

# 2025 Annual Report to the School Community

School Name: Creekside K-9 College (8909)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 March 2026 at 01:46 PM by Peter Dalinkiewicz (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 25 March 2026 at 09:50 AM by Peter Dalinkiewicz (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
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - 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.

## 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

#### Creekside K–9 College: Overview

Located in the heart of Caroline Springs, Creekside K–9 College was established in 2012. Since its inception, the College has maintained a strong connection to the local community and earned a reputation for providing a harmonious, safe, and orderly learning environment.

#### Student Profile & Staffing

In 2025, the College saw an enrolment of 1,287 students, including 10 international students. Our diverse student body is characterized by:

- **323** English as an Additional Language (EAL) students.
- **40** students supported by the PSD/DI program.
- **13** students from refugee backgrounds.
- **11** Koorie students.

The College is supported by a robust professional team, including **98.2 EFT** teaching staff and **36.2 EFT** Education Support (ES) staff. Leadership consists of five Principal Class members and several Leading Teachers, complemented by a comprehensive allied health team.

#### Vision and Values

Creekside K–9 College aims to instil the values, skills, and knowledge necessary for students to lead purposeful lives within a global community. Our mission is underpinned by four core values: **Responsibility, Honesty, Respect, and Acceptance.**

#### Teaching and Learning

The College provides a continuous educational pathway from Kindergarten to Year 9. We utilize the **Victorian Curriculum 2.0** and the **Early Years Framework** to ensure all programs meet rigorous benchmarks.

#### Core Program Pillars:

- A guaranteed and viable P–9 curriculum.
- The Creekside Instructional Model.
- Data-centered Professional Learning Communities (PLCs).
- Active teacher coaching and established moderation practices for assessment and feedback.
- The ‘Sounds Write’ phonics program.

Throughout 2025, the College strengthened its pedagogical practices by reviewing the Instructional Model, enhancing data literacy within PLCs, and delivering targeted professional learning.

#### Wellbeing and Inclusion

Creekside K–9 prioritises a secure and structured learning environment, supported by the **School-Wide Positive Behaviour (SWPB)** framework, which received a ‘Gold Award’ in 2024.

We adopt a holistic approach to student welfare. Our wellbeing leadership structure—overseen by Assistant Principals—includes Wellbeing Leading Teachers, Youth Workers, Psychologists, and Speech Pathologists. As an early adopter of the **Disability and Inclusion (DI) model**, the College utilises tiered interventions to support students with additional needs, managed by a dedicated team of school leaders and allied health professionals.

In 2025, the College focused on up-skilling staff to further enhance disability inclusion and the efficacy of tiered intervention strategies.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The College remains dedicated to its core mission: “**To maximise learning achievement for all students.**” This cornerstone of the 2024–2028 Strategic Plan (SSP) is driven by three key improvement strategies:

- **Cultivating a Culture of Excellence:** Fostering shared responsibility, high expectations, and clear accountability.
- **Building Teacher Capacity:** Strengthening differentiated instruction to ensure every student is appropriately challenged.
- **Empowering Students:** Creating meaningful opportunities for student voice and agency.

### 2025 NAPLAN Performance Highlights

Our recent NAPLAN data reflects the success of our focus on high expectations and teacher development:

- **Year 3:** Creekside outperformed both "similar school" and "network" averages across all domains within the "Strong" and "Exceeding" proficiencies. Additionally, the College matched or surpassed State averages in Reading, Writing, and Spelling for the top two tiers.
- **Year 5:** The College exceeded network averages in Reading, Writing, and Spelling for the "Strong" and "Exceeding" categories.
- **Years 7 & 9:** Students outperformed the network average in all areas within the top two proficiencies. Notably, we achieved above the State average in Writing and Spelling, supported by particularly strong results in Year 9 Numeracy.

### Areas for Development

While these results are encouraging, our 2025 Annual Implementation Plan (AIP) targets indicate significant work remains. We did not meet our targets in several key areas, most notably regarding

**Teacher Judgement Data** across all sub-schools. Addressing this gap will be a primary focus as we continue to align our internal assessments with our strategic goals.

## Wellbeing

The College remains committed to the 2024–2028 Strategic Plan (SSP) goal of **improving student wellbeing**. This objective is pursued through targeted strategies designed to foster resilience, positive behavior, and emotional health.

### 2025 Key Achievements

Wellbeing outcomes across the College were excellent in 2025, most notably reflected in the **Student Attitudes to School Survey** data. Key highlights include:

- **Target Areas:** Significant increases in positive responses for 'Managing Bullying' and 'Emotional Awareness,' both of which met or exceeded targets set in the 2025 Annual Implementation Plan (AIP).
- **Priority Cohorts:** Strong results were consistently reflected across all priority student groups.
- **Attendance:** While student absences (30+ days) remained stable compared to previous years, attendance rates among **EAL (English as an Additional Language)** students were a notable highlight.

