SPENSLEY STREET PRIMARY SCHOOL

ANNUAL REPORT AND SCHOOL COUNCIL REPORT

2025

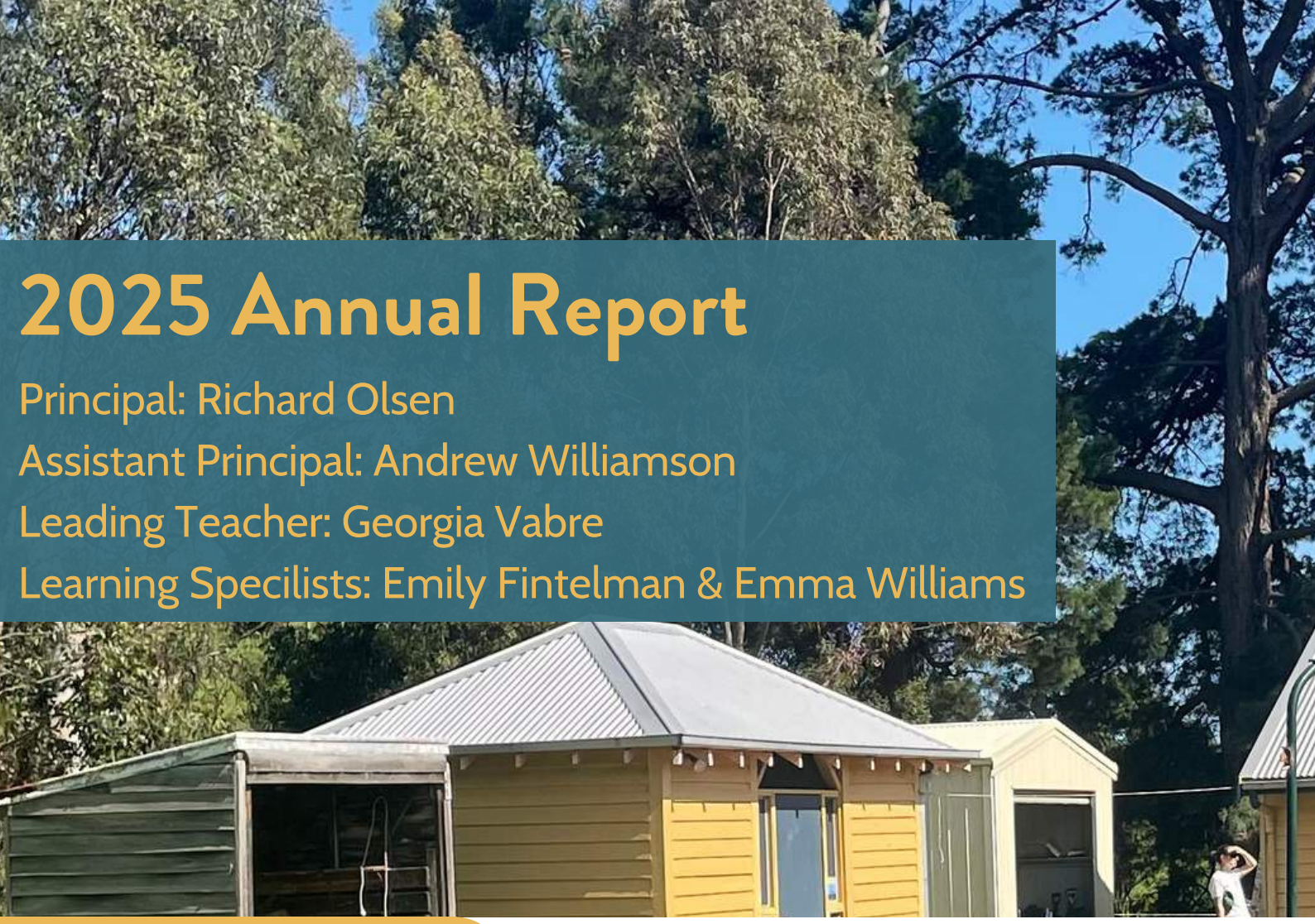


INCLUSIVE
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2025 Annual Report

Principal: Richard Olsen
Assistant Principal: Andrew Williamson
Leading Teacher: Georgia Vabre
Learning Specilists: Emily Fintelman & Emma Williams

Our School

Spensley Street Primary School, located in the vibrant inner-northern suburb of Clifton Hill, is an inclusive and dynamic educational institution on the border of Merri Creek and Yarra Bend Park. Our vision centres around fostering highly skilled, knowledgeable, and compassionate individuals, instilling values of inclusivity, innovation, and inspiration to nurture a community of active, engaged, and thoughtful citizens. In 2025, our school welcomed 238 students from Foundation to Year 6, supported by a dedicated staff of 20 teachers, including a leading teacher, two learning specialists, and five specialist subject teachers. Additional assistance is provided through a literacy support teacher.

