

2025 Annual Report to the School Community

School Name: Diamond Creek East Primary School (5037)



- 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 12 March 2026 at 04:06 PM by Stephen Campbell (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 03:05 PM by Stephen Campbell (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

Diamond Creek East Primary School (DCEPS) is the largest of three primary schools in the Diamond Creek community. Following a school review in 2022, DCEPS reaffirmed its vision to provide a vibrant and engaging culture where lifelong learning and continuous improvement is nurtured. The school aims to promote individual excellence and encourage responsible global citizenship, underpinned by its core values of excellence, care, cooperation, dedication, respect and flexibility.

In 2025, a total of 466 students were enrolled at DCEPS, comprising 233 females and 233 males. Of the total student population, 1.5 per cent of students were identified as EAL (English as an Additional Language) and a small number of students identified as Aboriginal or Torres Strait Islander. The school's overall socio-economic profile is identified as Low using the Student Family Occupation and Education Index (SFOE). The workforce comprised 33.4 equivalent full-time staff, including two Principal Class officers, two Learning Specialists, 30 teachers and 11 Education Support staff. Students were organised into 20 classes, with classes from Year 3 through to Year 6 arranged as composite age groups. Specialist subjects were offered in Music, Physical Education, Art and AUSLAN.

DCEPS enjoys a close association with many schools in the area, including local kindergartens and Diamond Valley College, which is situated adjacent to the school. These partnerships support smooth transitions both into and out of DCEPS. The school has spacious, well-maintained grounds featuring well-equipped adventure playgrounds, sporting areas, and space for both active and passive play. A professionally managed Outside School Hours Care (OSHC) program operates before and after school, on curriculum days, and during school holidays.

The school's values were supported through the Feeling Fabulous and BEES Not Bullies programmes, both grounded in neuroscience, which form part of the school's overall approach to student and staff wellbeing. DCEPS continued to deliver curriculum programmes and learning in a manner that supports and promotes the principles and practice of Australian democracy, including a commitment to elected government, the rule of law, equal rights, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Diamond Creek East Primary School continued to build on its Foundation to Year 2 literacy and numeracy trial from 2024, extending structured teaching practices across the whole school. This work was supported by the Victorian Teaching and Learning Model (VTLM 2.0) and

involved significant professional learning for all staff, including a new mathematics teaching model, daily reviews, and fluency-focused instruction.

Teacher judgement data indicates that 91.6 per cent of Foundation to Year 6 students achieved at or above age-expected standards in English, and 92.9 per cent did so in Mathematics. These results reflect the consistency of teaching practice and the school's commitment to high expectations for all learners.

NAPLAN results for 2025 were encouraging across several domains. In Year 3, 77.9 per cent of students achieved Strong or Exceeding proficiency in both Reading and Numeracy, above similar schools (76.6 per cent and 75.1 per cent respectively) and well above the state average. Year 5 results were also solid, with 80.0 per cent reaching Strong or Exceeding in Reading and 76.3 per cent in Numeracy, both comparable to or slightly above similar schools.

NAPLAN growth data provided valuable insight into the impact of the school's teaching improvement work. In Reading, 76.7 per cent of students from Year 3 to Year 5 achieved High or Medium relative growth, above both similar schools (72.3 per cent) and the state average (74.7 per cent). This is a particularly positive result and may reflect the sustained focus on structured literacy in the early years. In Numeracy, 70.7 per cent achieved High or Medium growth, comparable to similar schools. 36 per cent of students achieved high growth in Numeracy, the school's strongest result in three years, and a reduction in low growth from the previous year signals that intervention strategies are beginning to take hold.

Spelling and Grammar and Punctuation were standout areas, with growth profiles outperforming state, network, and similar school benchmarks by between 10 and 16 per cent. While these results are not yet a consistent trend, they point to the positive early impact of the school's morphology and spelling focus. A learning walk conducted during the end-of-year review confirmed increased teacher confidence in the approach, strong lesson pace and rigour, and clear expectations for students built on routine and consistency.

Writing growth remains an area for development, with the school's profile sitting slightly below state, network, and similar schools. Leaders have identified mapping the second hour of the literacy block and building teacher capability in comprehension instruction as priorities for 2026. The school is also developing internal coaching capacity to support a modelling, coaching, and practice approach to ongoing improvement.

Wellbeing

Student wellbeing continued to be a clear strength of Diamond Creek East Primary School in 2025. The school's performance in wellbeing measures was rated High and Maintained in the School Performance Report, confirming consistent and sustained positive outcomes for students.

Results from the Attitudes to School Survey (AtoSS) for Years 4 to 6 were well above both similar schools and the state average across all key indicators. Sense of Connectedness received a 88.9 per cent positive endorsement, compared with 76.5 per cent for similar schools and 77.1 per cent for the state. This result, alongside a 90 per cent endorsement rate in the broader AtoSS connectedness measure, indicates that students feel a strong sense of belonging at the school.

Management of Bullying was endorsed positively by 92.1 per cent of respondents, significantly above similar schools (77.9 per cent) and the state (76.4 per cent). This result reflects the school's proactive approach to creating a safe and respectful learning environment.

Other wellbeing indicators from the AtoSS were equally encouraging. Resilience data showed that 81 per cent of students reported normal or high resilience. Subjective physical health was rated as good or excellent by 82 per cent of respondents, and Emotional Awareness and Regulation received an 82 per cent positive endorsement. Taken together, these results paint a picture of a student body that feels safe, connected, and supported in their overall development.

Parent satisfaction data reinforced these findings, with 85.3 per cent of parents reporting positive General School Satisfaction, above the state average of 82.0 per cent. Staff climate results mirrored this, with 85.3 per cent positive endorsement compared to 78.6 per cent for similar schools and 77.4 per cent for the state.