### Tiered Support Framework

The College prioritises student mental health through a robust, **tiered support system**. In 2025, we continued to expand Tier 2 and Tier 3 programs to provide specialised intervention, including:

- **Social & Emotional Growth:** Social skills groups, play therapy, and art therapy.
- **Targeted Assistance:** Supported transition groups and functional literacy programs.
- **Specialized Support:** Story Champs and dog therapy.

## Engagement

The College remains dedicated to its 2024–2028 Strategic Plan goal of **improving student wellbeing**. A key pillar of this objective is enhancing formal and informal structures that empower students to provide feedback on their learning and emotional health.

### 2025 Performance & Benchmarking

The 2025 results indicate significant growth in student engagement, particularly when compared to "similar schools" and statewide averages:

- **School Connectedness:** Positive responses increased by an average of **8%**.
- **Student Voice and Agency:** Positive responses improved by **10%**.

- **Strategic Alignment:** These results build on a two-year trend of steady progress. The College is currently exceeding its Annual Implementation Plan (AIP) targets and remains on track to achieve all long-term strategic goals.

### Empowerment and Leadership

The College provides diverse platforms for student leadership and feedback, including:

- **Formal Leadership:** A structured student leadership framework across all year levels.
- **Feedback Loops:** Regular use of the **PIVOT platform** to gather and act on student surveys.
- **House System:** The Creekside House system, which has significantly increased student participation in College-wide activities.

### Positive Behavior & Culture

Creekside K-9 continues to excel in its implementation of the **School-Wide Positive Behaviour Support (SWPBS)** framework.

- **Gold Award Status:** Our commitment was officially recognized with a "Gold Award," highlighting our success in maintaining a proactive behavior management culture.
- **Community Impact:** The program has been embraced by students, staff, and families alike, fostering a sense of pride and a consistent environment for rewarding positive behavior.

## Other highlights from the school year

Beyond the classroom, the College fosters wellbeing and school spirit through a vibrant extracurricular program. These initiatives provide students with opportunities to build resilience, showcase their talents, and celebrate academic growth.

### Key Program Highlights:

- **Camps:** Our comprehensive camp program offers students vital opportunities to develop independence, teamwork, and social connections in diverse environments. In 2025, camps were held in Year 3,5,7 and for Year 9 outdoor education.
- **Busking Day:** A cornerstone of our performing arts and student agency initiatives, Busking Day empowers students to share their musical and creative talents with the school community.
- **P-6 Celebrations of Learning:** These regular events invite families and peers to share in the academic journey of our Primary students. They serve as a vital platform for students to take pride in their work and practice public speaking in a supportive environment.
- **Active School Partnership:** Through the active schools partnership, the College had access to professional development opportunities for our primary Physical Education staff. It has also helped provision the building of a 'ga-ga pit' to encourage student participation.

- **School Sports:** The Year 9 Boys Volleyball won the state school cup. This was an excellent result on the back of a lot of hard work from students and staff. Overall, the College continues to have a high level of participation in school sports.

## Financial performance

Creekside K-9 College maintained a strong financial position again throughout 2025. The School Strategic Plan, along with the 2025 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support college programs and priorities. During 2025, the college was able to allocate funds to: construct a new bike shed for students, install a new gaga pit for student use, refurbish the Year 9 staff office, extend the gymnasium storeroom, provide classroom upgrades which ensured students and staff have excellent facilities. In addition to this, the college commenced the construction of new sports courts located behind the school gym. This project is scheduled to be completed in March 2026. The college was also fully staffed and able to fund a number of additional programs to support student learning. This includes providing additional support in disability and inclusion. The Financial Performance and position report shows an end of year net operating profit of \$428,942. This profit occurred through prudent financial management, so that the school will continue to reinvest into the school programs, infrastructure and facilities.

**For more detailed information regarding our school please visit our website at  
<https://www.creeksidecollege.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 1,276 students were enrolled at this school in 2025, 627 female and 649 male. 50% had English as an additional language and 1% 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	69.0%	
	Similar schools	69.7%	
	State	70.6%	

### School Staff Survey


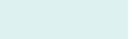


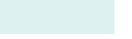


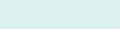




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	75.8%	
	Similar schools	59.6%	
	State	59.8%	

## 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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>86.5%</b>	
	Similar schools	82.7%	
	State	86.3%	
<b>English Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>80.4%</b>	
	Similar schools	74.0%	
	State	74.9%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>85.9%</b>	
	Similar schools	78.9%	
	State	84.2%	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>77.9%</b>	
	Similar schools	68.7%	
	State	70.5%	

## NAPLAN

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

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>69.4%</b>	<b>65.7%</b>
	Similar schools	61.6%	62.3%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>64.1%</b>	<b>67.6%</b>
	Similar schools	68.6%	69.8%
	State	73.9%	74.6%
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>60.7%</b>	<b>64.6%</b>
	Similar schools	66.7%	66.5%
	State	65.9%	65.7%