At Spensley Street, we value our distinctive multiage environment, bringing students of different ages together for learning. This approach fosters diverse social and working relationships, prioritising flexibility tailored to individual skills, abilities, and interests rather than age constraints. Whole child learning is integral to our pedagogical approach, recognising individual students' needs and interests while actively providing them developmentally appropriate learning activities and instruction.

Our commitment to holistic education extends beyond academics to encompass the social, emotional, and physical wellbeing of each student. We strive to create a community where students, staff, parents, and carers collaborate to establish an inclusive, inspirational, and robust learning environment. Spensley Street Primary School actively values and promotes student voice and agency, aiming to empower students with authentic experiences of self-advocacy and leadership.

In addition to our whole child approach, Spensley Street Primary School is committed to academic excellence. Our dedicated teaching staff, diverse learning programs, and whole child curriculum underscore our pursuit of providing students with stimulating, targeted, and challenging learning opportunities. This commitment ensures that our students not only become successful, confident learners with a strong sense of self but also excel academically, preparing them for a future of continued success and achievement.

2025 was a year of refocus and realignment leading focussed largely on our strategic review and the development of our 2026-2029 School Strategic Plan. Post lockdowns, with it associated decline in enrolments over these years, there was a sense that our school needed to recommit to our vision and values. While this was at times difficult work, both through lengthy facilitator led staff consultation, and parent consultation led by the schoo leadership team. I believe it has put us in a strong position for the next period of our school's journey.

Our vision is to develop children who are confident in themselves and active in their community.

I would like to thank Andrew and our school's leadership team, Georgia, Emily, and Emma for their support throughout 2025. Three non-teaching days each week were allocated for Georgia led our wellbeing and Disability Inclusion programs. While Emily and Emma were each allocated two non-teaching days each week to lead our teaching and learning programs. I would also like to acknowledge and thank our teachers and education support staff for their various roles, and their active participation in our strategic review.

2025 also was considerable work on upgrading and modernising our school facilities. A new accessible ramp was installed at the front of the school, drainage fixed in the area around the basketball courts, repairs to the roof, and external painting. Work has also begun on modernising and upgrading our internal learning spaces, with an architect engaged to create plans for works in 2026.

I would like to personally acknowledge the wonderful support from the Spensley Street Primary School Council which is detailed in this report. The hours these volunteers contribute to our community is greatly appreciated. Thank you Katie, Rob, Gena, Angie, David, Alex, Jess, Annie, Katriona, Josh, Andrew, Georgia, Emily, and Daniel.

Thank you to our outgoing president, Katie Brown, and treasurer, Rob Smith, who have both not sought re-election in 2026. Your contribution to our school and our children over many years has been very appreciated. Thank you also to departing school council members, Katriona Ramones and Annie Walsh.

Richard Olsen
Principal, Spensley Street Primary School

Progress towards strategic goals, student outcomes and student engagement

Learning

Spensley Street Primary School proudly upholds its commitment to providing a contemporary and progressive teaching and learning environment characterised by robust engagement and notable achievements across all academic domains. Through a structured curriculum and dedicated educators, our school maintains a strong focus on student progress and success.
Our major literacy focus for 2025 was to strengthen the connection between reading and writing. This includes a greater focus on the Big Six of oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.

2025 was the first year that we fully implemented the mathematics 2.0 curriculum. This included an emphasis on teaching mathematics that is grounded in real-world experiences, demonstrates how maths provides us with a way to understand the world in profound ways and honours the critical importance of mathematical proficiency for our young people.

The NAPLAN relative growth results confirm our focus on providing breadth and depth to the curriculum to best set children up for success throughout and beyond their formal education. In both of the relative growth factors (reading and numeracy) reported on in this report, our school is higher than the state and our similar schools, 3.1% higher than similar schools in reading, and 10.7% higher than similar schools in numeracy.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**82.6%**
	Similar schools	79.5%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**85.7%**
	Similar schools	75.0%
	State	74.0%

As for percentage of students in strong or exceeding proficiency we are higher than our similar schools in three of the four reported measures. Our year three reading in 0.8% less than similar schools, though the three year average is 1.1% above similar schools. Our year 5 reading result, and both year 3 and year 5 numeracy results are above similar schools.

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**	**84.2%**	**86.0%**
	Similar schools	85.0%	84.9%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**93.9%**	**96.0%**
	Similar schools	90.1%	90.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**84.2%**	**84.8%**
	Similar schools	82.7%	83.2%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**87.9%**	**80.0%**
	Similar schools	85.2%	83.8%
	State	69.1%	68.1%

Though our teacher judgement results for English and Mathematics are lower than similar schools they are both an improvement on our 2024 results, with English improving from 91% to 93.3% and Mathematics improving from 90% to 91.6%.

