The school commenced in our current form as Roberts McCubbin Primary School in 1994 after the amalgamation of Box Hill South and Bennettswood Primary School. The new school name pays tribute to renowned artists Tom Roberts and Frederick McCubbin of the Heidelberg School, who used to camp and paint nearby at Gardiner's Creek.

Our 2025 enrolment was 300 students, plus 10 International Student enrolments. In 2025 we had 14 classes, 2 at each year level throughout the school. Education Support staff support students funded through the Program for Students with Disabilities (PSD). Our percentage of families who speak a language other than English at home is currently just under 29%.

Leadership consisted of a Principal and Assistant Principal, supported by a Numeracy Learning Specialist and a School Improvement Team featuring representatives from across the school and priority areas. The school has adopted strong Professional Learning Community practices, formed around year level teams. Teams plan collaboratively and undertake data-driven inquiries to enhance teaching and learning.

The school has a proud history of supporting and enhancing the wellbeing of students, with both student and parent surveys reflecting a cohort of students who are feeling happy, safe and stimulated to learn. We are a lead school in the Rights, Resilience and Respectful Relationships Program. In 2024, the school adopted the School Wide Positive Behaviour Support program, which is now well established across the school.

Our 2025 specialist program included Physical Education, LOTE (Japanese), STEAM (Science, Technology, Engineering, Arts and Mathematics), Visual Arts and Performing Arts. We offered an expanded Tutor Learning Initiative, with three part-time staff delivering evidence-based tutoring to students throughout the school week.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Roberts McCubbin Primary School continued to progress the goals outlined in the School Strategic Plan and Annual Implementation Plan by strengthening consistent instructional practice, deepening the use of assessment data and building collective teacher efficacy. Our focus remained on improving learning growth for every student through explicit teaching, responsive intervention and consistent curriculum implementation.

Teacher judgement data demonstrates strong achievement outcomes. In the most recent reporting period, 91.5% of students achieved at or above age expected standards in English and

92% in Mathematics, both above state averages of 86.5% and 84.4% respectively. NAPLAN results further highlight strong performance in most measures, with three of the four key areas achieving scores more than 10 percentage points above the state average. Relative growth was particularly strong for our Year Fives in numeracy, being well ahead of both the state average and the average of our similar school cohort.

A key 2025 priority was strengthening consistency in teaching and learning practices. Professional learning and instructional leadership supported a shared model of high impact teaching strategies across the school. Staff survey data reflects this collective focus, with 93% endorsement for Collective Efficacy and 96% for Collective Responsibility, both above similar schools and state averages. Instructional Leadership was endorsed at 91%, reinforcing strong alignment in teaching practice.

Highlights in 2025 include:

- Strengthened data review and moderation cycles to ensure precise identification of student learning needs
- Improved use of formative assessment to inform differentiation and challenge
- Refinement of the Individual Education Plan process to increase student voice and clearer goal tracking
- Expanded targeted intervention supports for students requiring additional assistance

These actions demonstrate measurable progress toward our strategic goal of embedding consistent, evidence informed teaching practices and improving learning growth across all year levels.

Wellbeing

In 2025, Roberts McCubbin Primary School continued to strengthen a proactive and inclusive whole school approach to student wellbeing, with a clear focus on belonging, voice and behavioural consistency. Survey data indicates strong outcomes across multiple domains, with several areas exceeding similar schools and state averages.

The Attitudes to School Survey reflects very high levels of student connection and advocacy. Sense of Connectedness was endorsed at 90.7%, compared to 78.8% in similar schools and 77.1% across the state. Sense of Inclusion reached 95%, compared to 89% in similar schools and 89% across the state. Advocate at School was 94%, above similar schools at 87% and the state at 87%. High Expectations for Success was endorsed at 97%, exceeding similar schools at 94% and the state at 93%.

Student Voice and Agency improved to 86% positive endorsement, significantly above similar schools at 65% and the state at 68%. This reflects deliberate expansion of student leadership opportunities, classroom co design practices and structured feedback processes.

Parent survey data reinforces this positive trajectory. Respect for Diversity was endorsed at 93%, above similar schools at 87% and the state at 87%. Promoting Positive Behaviour was endorsed at 89%, above similar schools at 85% and the state at 86%. School Communication reached 90%, compared to 79% in similar schools and 82% statewide.

Staff data also reflects strong internal capacity to support wellbeing. Collective Efficacy reached 93% compared to 80% in similar schools and 81% statewide. Collective Responsibility reached 96% compared to 89% in similar schools and 89% statewide.

Key highlights in 2025 include expanded tiered wellbeing supports, strengthened positive behaviour processes, increased student voice structures and enhanced family communication. Together, these outcomes demonstrate measurable improvement in belonging, advocacy and shared responsibility, contributing to a safe, inclusive and high expectation learning environment where students are empowered to thrive.

Engagement

In 2025, Roberts McCubbin Primary School maintained a strong focus on student engagement as a key enabler of learning and wellbeing. Engagement continues to be supported through consistent attendance processes, high expectations and meaningful student voice opportunities aligned to FISO 2.0 priorities.

