

2025 Annual Report to the School Community

School Name: Solway Primary School (4641)



- 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 10 March 2026 at 10:04 AM by David Rosser (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 30 March 2026 at 08:54 PM by David Rosser (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

Solway Primary School is located in Ashburton, an inner-eastern suburb of Melbourne, with a total student enrolment of 337 students. The school is staffed by 24 teachers, including a number of part-time staff, three education support staff, two administrative staff and one library technician. The Principal class consists of a Principal and one Assistant Principal.

Solway Primary School continues to be a beacon of educational excellence within a highly engaged and supportive community. Our location and strong community partnerships foster high levels of parental involvement, contributing to a welcoming, inclusive and collaborative school environment. The school's vision, *Empowering curious and caring learners to thrive in an inclusive community*, underpins all aspects of school life and reflects our commitment to developing students who are confident in their identity, think independently and are well equipped to pursue future aspirations. This vision is firmly grounded in our core values of Respect, Responsibility and Resilience, which guide the actions and interactions of all members of the school community.

The school is committed to developing globally aware, civically minded and lifelong learners. Our curriculum is aligned with the Victorian Curriculum and places a strong emphasis on high-quality instruction in literacy and numeracy, while also fostering creativity, critical thinking and innovation. Students benefit from a comprehensive range of specialist programs, including Visual and Performing Arts, Physical Education, Japanese and Science which complement classroom learning and support the development of well-rounded learners.

A key strategic focus for Solway Primary School is the embedding of the science of learning and explicit and responsive teaching practices across all curriculum areas. Teachers consistently implement clear learning intentions, success criteria, engagement norms and structured learning routines to reduce cognitive load and maximise student engagement. These approaches ensure that learning is purposeful, inclusive and accessible for all students, while promoting consistency in instructional practice across the school.

Student wellbeing remains central to our work. Solway Primary School implements School-Wide Positive Behaviour Support (SWPBS), supported by the explicit teaching of behavioural expectations aligned with our school values. This approach promotes a calm, predictable and consistent learning environment where students feel safe, supported and ready to learn. Clear expectations, positive reinforcement and strong relationships between students and staff contribute to a culture of respect and belonging.

The school's Student Family Occupation (SFO) index places Solway Primary School in the low band, reflecting a community with high levels of parental education and socio-economic advantage. This context supports strong home-school partnerships and high aspirations for student achievement.

Solway Primary School is committed to educating the whole child. Alongside academic learning, there is a strong emphasis on empathy, inclusion and social responsibility. Students are encouraged to actively contribute to their community through sustainability initiatives and collaborative projects that promote global citizenship and environmental stewardship.

The school has a rich history of community engagement, with parents and community members playing an active role in supporting school programs and initiatives. This strong partnership enhances the educational experience and contributes to a positive and connected school culture.

Solway Primary School benefits from spacious, contemporary and flexible learning environments that support a range of teaching and learning approaches. Our commitment to digital technologies is demonstrated through a 1:1 iPad program, digital displays in all classrooms and the explicit teaching of cybersafety across year levels, ensuring students develop the skills and knowledge required to be responsible digital citizens.

2025 Parent Satisfaction data showed that 84% of respondents had a positive endorsement of their General Satisfaction of the school, well above the percentage of similar schools. School Staff Survey data reported an 89% positive endorsement of the School Climate, almost 10% higher than similar schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

A strong and sustained focus on improving the learning outcomes of all students was maintained throughout 2025. Central to this work was the continued development of a whole school instructional model aligned to the Victorian Teaching and Learning Model 2.0. This model provides a shared and consistent approach to teaching and learning across the school, ensuring that classroom practice is evidence informed, explicit and responsive to student need.

Throughout the year, teachers engaged in targeted professional learning to deepen their understanding of the Science of Reading and the broader science of learning. This learning strengthened staff knowledge of how students acquire, retain and transfer knowledge, and supported the refinement of Tier 1 instructional practices across all classrooms. A particular focus was placed on the explicit teaching of content, the use of clear learning intentions and success criteria, and the consistent implementation of engagement norms and checks for understanding. These practices have supported greater instructional consistency and ensured that teachers are able to accurately monitor student learning and adjust instruction in real time.

Teachers worked collaboratively to analyse and respond to student learning data, using multiple sources of evidence to identify strengths, gaps and next steps in learning. This data-informed approach enabled teachers to plan instruction that was targeted and responsive, ensuring learning was delivered at the point of need for individual cohorts and students. Collaborative planning and professional dialogue were key drivers in building shared accountability for student growth and improvement.

Alongside a strong focus on high-quality classroom instruction, Solway Primary School continued to provide a range of opportunities to extend and enrich student learning. Students participated in the Maths Olympiad program, demonstrating strong problem-solving skills and perseverance. Extension opportunities were also provided through the John Monash Science School partnership,

the Science Talent Search and inter-school debating, allowing students to apply their learning in authentic and challenging contexts. The highly successful Book in a Day program further supported student creativity, collaboration and literacy skills, while fostering a love of reading and writing.