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**	**93.3%**
	Similar schools	94.6%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**91.6%**
	Similar schools	94.3%
	State	84.2%

Wellbeing

At Spensley Street Primary School, we prioritise a holistic approach to education, recognising that student wellbeing is foundational to academic and personal success. Our commitment to fostering a supportive and inclusive environment is reflected in our collaborative efforts to develop fair and respectful behaviour management strategies, implemented school wide. Furthermore, our curriculum integrates teachings on pro-social values and behaviours, emphasising diversity and nurturing a culture of learning, community, and engagement. Through these initiatives, we aim to cultivate strong self-awareness in our students, as well as foster empathy and appreciation for others. Our school maintains a comprehensive focus on student wellbeing, spanning from Prep to Year 6, with a dedicated emphasis on safety and emotional support. We acknowledge our responsibility to cultivate a secure and enriching environment that promotes the dignity and self-esteem of all students, facilitating their optimal growth and development.

In 2025, we began the year with a whole school "Wominjeka" (welcome) inquiry aimed at providing a safe transition to the new school. This inquiry culminated with a "Wominjeka Afternoon" where the children in turned invited and welcomed their families to the school to explain and demonstrate how learning and wellbeing is designed and implemented.

An Inclusion Outreach Coach, a new Department of Education initiative, was engaged to work with one of our teaching teams to developing inclusive and supportive practices, and to strengthen staff wellbeing knowledge and practice. A major focus for whole staff professional learning has been on aligning our practices and documentation with the Disability Inclusion model.

The years four to six positive endorsement measure of 74.5% is slightly above our like schools and yet below the state average. It was very pleasing that the Managing Bullying factor was 77.9% well above our similar schools (74.1%) and the state average (76.4%).

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**	**74.5%**		**75.9%**
	Similar schools	74.8%		75.2%
	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**	**77.9%**		**78.3%**
	Similar schools	74.2%		73.8%
	State	76.4%		75.8%

Engagement

At Spensley Street Primary School, we are dedicated to fostering a vibrant and engaging school environment characterised by high staff and student morale, as well as a strong sense of community connectedness. Central to our approach is the promotion of a safe and inclusive atmosphere where every member feels valued and supported.

Our kindergarten to prep transition program included four comprehensive sessions aimed at easing the transition process. Similarly, our Year 6 transition program focused on building students' skills, confidence, and resilience through fortnightly sessions, preparing them for the transition to secondary school. Additionally, we prioritised activating student voice, agency, and leadership to enhance student participation and engagement across all year levels. Year 6 students were provided with various leadership opportunities, including hosting school assemblies, leading enrolment tours, and participating in a camping program in Term 4.

Our annual fete and harvest festival are major contributors to the strong community feeling. At these events we focus building community through a do it ourselves attitude and the sense of belonging that arises from working together. Similarly, our self-run before and after care service, school canteen, and lunch clubs play an important role in deepening engagement with the school.

Attendance continued to be a major focus with our school's performance while being better than the state average, is below the average of our similar schools. As a school we continue to seek support by working closely with Department of Education supports such as creating re-engagement with school plans in conjunction with the Attendance Officer from the Department of Education. Recognising the importance of regular attendance, we prioritise accurate recording of absences and employ a proactive approach to address non-attendance issues. Through initiatives such as the school bulletin and personalised follow-up with families, we provide support and strategies to mitigate barriers to attendance, including illness and extended family holidays.

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**	**18.5**	**20.4**
	Similar schools	18.2	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**	**92.1%**	
Year 1	**School**	**92.2%**	
Year 2	**School**	**91.0%**	
Year 3	**School**	**90.6%**	
Year 4	**School**	**90.5%**	
Year 5	**School**	**90.8%**	
Year 6	**School**	**88.4%**	

Other highlights from the school year

The major highlight for 2025 was our whole school musical, “Kiwi vs Fox”. This musical was created by the children of our school, and all children performed in it. “Kiwi vs Fox” was written by a team of student writers who were mentored by a playwright in residence over a whole term. Half day each week of term two and three, was dedicated reorganising the school to enable multi-age, foundation to year six, learning and inquiry, where children engaged in all facets of producing and rehearsing this musical.

We acknowledge Tom Holloway, our Playwright-in-residence, for his significant impact. The script-writing group flourished under his guidance, and it was inspiring to see the participants embrace their identity as writers after producing the script.

We are also grateful to Georgia Vabre and Michael Wannenmacher for their creative direction and artistic patience with the children, and to Tom Mansfield for his musical genius in working with the orchestra.

A special thank you to all the parents and carers who volunteered their time, contributing significantly to costume making, set design, and orchestra rehearsals.

Our Glen Forbes camps program continues to provide enriching and memorable experiences for our Spensley Street Primary School students. The Grade 4-6 camps, held in February, allowed students to revisit the familiar beauty of Glen Forbes, strengthening their connection to this special location. The camps fostered a wonderful sense of cohesion within homegroups, as children bonded with their friends and classmates over three days of shared activities.

As 2025, was the last year of our current strategic plan, much of the second half of the year involved engagement with children, staff, and our parents and carers to celebrate the previous four years and identify priorities for 2026 and beyond.