Attendance data was closely monitored throughout the year. Whole school attendance remained stable, with the majority of students attending regularly and demonstrating strong connection to school routines. Our average days absent per student of 20 was slightly higher than our similar schools cohort but lower than the state average of 21.5. A small cohort of students experienced higher absence rates, primarily due to illness, family travel and individual wellbeing needs. These students were supported through early identification processes, regular communication with families and individual attendance plans where required. The school strengthened follow up procedures for unexplained absences and implemented proactive contact with families to reduce patterns of emerging non attendance.

Student engagement data from the Attitudes to School Survey reflects strong learning engagement. Effective Classroom Behaviour was endorsed at 89%, compared to 79% in similar schools and 78% statewide. Stimulated Learning was 90%, above similar schools at 80% and the state at 78%. Attitudes to Attendance reached 94%, exceeding similar schools at 87% and the state at 85%. These outcomes indicate that students value learning time and feel positively about attending school.

Student Voice and Agency remained a key highlight, endorsed at 86% compared to 65% in similar schools and 68% statewide. Expanded leadership roles, classroom goal setting practices and student feedback forums strengthened ownership of learning and school improvement.

Engagement was further enhanced through extracurricular programs, whole school events, camps, sport and specialist programs that fostered belonging and participation. Together, these strategies supported consistent attendance, positive learning behaviours and strong student participation, ensuring engagement remains a central driver of both academic growth and wellbeing.

Financial performance

2025 saw the school finish in a very strong financial position, with responsible use of budgets and some outstanding community fundraising contributing to a healthy bank balance at the end of the year. Despite some procedural changes, our community's high rate of parent contribution collections remains a testament to the strong partnership between families and the school, ensuring that all programs and operations continue to run at the highest standard.

Some extraordinary efforts from our organising committees and school community saw more than \$90,000 of fundraising money collected for the school in 2025, including our highest-ever result for the School Fair with more than \$66,000 raised via that event. With these events also being vital community-building activities, our school is most grateful for our incredible Parents and Friends Association (PFA), Fair and Art Show committees.

The school continued a commitment to quality intervention programs by resourcing learning and wellbeing interventions beyond the baseline funded in the Student Resource Package, through a combination of utilising related funding sources and community contributions from groups such as Box Hill Rotary.

**For more detailed information regarding our school please visit our website at
www.robmacps.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


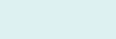

A total of 310 students were enrolled at this school in 2025, 160 female and 150 male. 30% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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	78.7%	
	Similar schools	78.5%	
	State	82.0%	

School Staff Survey


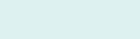


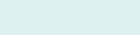

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	86.7%	
	Similar schools	78.0%	
	State	77.4%	

LEARNING


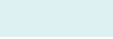


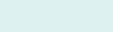


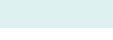




Teacher Judgement of student achievement against the Victorian Curriculum

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	91.5%	
	Similar schools	92.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.0%	
	Similar schools	91.4%	
	State	84.2%	

NAPLAN

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


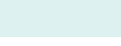


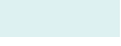

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	81.1%		74.3%
	Similar schools	82.2%		81.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	71.4%		85.8%
	Similar schools	85.6%		86.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	75.7%		77.9%
	Similar schools	81.1%		80.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	85.4%		87.9%
	Similar schools	83.9%		82.7%
	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'.


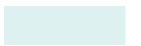

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	74.3%	
	Similar schools	79.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	82.4%	
	Similar schools	77.7%	
	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	90.7%		81.4%
	Similar schools	79.1%		78.8%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	90.2%		82.6%
	Similar schools	77.6%		76.6%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	20.0	18.6
	Similar schools	18.5	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	90.5%	
Year 1	School	90.6%	
Year 2	School	90.5%	
Year 3	School	90.9%	
Year 4	School	91.6%	
Year 5	School	88.0%	
Year 6	School	87.8%	

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	\$3,207,109
Government Provided DET Grants	\$558,111
Government Grants Commonwealth	\$21,974
Government Grants State	\$0
Revenue Other	\$40,902
Locally Raised Funds	\$488,502
Capital Grants	\$0
Total Operating Revenue	\$4,316,599

Equity	Actual
Equity (Social Disadvantage)	\$33,123
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$33,123

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

Expenditure	Actual
Student Resource Package ¹	\$3,202,041
Adjustments	\$0
Books & Publications	\$6,628
Camps/Excursions/Activities	\$148,380
Communication Costs	\$3,045
Consumables	\$53,059
Miscellaneous Expenses ²	\$19,916
Agency Staff	\$89,651
Professional Development	\$7,609
Equipment/Maintenance/Hire	\$54,142
Property Services	\$105,522
Salaries & Allowances ³	\$311,422
Support Services	\$56,786

Expenditure	Actual
Trading & Fundraising	\$68,713
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,846
Total Operating Expenditure	\$4,159,763
Net Operating Surplus/-Deficit	\$156,836
Asset Acquisitions	\$80

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	\$737,735
Official Account	\$146,105
Other Accounts	\$30,452
Total Funds Available	\$914,291

Financial Commitments	Actual
Operating Reserve	\$159,620
Other Recurrent Expenditure	\$5,613
Provision Accounts	\$9,533
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	\$174,766

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.