

2024 Annual Report to the School Community

School Name: Ardeer Primary School (4848)



- 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 02 April 2025 at 08:18 AM by John Mifsud (Principal)

- As executive officer of the school council, I attest that this 2024 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 29 April 2025 at 07:57 AM by John Mifsud (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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Ardeer Primary School is a small metropolitan primary school with an enrolment number of approximately 135 students. The school was established in 1961 and is located in the heart of the small community of Ardeer. Set on a large suburban block with grassed open spaces, a large inclusive playground, school oval, Covered Outdoor Learning Area (COLA), basketball courts, onsite kindergarten, synthetic racetrack, and attractive gardens.

Given our relatively small student population, we offer a highly personalised learning experience for our students. We pride ourselves on being a caring and supportive school that knows and caters to the needs of our school community and students extremely well.

Ardeer Primary School remains focused to the three big ideas of a Professional Learning Community:

- A focus on improving learning outcomes in Literacy and Numeracy - our fundamental purpose is to ensure that all students learn at high levels.
- The development and nurturing of a collaborative culture - we work collaboratively to meet the needs of staff, students and our community.
- Results Orientation - we use student data and results to know if students are learning and respond to their needs.
- The implementation of consistent practices focused on empowering learners who are actively engaged in and connected to their learning.

We are unrelenting in our pursuit of excellence in all endeavours, setting high aspirational goals for our staff, students, and community alike. We pride ourselves on maintaining an environment that is safe, orderly and one in which high levels of student engagement and effective learning ensue..

Students are supported to become active, independent learners provided with the skills to thrive both within an individual and collaborative learning environment. We ensure our students develop increasing responsibility for their learning as they progress throughout their years at school. Frequent opportunities are provided to promote student voice, agency, and leadership both within and outside of the classrooms, including our Student Voice Team.

We have a committed staff and pride ourselves on the wonderful school climate we create, in which all students thrive. Students always remain at the centre of our daily work. We maintain a strong focus on ensuring the delivery of the highest academic and wellbeing outcomes for every student, every day. We have a clear focus on creating a supportive and inclusive school environment that celebrates the rich diversity of our school community.

We value the importance of frequent collaborative opportunities to build staff capacity. All staff members at Ardeer Primary School actively work to develop their professional capacity to provide the best outcomes for our students. We have developed a consistent and coherent whole school approach to the teaching of Literacy and Mathematics. Staff are committed to continually developing their practice and this is achieved through the support of our internal instructional leaders and external coaches.

The school has a strong commitment to providing a curriculum that is both supportive of the needs of individual students and one that challenges students to achieve their best. The school is committed to strengthening student achievement across all curriculum areas with a major focus on the curriculum areas of English and Mathematics. We also provide varied learning opportunities that cater to the whole learner. The school offers specialist programs in PE, Library, Music, Art and AUSLAN.

We recruit for culture and seek to employ staff who are:

- Committed to ongoing professional development
- Reflective
- Collaborative

Ardeer Primary School is committed to graduating students who achieve academic excellence. We develop lifelong learners who value the power of education. Our students will value the importance of being environmentally responsible and contribute effectively to the diverse society in which they live.

Our students will....

- Have high expectations of themselves.
- Develop quality leadership skills.
- Be both literate and numerate across multi-disciplines.
- See education as a journey and value lifelong learning.
- Be critical thinkers and effective problem solvers.
- Be able to take risks in their learning.
- Have a growth mindset.
- Be able to transfer their skills to the real world.
- Be emotionally intelligent.
- Be able to effectively choose and use the relevant technology to enhance learning.
- Affect positive change as a global citizen.
- Explore and develop their skills across multi-disciplines.

Our staff will...

- Have high expectations of themselves and their students.
- Have a collective responsibility for all students.
- Be committed to continual professional development.
- Model exemplary behaviours.
- Use the most effective research based instructional practices.
- Provide a safe and inclusive learning environment.
- Provide opportunities for the students to drive their own learning.
- Actively engage in collaborative practice.

Community Connections will result in...

- A connectedness between families and the school.
- Positive interactions with the wider community.
- The community contributes to the success of the school.
- An appreciation of the diversity within the community.
- Stronger partnerships with local and wider organisations.
- A connectedness between families within the school.

