

2025 Annual Report to the School Community

School Name: Aitken Creek Primary School (5522)



- 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 06 March 2026 at 09:55 AM by Peter Katsikapis (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 06 March 2026 at 09:55 AM by Peter Katsikapis (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

Aitken Creek Primary School is situated in Craigieburn and is surrounded by new and evolving housing estates. By the end of 2025 the school had a student population of around 988 students. In 2025 our staff comprised of a total of 107 staff, 67 teachers, 40 educational support staff and 4 principal class officers.

Our teachers work in Professional Learning Communities to plan and develop curriculum programs to cater for their students' individual learning needs. The school upholds high expectations of all and the school values of Respect, Teamwork, Achievement, Responsibility are embedded in all aspects of school life through our School Wide Positive Behaviour framework.

One percent of the student population identified as being Aboriginal and/or Torres Strait Islander. Seventy three percent of students had English as an additional language. Our students' background is multicultural with 39 identified languages spoken at home, the major groups being Punjabi, Arabic, Urdu, Nepali, Hindi, Turkish and Assyrian.

At ACPS, the child is at the centre and purpose of all that we do. Our teaching pedagogy is reflected in 21st Century designs incorporating a technology-rich environment and Personalised Learning through the implementation of a Multi-Tiered Support Framework for all students. The curriculum is delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Students are encouraged to explore their world through inquiry to become thinking, informed, resilient and self-directed learners who aspire to be the best they can be and contribute actively to their community. The key components of the teaching programs at ACPS are the effective teaching of literacy and numeracy whilst implementing the Positive Classroom universal strategies.

The core beliefs that we base our work on are:

- Through effort, everyone can succeed, and personal achievements are celebrated.
- Active engagement, as well as positive work habits and attitudes, are essential to learning.
- Social skills are fundamental in the way we interact with each other.

The underlying philosophy of the school is to facilitate lifelong development and growth of our students so they can achieve their full potential as individuals and as members of a healthy and productive community. Parents, students and staff are strongly encouraged to work together in partnership to ensure our students live up to our expectations.

The values which underpin the actions for the whole school community are:

- **Respect:** Showing care and concern for ourselves, other people, property and our environment. Developing a sense of pride, self-esteem and personal identity.
- **Teamwork:** Achieving success by working cooperatively with others to achieve common and personal goals.
- **Achievement:** Setting goals, showing persistence and taking pride in our achievements.
- **Responsibility:** Showing commitment to our learning by being accountable for our actions.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 the school was in the third year of the School Strategic Plan implementation. The Annual Implementation Plan focused on the areas of literacy, numeracy and student wellbeing. The main work focused on the implementation of the new Victorian Teaching and Learning Model 2.0. This involved the provision of staff professional learning and the implementation of a coaching program.

2025 teacher assessments based on the Victorian Curriculum indicate that 73.8% of our students are working at or above level in English. This result is 9.3% lower than similar schools.

In Mathematics teacher assessments based on the Victorian Curriculum indicate that 71% of our students are working at or above level. This result is 8.2% lower than similar schools.

In 2025, our NAPLAN Year 3 Reading results show that we had 50.3% of students in the 'Strong' or 'Exceeding' categories. This result is 10.9% lower than similar schools.

In 2025, our NAPLAN Year 3 Numeracy results show that we had 46.9% of students in the 'Strong' or 'Exceeding' categories. This result is 7.4% lower than similar schools.

In 2025, our NAPLAN Year 5 Reading results show that we had 59.4% of students in the 'Strong' or 'Exceeding' categories. This result is 9.4% lower than similar schools.

In 2025, our NAPLAN Year 5 Numeracy results show that we had 53.5% of students in the 'Strong' or 'Exceeding' categories. This result is 9% lower than similar schools.

Wellbeing

Aitken Creek Primary School continued to implement the School Wide Positive Behaviour Support Framework in 2025. Our commitment was acknowledged at a system level by being awarded Gold Status second time in two years.

ACPS's Wellbeing and Engagement Policy provides a consistent approach to wellbeing and discipline strategies within the school aligned to SWPBS. As a school community, we operate on strong and consistent values that underpin our social interactions, expectations and behaviours. Social skills are enhanced through programs implemented by our teachers and supported by the wellbeing team. We implement the Resilience, Rights, and Respectful Relationships initiative throughout Foundation to Year 6 classroom. 2025 saw the continued implementation of our explicit Start Up program titled Learning to Learn incorporating academic and social/emotional learning.

In 2025 the year 4 to 6 Attitudes to School Student Survey indicated that 72.9% of our students provided a positive endorsement in the area of sense of connectedness. This result is 4.1% lower than similar schools.

In 2025 the year 4 to 6 Attitudes to School Student Survey indicated that 63.8% of our students provided a positive endorsement in managing Bullying. This result is 9.1% lower than similar schools. Our work in this area primarily focused on empowering students to act upon challenging situations by implementing the Stop, Walk and Talk in line with Bullying Prevention strategies.

Engagement

During 2025 our student absent days averaged out to 25.6 days per student. This result is 1.3 days higher than similar schools.

A high proportion of absences are attributed to family holidays, with families reengaging with family overseas.