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**	**78.9%**
	Similar schools	75.5%
	State	82.0%

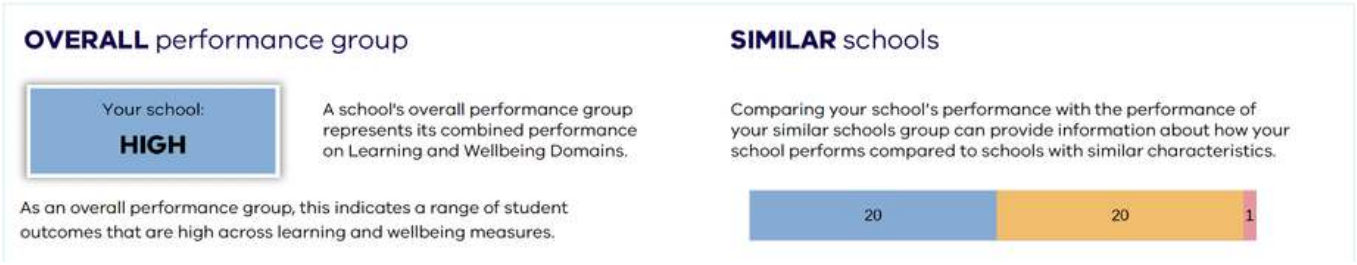
School Staff Survey

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**	**56.9%**
	Similar schools	79.0%
	State	77.4%

School Performance Report

The 2025 School Performance Report shows that the learning and wellbeing outcomes of our children are rated as high across a range of learning and wellbeing measures. Our school compares favourably with our similar schools, as shown in the graph below.



The reading and numeracy our results are high in four of each of the five reporting measures (shown in the table below). It is particularly pleasing that of the four growth measures, two for reading and two for numeracy, that our results are well above for both reading measures, and well above in one numeracy measure, and above in the other. We believe that these results confirm our focus on providing our children with a broad and strong foundations for learning rather than narrowing the curriculum too early.

Our teacher judgement results, the results which are communicated to parents and the Education Department in our semester reports are below similar schools. Improving our moderation practices and teacher's knowledge and confidence in assessing their students remains a school focus.

Spensley Street Primary School — **LEARNING** domain performance: **HIGH**

	LEARNING measures	Measure performance group	Result year	Student count	Current result	Change result	Similar school group result	Similar school comparison
READING	% of students in Strong or Exceeding NAPLAN (Year 3)	HIGH	2025	35	86%	+2.2%	86%	—
	% of students in Strong or Exceeding NAPLAN (Year 5)	HIGH	2025	32	94%	+0.6%	91%	▲
	% of students with High or Medium relative growth NAPLAN (Year 3 to 5)	HIGH	2025	24	83%	-2.5%	79%	▲▲
	% of students with High or Medium relative growth NAPLAN (Year 5 to 7)	HIGH	2025	27	85%	+1.5%	77%	▲▲
	% of students with At or Above expected growth in Teacher Judgement (Years 1-6)	MEDIUM	2024	260	70%	-5.9%	85%	▼▼
NUMERACY	% of students in Strong or Exceeding NAPLAN (Year 3)	HIGH	2025	35	86%	+2.9%	83%	▲
	% of students in Strong or Exceeding NAPLAN (Year 5)	HIGH	2025	32	88%	+4.5%	85%	—
	% of students with High or Medium relative growth NAPLAN (Year 3 to 5)	HIGH	2025	22	86%	+19.7%	76%	▲▲
	% of students with High or Medium relative growth NAPLAN (Year 5 to 7)	HIGH	2025	28	86%	+6.9%	79%	▲
	% of students with At or Above expected growth in Teacher Judgement (Years 1-6)	IMPROVING	2024	260	77%	+4.1%	83%	▼

* *Result includes Teacher Judgements assessed against the Number and Algebra and Mathematics 2.0 curriculums*

▼▼ Well below ▼ Below — Similar to ▲ Above ▲▲ Well above

School Performance Report

Of our 41 similar schools, 35 schools are rated as high performing in learning and 6 are rated as medium as shown in the following table.

Similar schools' LEARNING performance groups



As shown in the table below our results accordint to the five measures based on student opinions of wellbeing are largely in line with our similar schools. With three measures being similar, one below, and one above. It is clear, however, that a continued focus on wellbeing and engagement is required in order to improve our student's social and emotional experiences at school. Work has begun in 2025 to strengthen our wellbeing program, including introducing a new framework for the explicit teaching of wellbeing. The new three day a week, Mental Health and Wellbeing Team Leader role beginning in 2026 should also lead to stronger and more consistent wellbeing practices across our school.