High achievement in NAPLAN continued in 2025 with 83% of Grade 3 and 89% of Grade 5 students achieving in the Strong or Exceeding proficiencies. In Numeracy. In Reading, 83% of Grade 3 students and 85% of Grade 5 students achieved in the Strong and Exceeding proficiency. In Writing, 96% of Grade 3 students and 87% of Grade 5 students achieved in the Strong and Exceeding proficiency. All these measures place the school in line or slightly below similar school and well above the state average. NAPLAN relative growth was strong with 84% achieving medium growth between Grades 3 and 5 in Reading and 76% of students demonstrating high or medium growth between Grades 3 and 5 in Numeracy. Both measures being above similar schools and the state.

Teacher judgement achievement data continued to be strong with 94% of students in Prep - Grade 6 at or above the aged expected level in English, in line with similar schools and well above schools across the state. 90% of Prep - Grade 6 students were assessed at or above the expected level in Writing. In Mathematics 92.6% of students in Prep to Grade 6 achieved at or above the age expected level, this was slightly behind similar schools and 8% above the state.

Wellbeing

A strong focus on student wellbeing remained a priority throughout 2025, with continued implementation and refinement of the School Wide Positive Behaviour Supports (SWPBS) framework. This work has supported the development of a calm, predictable and consistent learning environment where students feel safe, connected and ready to engage in their learning.

Staff participated in ongoing professional learning underpinned by the Department of Education's Positive Classroom Management Strategies. This learning focused on the explicit teaching of classroom routines and procedures, proactive behaviour supports and the use of consistent responses across classrooms. As a result, students experienced greater clarity around expectations, increased consistency in adult responses and improved transitions throughout the school day. These practices have had a positive impact on student engagement, behaviour and overall sense of belonging.

Explicit teaching of expected behaviours continued to be a key component of the SWPBS approach. Lessons were delivered across the school, aligned to the school values of Respect, Responsibility and Resilience. A whole school acknowledgement system remained in place, recognising students for demonstrating expected behaviours and reinforcing positive choices. Behavioural data was monitored through Compass Chronicle, enabling staff to identify patterns and trends and respond proactively to student wellbeing needs.

Student voice played an important role in informing wellbeing practices. Student focus groups were conducted to unpack Attitudes to School Survey data, providing valuable insights into students' experiences of school connectedness, safety and learning. Feedback gathered through these sessions has informed future wellbeing planning and supported a deeper understanding of student perspectives.

Solway Primary School continued to strengthen its transition processes to support students at key points of change. The transition program from kindergarten to Prep was expanded, with increased opportunities for students and families to engage with the school prior to commencement.

Transition processes across the school were also enhanced, with additional sessions to support students as they moved between year levels. These experiences helped build familiarity, reduce anxiety and strengthen relationships between students and staff.

Additional wellbeing supports were provided through lunchtime clubs and access to the library during break times. These spaces offered students opportunities to connect with peers, engage in structured activities and build positive social relationships in a supportive environment.

Attitudes to School Survey data showed that 85% of students in Grades 4-6 had a positive endorsement of a stimulated learning environment. 89% of students had a positive endorsement of differentiated learning challenge and 84% had a positive endorsement of the ability to self-regulate and set goals. 83% of students had a positive endorsement for Sense of Connectedness and 79% positive endorsement of the school's ability to Manage Bullying.

Engagement

Student engagement at Solway Primary School continued to be a significant strength throughout 2025, with a wide range of opportunities designed to foster connection, participation and school pride.

Our Student Representative Council (SRC) once again played an active and visible role in school life. The SRC led initiatives that strengthened community spirit and gave students authentic leadership opportunities. A highlight of the year was the organisation of the highly successful school disco, which brought students together in a fun, inclusive and well-run event that was embraced by the entire community. The SRC were involved in planning, promotion and supporting the smooth running of the evening, demonstrating strong leadership and teamwork.

The SRC also undertook the important process of naming our school houses. This involved researching potential names, seeking student voice, consulting with peers and presenting their recommendations. Through this process, students engaged in meaningful discussion about identity, history and community, developing a deeper sense of ownership and pride in our school structures. Of particular note was their continued commitment to raising funds for FightMND, demonstrating compassion and social responsibility. Through their efforts, students developed an understanding of service, advocacy and the impact they can have beyond the school gates.

Community events were a highlight of the year and provided valuable opportunities for families to connect. Twilight Sports brought students, staff and families together in a celebration of participation and teamwork. Our Mothers' Day and Fathers' Day open mornings were warmly received, offering special moments for families to engage in classroom activities and share in their child's learning. These events contribute strongly to students' sense of belonging and reinforce the partnership between home and school.