Male: 50% Female: 50%

Non-English speaking- 10.14%

Disability- 7.25%

Equity funded – 41%

EAL- 46%

Aboriginal- 1%

Our current staffing profile includes:

-2 Principal Class

-2 Learning Specialists

-6 Classroom Teachers

-1 TLI/Enrichment Teacher

-3 Specialist teachers- Physical Education, AUSLAN, Library and Art

-1 Business Manager

-5 Educational Support Staff

-1 School bus driver

-1 Maintenance worker

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school achieved effective alignment with FISO 2.0 and our identified school priorities as detailed in our School Strategic Plan 2021-2024. There was a very strong focus on maximising the learning and growth in Literacy and Numeracy for each student. This shaped much of the work over the course of the year. There is consistent evidence that Ardeer Primary School maintained a clear line of sight in the delivery of all Key Improvement Strategies detailed in the school's 2024 Annual Implementation Plan.

In 2024, we enacted a range of initiatives aimed at maximising learning growth for all students across the school, and these included:

- Engaging a speech pathologist to assess select Tier 2 students, develop a targeted intervention program and train staff in its delivery.
- Employment of a full time intervention and enrichment teacher
- Implementation of the APS Response to Intervention framework for identified students
- Implementation of ongoing PLC inquiry cycles
- Implementation of the APS coaching framework
- Delivery of ongoing professional learning with a focus on the development of staff's pedagogical practices including conferring in Maths and English
- Refinement of our whole school data wall

A key part of our work in 2024 was the development of the school's GVC (Guaranteed and Viable Curriculum) in English and Mathematics. This has helped support alignment with the new Victorian Curriculum 2.0 and assisted in building staff curriculum content knowledge. The development of our GVC has resulted, and will continue to result in a more coherent learning pathway for our students.

Continued work centred on the consistent implementation of the school's English and Mathematics instructional models across all year levels also featured prominently. Throughout the year, we saw the continued implementation of our Ardeer Primary School coaching framework and implementation of regular coaching cycles ensued over the course of the year. The focus of these regular coaching cycles was centred on identified school priorities, staff identified needs and guided by research based best practices. The school successfully embedded a framework for regularly scheduled learning walks and was an effective means by which data and evidence was collected to measure the impact of whole school improvement initiatives and individual coaching goals. It also helped shape individual and shared professional learning foci.

Our 2024 Year 3 NAPLAN Reading results were very pleasing, with 56% of our students achieving within the Exceeding or Strong proficiency levels. This was consistent with Network and Similar schools. Similarly, our Year 3 Numeracy results indicated 50% of students achieving within the Exceeding or Strong proficiency levels. This was also similar to Network and Similar schools. Our Year 3 Writing results indicated improvement when compared to our previous year's results, with no students in the Needs additional support proficiency level.

Our 2024 Year 5 NAPLAN Numeracy data showed improvement when compared to our previous year's results. We saw 47% of students achieving Exceeding or Strong compared to 33% in the previous year. Our percentage of students with High or Medium relative growth in NAPLAN from Year 3 to 5 was High- (60%) as was well above similar schools.

Overall, our 2024 results signal a positive improvement in our school performance data. Staff at all levels across the school were committed to engaging in ongoing professional learning and remained steadfast in their commitment to continuous self-improvement. This included engaging with our internal instructional leaders and middle leaders and principal class team participating in all professional learning opportunities offered by the Deer Park/Sunshine network of schools.

Teachers and leaders continued to work collaboratively to refine practices in the development and monitoring of regular cycles of inquiry as per our APS Professional Learning Community framework. Evidence of an improvement in staff's capacity to utilise data to support the teaching

and learning cycle, plan differentiated learning to meet the diverse needs of all learners and plan for tiered intervention was particularly evident over the course of the year.

Wellbeing

Ardeer Primary School has an inclusive approach to student wellbeing and offers high quality and tailored learning programs delivered at the point of student need. The school is highly regarded for its programs and approaches, which support all students academically, socially and emotionally. Alongside learning, this continues to be the highest priority for Ardeer Primary School.

Ardeer Primary School continued to maintain formalised partnerships with a number of service providers to address wellbeing needs and enrich learning experiences and opportunities for students and families. The school harnessed the capacity of partnerships such as State Schools Relief, One Box, Ardoch Youth Foundation, Pinch a poo, and Foodbank to collectively meet the diversity of our student and families' needs.