		2025	3-year average
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>55.3%</b>	<b>56.5%</b>
	Similar schools	62.7%	61.0%
	State	62.7%	61.0%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>57.3%</b>	<b>55.2%</b>
	Similar schools	55.6%	56.7%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>52.5%</b>	<b>60.1%</b>
	Similar schools	62.2%	61.7%
	State	69.1%	68.1%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>64.0%</b>	<b>63.4%</b>
	Similar schools	66.7%	64.0%
	State	65.6%	63.5%
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>60.5%</b>	<b>61.9%</b>
	Similar schools	60.4%	59.1%
	State	61.9%	60.2%


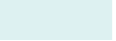


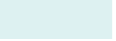


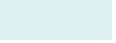


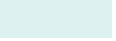

### NAPLAN relative growth

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
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>65.1%</b>
	Similar schools	73.0%
	State	74.7%
<b>Reading Year 5 to 7 % of students High or Medium relative growth</b>	<b>School</b>	<b>70.7%</b>
	Similar schools	72.3%
	State	71.9%

		<b>2025</b>	
<b>Reading Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>75.2%</b>	
	Similar schools	73.4%	
	State	74.1%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>68.3%</b>	
	Similar schools	73.2%	
	State	74.0%	
<b>Numeracy Year 5 to 7 % of students High or Medium relative growth</b>	<b>School</b>	<b>76.6%</b>	
	Similar schools	73.0%	
	State	72.2%	
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>78.0%</b>	
	Similar schools	73.6%	
	State	73.5%	

## 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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>78.9%</b>		<b>70.5%</b>
	Similar schools	76.9%		76.6%
	State	77.1%		77.3%
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>50.6%</b>		<b>42.3%</b>
	Similar schools	49.1%		47.2%
	State	50.3%		48.1%

### 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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>82.1%</b>		<b>70.1%</b>
	Similar schools	74.5%		73.1%
	State	76.4%		75.8%
<b>Years 7 to 12 % positive endorsement</b>	<b>School</b>	<b>50.1%</b>		<b>43.2%</b>
	Similar schools	49.2%		47.0%
	State	50.2%		47.6%

## ENGAGEMENT

### Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	4-year average
% of students exiting to further studies or full-time employment	School	100.0%	99.7%
	Similar schools	87.1%	86.1%
	State	81.5%	81.2%

### Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025	4-year average
Real retention rate	School	0.0%	0.0%
	Similar schools	50.6%	52.7%
	State	68.8%	68.7%

### 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	24.0	23.2
	Similar schools	23.9	24.5
	State	21.5	21.7
Year 7 - 12	School	28.9	28.4
	Similar schools	31.3	30.3
	State	30.2	29.4

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Prep	School	86.4%
Year 1	School	88.3%
Year 2	School	87.1%

			2025
<b>Year 3</b>	<b>School</b>	<b>88.8%</b>	
<b>Year 4</b>	<b>School</b>	<b>88.2%</b>	
<b>Year 5</b>	<b>School</b>	<b>87.9%</b>	
<b>Year 6</b>	<b>School</b>	<b>87.9%</b>	
<b>Year 7</b>	<b>School</b>	<b>86.2%</b>	
<b>Year 8</b>	<b>School</b>	<b>85.6%</b>	
<b>Year 9</b>	<b>School</b>	<b>84.4%</b>	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$15,411,554
Government Provided DET Grants	\$2,901,858
Government Grants Commonwealth	\$54,001
Government Grants State	\$0
Revenue Other	\$275,817
Locally Raised Funds	\$426,849
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$19,070,078</b>

Equity	Actual
Equity (Social Disadvantage)	\$456,931
Equity (Catch Up)	\$81,215
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$538,146</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$14,659,780
Adjustments	\$0
Books & Publications	\$16,656
Camps/Excursions/Activities	\$306,959
Communication Costs	\$16,620
Consumables	\$428,842
Miscellaneous Expenses <sup>2</sup>	\$211,947
Agency Staff	\$0
Professional Development	\$32,531
Equipment/Maintenance/Hire	\$368,521
Property Services	\$50,967
Salaries & Allowances <sup>3</sup>	\$978,477
Support Services	\$681,974

Expenditure	Actual
Trading & Fundraising	\$22,458
Motor Vehicle Expenses	\$8,921
Travel & Subsistence	\$0
Utilities	\$138,435
<b>Total Operating Expenditure</b>	<b>\$17,923,088</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,146,990</b>
<b>Asset Acquisitions</b>	<b>\$1,337,893</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$4,442,966
Official Account	\$41,634
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$4,484,600</b>

Financial Commitments	Actual
Operating Reserve	\$543,885
Other Recurrent Expenditure	\$12,138
Provision Accounts	\$37,364
Funds Received in Advance	\$178,618
School Based Programs	\$2,149,026
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$172,000
Capital - Buildings/Grounds < 12 months	\$653,000
Maintenance - Buildings/Grounds < 12 months	\$420,000
Asset/Equipment Replacement > 12 months	\$278,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,444,030</b>

*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.*