Spensley Street Primary School — **WELLBEING** domain performance: **MEDIUM**

	WELLBEING measures	Measure performance group	Result year	Student count	Current result	Change result	Similar school group result	Similar school comparison
ATTITUDES TO SCHOOL SURVEY	% of positive endorsement in Emotional awareness and regulation (Years 4-6)	MEDIUM	2025	107	70%	-1%	72%	—
	% of positive endorsement in Managing bullying (Years 4-6)	MEDIUM	2025	107	78%	-2.1%	74%	▲
	% of positive endorsement in School connectedness (Years 4-6)	MEDIUM	2025	107	75%	-4%	74%	—
	% of positive endorsement in Stimulated learning (Years 4-6)	MEDIUM	2025	107	68%	-6%	73%	▼
	% of positive endorsement in Student voice and agency (Years 4-6)	MEDIUM	2025	107	65%	-2.9%	64%	—
ATTENDANCE	Attendance rate	MEDIUM	2024	304	90%	+0.9%	90%	▼▼

▼▼ Well below ▼ Below — Similar to ▲ Above ▲▲ Well above

The table below shows that of our 41 similar schools, 11 schools are rated as high performing in wellbeing and 20 have the same medium rating as our school. A focus on attendance, in order to bring us in line or slightly above our similar schools, is needed in order to achieve a high rating in wellbeing.

Similar schools' WELLBEING performance groups



2025 School Council Report

President: Katie Brown
Vice President: David Nicholls
Treasurer: Rob Smith

Sub-Committee Convenors
Canteen: Katriona Romanes
Community: Angie Rehak
Facilities: Annie Walsh
Finance: Rob Smith
Fundraising: Gena Kolin
OSHC: Alex Price
Strategic Outlook: Jess Tran

Parent Members
Katie Brown, Gena Kolin, David Nicholls, Alex Price, Angie Rehak, Rob Smith, Jess Tran, Annie Walsh

Community Members
Katriona Ramones & Josh Smith

Department Members
Emily Fintelman, Daniel Twomey, Georgia Vabre & Andrew Williamson

Exectuvie Officer
Richard Olsen



President's Report

~ Katie Brown

This is my final report as School Council President after 8 years on council. It has been an absolute privilege to be part of the council and I would encourage you in the future to consider nominating, am happy to discuss what is involved any time!

2025 started with the Wominjeka project as everyone returned to school. I enjoyed being part of this celebration of learning, reminding me how our incredible teaching and support staff support SSPS kids to be confident, curious and life-long learners. Showcased in the fabulous "Kiwi v Fox" musical were the talents of the children as writers, musicians, actors, singers, set designers the list goes on...

The Department of Education School Review process, carried out every 4 years, was also part of our busy 2025. The school leadership team, led by Richard, gathered and synthesised an incredible amount of data for the review, as well as leading deep reflection from the staff on how the school is performing as a learning community. Parents also engaged through three workshops used to prepare for the review. The school review team were very complementary about the review preparation, but more excitingly they loved hearing from our engaged students, staff and community and we are looking forward to working on the goals that come from the review.

SSPS participates in the New Metrics program - a collaborative research venture between the University of Melbourne and selected forward-thinking schools to work in partnership to address the meta-problems faced by Australian schools today and in the future. I encourage you to visit www.education.unimelb.edu.au/melbourne-metrics/our-research/new-metrics and learn more.
In true Spensley Street style, our community has shown how much we enjoy each other's company though the Welcome BBQ, Harvest festival, Friday assemblies, a "School Social" and an incredible Tempting Fete. Thank you also to everyone who contributed through volunteering in the classroom, the canteen, on camps and excursions as well as working bees. Our school would not be the same without the energy and commitment that you all put in.

School building works
In 2025 the front of the school was upgraded, now meeting inclusive access requirements, new wicking beds were installed in the "Childish Plot" and very important (but mostly invisible) works were completed on the drainage around the school.

Thanks to the Environment committee for the continued work on the gardens, some hardy plants are surviving and we keep trying!

In 2025 there are plans to re-mark the basketball court and commence internal works in the Areas beginning downstairs. School council and the leadership team continue to highlight the larger upgrade needs of SSPS, including the areas and bathrooms with the Victorian Government and local MPs with the Education Minister Ben Carroll visiting in February 2025 due to our advocacy. Thank you in particular to Dave Nicholls, vice president, for his continued work on this.

Council sub-committees

I'd like to begin by thanking Rob Smith who continued as Treasurer in 2025 but has now decided to retire from school council after a number of years of service. Through his diligence and knowledge he has ensured a 5 year budget for the school, and provided excellent guidance to the school council. I am sure that Jane Lydiate and the leadership team will miss his probing questions! Our budget situation is a constant balancing act as many of the unique SSPS programs over and above the standard school curriculum, such as the edible garden program, are not funded by standard revenue sources.

In 2025 the Strategic Outlook sub-committee, led by Jess Tran, took an important role in preparing for, and contributing to, our school review. They also reviewed school policy documents and also facilitated an important discussions about our school results. In 2026 they are looking forward to working with the leadership team on implementing the outcomes of the review.

The SSPS Tempting Fete and Harvest Festival were a huge success and brought so much joy to our school community. The fundraising team's efforts through the large events, as well as our hot cross bun, mango and other events make a substantial contribution to our budget and enable the full range of our school activities to continue. Thanks to Gena Kolin for leading the team again in 2025.