Engagement

Improving student attendance was a deliberate priority for Diamond Creek East Primary School in 2025, and the data indicates meaningful progress in this area.

The school's average absence rate was 17.6 days per student across Foundation to Year 6, which sits well below both similar schools (19.6 days) and the state average (21.5 days). Attendance rates across individual year levels ranged from 89.0 per cent in Year 6 to 93.3 per cent in Prep. While Year 6 and Year 4 (89.9 per cent) recorded the lowest attendance rates, these figures remain consistent with expectations for these cohorts and are broadly in line with similar schools.

A targeted effort to reduce chronic absenteeism has shown positive results. The proportion of students with 20 or more days absent decreased from 30 per cent in 2024 to 26 per cent in 2025. This four percentage point reduction reflects the impact of the school's attendance monitoring and family engagement strategies over the course of the year.

Leaders noted that improvements in lesson pace, structured routines, and increased student stamina for learning tasks also contributed to a more engaging classroom environment. Anecdotal evidence from learning walks suggested that students were working to a good standard and that the need for fidget toys had reduced, which staff attributed to the improved pace and rigour of instruction. These classroom-level factors likely supported stronger attendance by reinforcing the value of being present and engaged at school each day.

Moving into 2026, the school will continue to monitor attendance patterns closely and maintain its focus on reducing chronic absenteeism, with particular attention to Year 4 and Year 6 cohorts where rates have been comparatively lower.

Financial performance

All funds received from the Department of Education (DE), 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. During 2025 the Student Resource Package ran in surplus. Significant costs were imposed on the school budget to fund unusually high levels of staff absence related to illness and investment in Professional Development for staff. Diamond Creek East Primary School is currently on the Bushfire at Risk Register (BARR) and received \$29,941.00 for “Bushfire Mitigation”. Additionally, during 2024 DCEPS was successful in the application for an all abilities learning/wellbeing area through a State Government grant. This financial commitment enabled the school to create an additional passive play space to the value of \$299,884.00. This project was overseen by the VSBA. DCEPS has not been in receipt of any capital works funding throughout the 2025 year. The DCEPS PFCA raised additional funds via various fundraising events, throughout 2025 the PFCA raised \$32, 185.93. All improvements to Diamond Creek East Primary School have been funded by fundraising and sound financial management. Commonwealth funding has supported our additional sporting opportunities for students.

**For more detailed information regarding our school please visit our website at
<https://www.dceps.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 466 students were enrolled at this school in 2025, 233 female and 233 male. 1% had English as an additional language and 2% 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**.


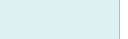

Parent Satisfaction Summary

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	85.3%	
	Similar schools	78.6%	
	State	82.0%	

School Staff Survey


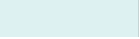


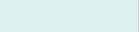

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	85.3%	
	Similar schools	78.6%	
	State	77.4%	

LEARNING


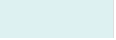


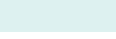


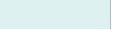


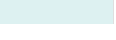

Teacher Judgement of student achievement against the Victorian Curriculum

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	91.6%	
	Similar schools	91.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.9%	
	Similar schools	89.8%	
	State	84.2%	

NAPLAN

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


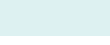


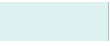

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	77.9%		71.2%
	Similar schools	76.6%		76.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	80.0%		79.6%
	Similar schools	80.9%		81.5%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	77.9%		71.1%
	Similar schools	75.1%		75.0%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	76.3%		74.9%
	Similar schools	75.7%		74.7%
	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'.


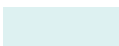

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	76.7%	
	Similar schools	72.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	70.7%	
	Similar schools	70.5%	
	State	74.0%	

WELLBEING


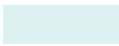

Student Attitudes to School – Sense of Connectedness

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
Years 4 to 6 % positive endorsement	School	88.9%		89.5%
	Similar schools	76.5%		77.3%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	92.1%		91.6%
	Similar schools	77.9%		77.4%
	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	17.6	19.2
	Similar schools	19.6	20.3
	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	93.3%	
Year 1	School	91.7%	
Year 2	School	92.2%	
Year 3	School	90.3%	
Year 4	School	89.9%	
Year 5	School	91.5%	
Year 6	School	89.0%	

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	\$4,560,968
Government Provided DET Grants	\$527,753
Government Grants Commonwealth	\$10,892
Government Grants State	\$0
Revenue Other	\$44,344
Locally Raised Funds	\$475,949
Capital Grants	\$0
Total Operating Revenue	\$5,619,906

Equity	Actual
Equity (Social Disadvantage)	\$28,580
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$28,580

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

Expenditure	Actual
Student Resource Package ¹	\$4,463,810
Adjustments	\$0
Books & Publications	\$3,388
Camps/Excursions/Activities	\$196,834
Communication Costs	\$1,274
Consumables	\$98,219
Miscellaneous Expenses ²	\$19,609
Agency Staff	\$0
Professional Development	\$34,371
Equipment/Maintenance/Hire	\$97,775
Property Services	\$101,758
Salaries & Allowances ³	\$367,190
Support Services	\$67,615

Expenditure	Actual
Trading & Fundraising	\$53,746
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,370
Total Operating Expenditure	\$5,544,957
Net Operating Surplus/-Deficit	\$74,949
Asset Acquisitions	\$12,302

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	\$327,424
Official Account	\$32,135
Other Accounts	\$5,683
Total Funds Available	\$365,243

Financial Commitments	Actual
Operating Reserve	\$180,191
Other Recurrent Expenditure	\$825
Provision Accounts	\$0
Funds Received in Advance	\$55,617
School Based Programs	\$63,144
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,276
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$50,000
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	\$392,053

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.