Students enthusiastically represented Solway across a range of interschool sporting competitions including Basketball, Hockey, Soccer, Australian Rules Football and Lacrosse. Participation in these events promoted teamwork, resilience and school pride, with students demonstrating our values of Respect, Responsibility and Resilience both on and off the field.

Beyond sport, students engaged in a variety of co-curricular academic opportunities. Our Chess Club continued to grow in popularity, with students participating in school-based sessions and representing Solway at chess tournaments. Many students also chose to challenge themselves through the International Competitions and Assessments for Schools, demonstrating a commitment to extending their learning and striving for excellence.

Absence rate at Solway Primary is similar to that of like schools with 32% of students Prep to Grade 6 absent for 20+ days, whilst 86% of students had a 90% or higher attendance rate across 2025. We continue to promote the importance that Every Day Counts. Attendance is followed up on a daily basis by the school and contact from the classroom teacher to build the connection between home and school.

Financial performance

Solway Primary School concluded 2025 in a stable and sustainable financial position, recording a surplus in both the credit and cash budgets. Careful financial planning and monitoring throughout the year ensured that resources were aligned to school priorities and student learning needs.

The school continues to be well supported by its community, particularly through voluntary parent contributions. The transition to collecting contributions via the Compass platform has streamlined processes and supported consistent collection, enabling the school to invest directly in programs and resources that benefit students.

Fundraising initiatives throughout 2025 were highly successful. The Community Fair, Mothers' and Fathers' Day events, and the Parent Trivia Night collectively raised significant funds. These contributions directly supported key improvement projects, including the refurbishment of carpet in the Upper Building, the installation of football posts on the synthetic oval, and the leasing of Chromebooks to support the transition and enhancement of our BYOD program.

In addition, the school was successful in securing a grant from Community Bank Inner East. This funding enabled the completion of the Gaga Pit and the Indigenous artwork on the shipping container, enhancing our outdoor learning and play spaces while strengthening cultural connection and community pride.

**For more detailed information regarding our school please visit our website at
<https://www.solwayps.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 337 students were enrolled at this school in 2025, 159 female and 178 male. 4% 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	83.8%	
	Similar schools	75.5%	
	State	82.0%	

School Staff Survey

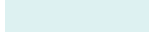
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	88.9%	
	Similar schools	79.2%	
	State	77.4%	

LEARNING

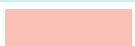
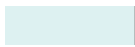
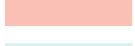
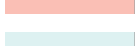
Teacher Judgement of student achievement against the Victorian Curriculum

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	94.0%	
	Similar schools	94.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.6%	
	Similar schools	94.2%	
	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	82.7%		86.0%
	Similar schools	85.3%		84.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	89.4%		91.9%
	Similar schools	90.0%		90.2%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	82.7%		84.8%
	Similar schools	82.8%		82.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	85.1%		86.9%
	Similar schools	84.6%		83.7%
	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	84.4%	
	Similar schools	79.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	76.1%	
	Similar schools	74.9%	
	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	82.7%		71.5%
	Similar schools	75.0%		75.3%
	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	78.7%		73.4%
	Similar schools	74.6%		73.8%
	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	18.6	18.5
	Similar schools	18.3	18.6
	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	95.0%	
Year 1	School	92.4%	
Year 2	School	89.6%	
Year 3	School	91.4%	
Year 4	School	89.6%	
Year 5	School	90.1%	
Year 6	School	87.7%	

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	\$3,167,063
Government Provided DET Grants	\$330,514
Government Grants Commonwealth	\$3,452
Government Grants State	\$0
Revenue Other	\$38,712
Locally Raised Funds	\$588,006
Capital Grants	\$0
Total Operating Revenue	\$4,127,748

Equity	Actual
Equity (Social Disadvantage)	\$9,020
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$9,020

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

Expenditure	Actual
Student Resource Package ¹	\$3,082,749
Adjustments	\$0
Books & Publications	\$1,283
Camps/Excursions/Activities	\$221,833
Communication Costs	\$4,431
Consumables	\$96,251
Miscellaneous Expenses ²	\$14,432
Agency Staff	\$43,257
Professional Development	\$5,050
Equipment/Maintenance/Hire	\$34,684
Property Services	\$51,260
Salaries & Allowances ³	\$133,534
Support Services	\$19,265

Expenditure	Actual
Trading & Fundraising	\$67,307
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,813
Total Operating Expenditure	\$3,804,148
Net Operating Surplus/-Deficit	\$323,599
Asset Acquisitions	\$156,548

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	\$281,666
Official Account	\$14,299
Other Accounts	\$148,136
Total Funds Available	\$444,102

Financial Commitments	Actual
Operating Reserve	\$120,233
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$130,000
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	\$10,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$95,000
Total Financial Commitments	\$455,233

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.