2025 saw the retirement of Jane from our canteen. We thank her for many years of service, and her fantastic muffin receipe, and wish her and David a fantastic fun filled future! We are fortunate to Emily to continue on this important role, and thanks to Katriona Romanes for her care of the canteen in her final year at the school, on school council (she had a couple of stints) and for her role on the P&C group.
Glen Forbes camp and the school grounds are cared for by the Environment committee. In 2025 this group was led by Annie Walsh. Thanks to Annie for her care of the grounds, and the time spent in the gardens and planting.

I would like to thank all school council members for their time and efforts this year, supporting me as President. Special thanks also to teachers Georgia, Emily, Daniel and Andrew for attending meetings and playing such an important role and providing an invaluable perspective in school council discussions.







Community Report

~ Angie Rehak

In 2025, several initiatives were introduced to strengthen communication, increase community participation, and further build the strong sense of connection that defines the Spensley Street community.

Role of the Member for Community
The Member for Community on School Council acts as a key connection point between Spensley Street Primary School (SSPS) and our families, supporting meaningful engagement across the school and the wider community.

The role involves contributing to discussions and recommendations that strengthen communication, encourage participation, and build strong connections between parents, carers, the school and the wider community.

2025 Highlights

Community Events
In 2025, two new community events were introduced to strengthen relationships within our school community: the SSPS School Social and school picnics at Quarries Park. Both events received very positive feedback and will continue as part of our community calendar.

Class WhatsApp Groups
Class WhatsApp groups continue to be an important communication tool, supporting parents to stay informed about school updates, events and community news.

A sincere thank you to our dedicated Class Parent Representatives of 2025, and those stepping into the role for 2026. Your efforts in organising gatherings and facilitating communication help maintain the strong sense of community that defines Spensley Street.

Weekly News Updates
A Weekly News update is shared via WhatsApp each Monday outlining key events, community updates and assembly highlights. This has become a widely used and reliable source of information for families.
Event Communications

In the lead-up to our major fundraising events, Harvest and the SSPS Fete, weekly newsletters were shared with event updates, volunteering opportunities and roster information, helping drive strong community participation.

A special thank you to Jet Gaete-Ramirez for contributing his graphic design skills and bringing these newsletters to life.

Social Media

In 2025, a small team of parents worked to strengthen our school's social media presence, celebrating and sharing the many wonderful things happening at Spensley Street with our school and wider community.

Thank you to Gena Kolin, Mary Lewis and Anne Papakis for their support with this initiative.

Posters, Invitations and Compass

Throughout the year, visually engaging posters and invitations were developed for major events and celebrations, often including QR codes linking to further information.

Regular community messages were also shared via Compass, and the School Bulletin ensuring official updates reached all families. Thank you to Trish and the leadership team for their continued support.

Fundraising Committee Collaboration

As a key member of the Fundraising Committee, I coordinate communications for school events across multiple platforms. This coordinated approach has helped increase community engagement, volunteer participation and donations of time and resources.

Looking Ahead to 2026

In 2026, the focus will be on further strengthening communication and community engagement across the school.

Key priorities include continuing to develop our social media platforms to highlight the learning, creativity and achievements happening at SSPS, as well as working more closely with teaching staff to share academic programs and initiatives led by our teachers.

A major focus will also be the 135-year anniversary of Spensley Street Primary School, including a community reunion celebration planned for December. I will be working closely with previous SSPS school Principal, Anne Nelson, who is researching the school archives, to share stories from SSPS's history through our social media platforms. We will also collaborate with SSPS parent Robert Moorman to develop engaging storytelling and media initiatives that can be shared with our school community and beyond.

These initiatives aim to continue building a strong, connected and engaged SSPS community.

Strategic Outlook Report

-Jess Tran

The Strategic Outlook committee meets throughout the year to give parents and carers space to provide feedback on topics and decisions related to the school's vision, values and strategic plan. In 2025 these topics included:

- The multi-age inquiry unit developed for the musical, *Kiwi vs Fox*.
- Supporting student agency, particularly in writing and using the '6+1 writing traits'
- Development of the 2026-2029 School Strategic Plan
- Results from the 2025 Attitudes to School survey (years 4-6)

Multi-age inquiry unit

Multi-age classrooms have long been central to teaching and learning at Spensley St. this year teachers worked beyond classroom areas to develop a multi-age musical inquiry unit. Leadership reported that teachers were energised by the new ideas and connections they formed, and students engaged well with the new routines and relationships they experienced. Parents and carers asked questions about what was so unique about this approach, and how it works so well. They were also curious about the key strengths and challenges of this model.

Student agency focus

The 2025 Annual Implementation Plan (developed by leadership each year based on the 3-year School Strategic Plan) identified student agency as a focus for improvement. The school's aim was to 'develop and implement a common language, understanding and practice of student agency in learning'. Leadership presented the New Metrics research project (in partnership with the University of Melbourne) as a way to achieve this aim. Parents and carers wondered how this work fed into wellbeing and how this was being measured by the school.