In 2025, we continued to strengthen our processes and procedures to increase attendance. Action trigger points were implemented to improve our processes as well as additional family communication highlighting the importance of attendance and its impact on positive learning outcomes. Chronic absences were monitored, and individual students were case managed to explore the barriers that stopped them from attending school and therefore improve their attendance.

Other highlights from the school year

When reflecting on the results of the Parent Opinion Survey and Staff Opinion Survey, it is pleasing to note that both groups continue to report positive experiences within our school community. Parent satisfaction results were 0.8% above similar schools, while staff satisfaction results were 7.1% above similar schools, indicating strong levels of confidence in the school and the positive culture that has been established.

Our continued commitment to the implementation of a School-Wide Positive Behaviour framework was recognised at a system level, with the school achieving Gold Status for the second consecutive year. This recognition acknowledges the consistent work of staff in establishing and maintaining a safe, inclusive and positive learning environment that supports student wellbeing and engagement.

The school has maintained a strong financial position, allowing continued investment in both teaching and learning resources as well as improvements to the school environment. Key facility improvements included the installation of air conditioning throughout the school, new perimeter fencing, upgraded playground spaces, and enhanced landscaping, all of which contribute to improved learning and play environments for students.

In 2025, the school proudly presented two school productions, with one performance involving Prep to Year 2 students and another involving Year 3 to Year 6 students. These productions

provided valuable opportunities for students to develop confidence, creativity and teamwork, while also strengthening connections within the school community.

Our Year 6 students were also acknowledged through a formal graduation ceremony and end-of-year celebration, recognising their achievements and marking an important transition as they concluded their primary school education.

The school also continued its partnership with the Hume Tennis Centre, supported through the Sporting Schools grant. This program provides students with access to a specialised tennis program delivered by qualified coaches, offering a unique sporting opportunity that enhances student participation and engagement in physical activity

Financial performance

During 2025, the school was in a stable financial position.

Planned works for 2025 were delivered on time and within budget.

Initial planning for a new outdoor covered learning area began with the aim of being completed in 2026.

The school received \$557,015 in Equity funding. The funds were spent on appointing additional Educational Support Staff to support our social disadvantage needs.

All funds received from the Department, 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, this has been consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at
<https://www.aitkencreekps.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

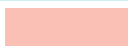

A total of 960 students were enrolled at this school in 2025, 453 female and 507 male. 75% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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 **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	82.0%	
	Similar schools	81.2%	
	State	82.0%	

School Staff Survey


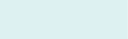


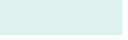

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	81.3%	
	Similar schools	74.2%	
	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	73.8%	
	Similar schools	83.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	71.1%	
	Similar schools	79.2%	
	State	84.2%	

NAPLAN

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


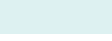


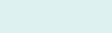

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	50.3%	 57.4%
	Similar schools	61.2%	 62.2%
	State	69.5%	 69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	59.4%	 67.3%
	Similar schools	68.8%	 70.3%
	State	73.9%	 74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	46.9%	 54.5%
	Similar schools	54.3%	 56.3%
	State	66.2%	 66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	53.5%	 58.4%
	Similar schools	62.5%	 62.1%
	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	69.1%	
	Similar schools	73.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	72.2%	
	Similar schools	74.7%	
	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	72.9%		74.7%
	Similar schools	77.0%		77.7%
	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	63.8%		69.0%
	Similar schools	73.1%		73.1%
	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	25.6	24.8
	Similar schools	24.3	24.7
	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	87.0%	
Year 1	School	85.0%	
Year 2	School	86.8%	
Year 3	School	87.4%	
Year 4	School	86.6%	
Year 5	School	88.8%	
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	\$10,674,342
Government Provided DET Grants	\$2,002,395
Government Grants Commonwealth	\$31,014
Government Grants State	\$0
Revenue Other	\$95,034
Locally Raised Funds	\$192,716
Capital Grants	\$0
Total Operating Revenue	\$12,995,501

Equity	Actual
Equity (Social Disadvantage)	\$657,015
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$657,015

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

Expenditure	Actual
Student Resource Package ¹	\$10,156,450
Adjustments	\$0
Books & Publications	\$662
Camps/Excursions/Activities	\$116,633
Communication Costs	\$10,222
Consumables	\$229,335
Miscellaneous Expenses ²	\$474,562
Agency Staff	\$472,422
Professional Development	\$26,137
Equipment/Maintenance/Hire	\$96,906
Property Services	\$10,724
Salaries & Allowances ³	\$59,151
Support Services	\$104,046

Expenditure	Actual
Trading & Fundraising	\$15,910
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,262
Utilities	\$103,697
Total Operating Expenditure	\$11,879,119
Net Operating Surplus/-Deficit	\$1,116,382
Asset Acquisitions	\$365,166

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	\$2,177,553
Official Account	\$115,566
Other Accounts	\$0
Total Funds Available	\$2,293,119

Financial Commitments	Actual
Operating Reserve	\$287,111
Other Recurrent Expenditure	\$10,707
Provision Accounts	\$0
Funds Received in Advance	\$202,555
School Based Programs	\$41,326
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	\$2,041,503
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	\$2,583,202

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.