2026-2029 School Strategic Review sessions

Over three wintery evenings (and one survey), more than 60 parents and carers creatively shared their hopes, ideas and questions about the future direction of the school. We heard from passionate parents Andy Vance and Tom Holloway, as well as Richard, Andrew and Emily, about what makes SSPS special, and participated in different activities to help us think through the kind of teaching and learning we want our kids to experience in their school. This was collated by leadership to inform the development of the 2026-2029 School Strategic Plan.

2025 Attitudes to School survey and area redesign

In the final session for the year we looked at the results from the Attitudes to School survey, as well as the architect designs for sensory and inclusive learning spaces for Area 2. Questions centred on how different students and teachers participated in these evaluations and designs, and whether the results met expectations.

These meetings usually include a presentation from Richard and Andrew, followed by discussion and question time. If you would like to know more about the school's teaching and learning goals, and how they are being implemented in the classroom, consider joining in!

Fundraising Report

~ Gena Kolin

Role of the Committee

The Fundraising Committee is a fun, welcoming, community-centred sub-committee of the school council. The SSPS parent community is widely regarded as a special, unique aspect of our school and critical to our fundraising success. The money raised through these parent initiatives ensures that our children have access to programs that would otherwise not exist with current levels of government funding. It additionally provides the means to manage unexpected costs related to maintenance and repairs, manage school resources and ensure there is a reserve to cover major future expenses. Previous major expenses covered by these funds include the landscaping masterplan, equipment in the STEAM room and "Gerard's Shed".

2025 Fundraising Activities

In 2025, our fundraising efforts raised over $115,000 for our students! The biggest fundraisers, Tempting Fete and Harvest Festival raised $88,341 and $16,421 respectively. While the Welcome BBQ, Hot Cross Buns, Election BBQ, Mango Boxes and super successful Parent's School Social each contributed to our grand total and created numerous opportunities for us to be together in community.

These impressive efforts are testament to the strength of the SSPS Community. There were high numbers of returning volunteers running stalls at both Harvest Festival and Fete. Not only did this make the organisational efforts easier but it also reflects the joy and satisfaction found in being a parent volunteer. It is immensely heartening to be part of such an active community of helpers and it is this cooperative spirit that makes SSPS fundraising incredibly successful year on year. Increasing parent involvement at every level in 2026 is a key goal of the Fundraising Committee to ensure events continue to be successful fundraisers that illustrate the core values of our community.

I often say fundraising is a team sport and I am so grateful to the core Fundraising Team, Angie Rehak, Mae Olmstead and Jess Reid for both the fun and thoughtfulness you each bring to every meeting. It is an honor and a privilege to work with women so dedicated to our community's wellbeing.

Many thanks also to the Fete Committee; Angie Rehak, Mae Olmstead, Jess Reid, Jet Gaete-Ramirez and Gen Bevan-John; Cara Nicolson who led the Hot Cross Buns & Mango fundraisers; the Good Vibes Committee for organising the first annual Parent's/Carers School Social and to all of you who volunteered your time, set up/packed down events and signed up for shifts at our various events. The combined efforts of our community ensured the events were fun for everyone!

2025 Fundraising Expenditures

In 2025, our 2024 funds were spent on upgrades, including the reconfigured front entrance and maintenance to the exterior of our school such as repainting the exterior of the MPR and Art Room. Much of it has also been earmarked for internal updates to the learning Areas.

This year is shaping up to be another spectacular year of fundraising. The Welcome BBQ early in term 1 was a huge success! The Hot Cross Buns fundraiser is currently open and the 2nd annual Parent's/Carers School Social is sure to be a resounding success. Later in the year will be Harvest Festival, the return of Trivia Night, Tempting Fete, Mango Boxes, Election BBQ towards the end of the year.







Canteen Report

~ Katriona Romanes

2025 was a big year for the canteen with Jane Bryan, who had been the face of the canteen for 26 years, taking her well earned retirement. We are grateful to Jane for the energy and time that she gave to the canteen. Her mantra of providing healthy food, a warm environment, and a welcome place for people to gather has kept the canteen a very special part of SSPS. Emily (Wednesday, Thursday, Friday) and Jimmie (Monday, Tuesday) continue Jane's legacy in their commitment and warmth, their efficient running of the canteen, providing lunches to pupils and staff, and in continuing to caffeinate all the school's grown ups.

Volunteering is essential for the running of the canteen, both in keeping the timing of food preparation on track, and contributing to the sense of community in the canteen and school. We are lucky to have some dedicated parents who regularly help out at the canteen, and those who volunteer their time when they can. All your help, chat and energy is so greatly appreciated. Thank you to you all.

Financially, the canteen has again run at a deficit with a net loss this year of -$21,146. At their September 2025 meeting, School Council discussed that it cherishes the role the canteen plays, both as a service to the whole community, and as an informal wellbeing hub of the school. There was agreement that the canteen continues, even at a loss, as it provides this valuable service.

OSHC Report

~ Alex Price

OSHC sub-committee annual report for 2025

The Spensley Street OSHC program is a school-run extension of many of our students' school days and aims to provide the highest quality care in the safest possible environment in support of the school's philosophy. The service has a flexible approach that assists parents and carers in balancing work and family commitments. Being school-run, the OSHC program is a significant source of revenue and extends the overall teaching and learning activities of the school.

Attendance

2025 attendance was high every day except Fridays, with Tuesdays and Thursdays seeing a third of the school's students attending OSHC. Before care attendance has averaged in the teens on most mornings. 2026 enrolments are down again on previous years due to overall enrolments at the school being lower, though uptake from our preps has been good with 12 new students joining the program.

Staffing

OSHC staffing in 2025 and going into 2026 is a little lower than in previous years, reflecting lower student enrolments, consistent with maintaining required teacher/student ratios. Lisa has nonetheless continued to attract and maintain a wonderful team of dedicated, high-energy staff - the majority of whom are studying education - that focus on providing engaging and quality care for the students.

Budget

Lisa's continued focus and care in running the OSHC program resulted in a $121,745 contribution to the school budget for the 2025 school year. School Council has continued an annual review cycle of OSHC fees to ensure the program is sustainable and fees reflect ongoing changes in overheads and costs and as part of the overall school budget. As a result, fees for the program were reviewed and increased modestly to accommodate increased operating costs and inflation.

Summary

SSPS's OSHC is a unique offering that contributes significantly to the school's culture, support offering and - crucially - revenue. As a school-run program, it has been curated as a continuation of students' school experience, offering further opportunities for creative and social education. Lisa and her capable team's commitment to the program has seen it remain an essential component of SSPS, much-loved by students and the families that it supports.

Finance Report

~ Rob Smith

The Committee
The role of the Finance Committee is to oversee the school's internal controls, financial management and planning of income and expenses.The committee meets regularly and reviews expenditure and income against budget, signs off on key reconciliations and reviews other financial reports. The committee reviews and develops policies regarding financial matters, considers the financial position of the school and discusses major expenditure items. The Finance Committee reports to and makes recommendations to School Council each meeting.

The Finance Committee members for 2025 were Richard Olsen, Andrew, Williamson, Jane Lydiate, Katie Brown and Rob Smith.

I would like to acknowledge and thank Jane, Richard and Andrew for their maintenance of a strong internal control environment, continued improvements in processes in this (and prior) years and the good financial health of the school. Jane in particular does an outstanding job in preparing materials for the Finance Committee's review.

Overview
With limited government funding, the school continues to rely heavily on local contributions, fundraising and our internally run OOSH program. The school remains in a very healthy financial position, however like many inner city schools, there are headwinds in declining enrolments and inflation.

This year, we reported a net deficit of around $155,000 and the school ended the year with $844,326 in the bank account. Of particular note this year was increased spending allocated to disability, inclusion and wellbeing resources, where the school spent more than $75,000 of locally raised funds. Government funding also contributed nearly $350,000 to disability, inclusion and wellbeing teaching support resources.

School Council and the Finance Committee thank the school community for its ongoing financial, fundraising and other support that enables this good financial 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	$2,761,290
Government Provided DET Grants	$215,449
Government Grants Commonwealth	$182,449
Government Grants State	$0
Revenue Other	$52,028
Locally Raised Funds	$854,342
Capital Grants	$0
Total Operating Revenue	**$4,065,557**

Equity	**Actual**
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$5,000**

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

Expenditure	**Actual**
Student Resource Package[1]	$2,893,205
Adjustments	$0
Books & Publications	$5,136
Camps/Excursions/Activities	$95,587
Communication Costs	$8,909
Consumables	$83,966
Miscellaneous Expenses[2]	$46,300
Agency Staff	$91,857
Professional Development	$61,403
Equipment/Maintenance/Hire	$37,533
Property Services	$80,935
Salaries & Allowances[3]	$625,637
Support Services	$58,999
Trading & Fundraising	$156,358
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$31,436
Total Operating Expenditure	**$4,277,261**
Net Operating Surplus/-Deficit	**($211,704)**
Asset Acquisitions	**$0**

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

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

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





Parent contributions
All Victorian schools are funded by the Department of Education and Training based on the number of students that attend the school. This funding has two main components – core funding and additional funding assessed according to socio-economic criteria (the Index of Community Socio-Educational Advantage, or ICSEA). Spensley Street ranks very high on the ICSEA index, which directly affects our school funding as the higher the ranking, the less government funding we receive.

In order for Spensley Street to provide students with a wider variety of programs and resources along with ensuring that our school facilities are up to date and well maintained, locally raised funds are critical to our school. The voluntary parent contributions are an essential way that we raise those funds.If you cannot pay some or all of the parent payment amount requested then we ask that you speak to Richard (confidentially) about your situation.

Outlook
Maintaining our healthy financial position in 2025 and beyond relies on the school continuing to manage costs conservatively as well as the ongoing support from parent contributions, fundraising, OSHC and other community support. Increasing enrolments in 2026 and beyond will also become increasingly important to the school's financial position.

INCLUSIVE
INNOVATIVE
INSPIRED

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