The nominated Mental Health and Wellbeing Leader undertook all evidence-based training in mental health literacy, working with staff to support students at the point of need, and worked to build school capacity through delivery of targeted professional learning. The MHWAL attended all professional learning opportunities offered in 2024 through their participation in the network's communities of practice.

The continued rollout of the Disability Inclusion reforms at the school in 2024 was highly successful. Staff engaged in ongoing professional learning opportunities in the implementation of inclusive practices. In Term 3, 2024, we commenced our partnership with an Inclusion Outreach Coach. This partnership saw a focus on building staff capacity to enact preventative approaches with an emphasis on Tier 1 interventions. The coach worked with school leaders to utilise data to develop whole school capability building and practice improvement. The coach provided on-site coaching with teachers and school leaders to confidently engage in rigorous problem solving methods to identify and respond to student needs.

Work continued in the implementation of the School Wide Positive Behaviour Support program at Ardeer Primary School. We saw outstanding progress in the implementation of this important work. This included the school's fantastic achievement of receiving a Silver award for its efforts in 2024. This was a result of its development of Tier 1 foundations, classroom systems and by achieving key fidelity measures that were enacted throughout 2024.

We achieved some very pleasing results in our school's 2024 Attitudes to School Survey. This was particularly evident in the measure of student's 'Sense of Connectedness,' achieving its highest positive endorsement in four years (80%). This was above State and on par with Similar and Network schools. Similarly, the school achieved an 89% positive endorsement in the measure of 'Sense of Inclusion.'

2024 saw the implementation of a suite of initiatives centred on supporting high levels of student wellbeing outcomes across the school. The continuation of a School Breakfast Club on Friday mornings was highly successful, with approximately 40 students attending this program each week. Students from across the school volunteered each week to support the program and in the process gained confidence and new skills.

In 2024, we continued to focus on the implementation of DET's, Resilience, Rights and Respectful Relationships framework. This was implemented across our school and continues to be refined and enhanced through internal opportunities and participation in regular network cluster meetings.

This implementation was supported through a school curriculum day which focused on developing our Respectful Relationships Curriculum which is enhanced through resources from Berry Street and Positive Education.

The Ardeer Primary School Prep transition Program (Kindergarten to Foundation) supported students commencing Foundation across the school to feel connected and to reduce student anxiety. The internal transition of students (Foundation to Year 6) included 'step-up' sessions, where students were able to spend sessions with their new teacher and classmates. Students new to the school were invited to attend these sessions.

We continued to strengthen partnerships with all local kindergartens including the onsite Ardeer Primary School Kindergarten. This saw a regular buddy program with a group of Grade 5 and 6 students visiting the kindergarten every week throughout Terms 3 and 4. Staff and students from the onsite kindergarten regularly visited the school throughout the year and utilised our school facilities. These initiatives supported a more seamless transition from kindergarten to Foundation, for those who enrolled at our school.

Engagement

Ensuring a range of our daily practices supports high levels of student engagement across all levels has been an ongoing focus at our school and 2024 was no exception. We offered a range of school experiences and extracurricular activities both internally and via our partnerships with a range of external agencies.

Initiatives included our partnership with ACMF (Australian Children's Musical Foundation) in the delivery of high-quality weekly music lessons for every student across the school. Our affiliation with Ardoch Youth Foundation and the First Call Fund also provided a range of unique experiences for our students. Through the support of Ardoch, students accessed a range of dynamic programs that greatly assisted in elevating levels of student engagement and participation.

Programs sourced through Good Shepherd focused on student engagement and resilience were implemented for students in our senior grades to enhance connection to school. This included the highly successful MAT Martial Arts Therapy Program for our Grade 5/6 students.

The very popular 'Learning Through Lunch' program provided students from the senior grades the opportunity to visit the William Angliss Institute. Through the visit students developed a greater insight into the vocational pathways on offer in the hospitality industry. It also provided students with the ability to share a high-quality three course meal whilst engaging in the development of social skills including table conversation and etiquette through their interaction with their fellow peers and the adult volunteers organised by Ardoch on the day.

Our 2024 P-6 average attendance rate was 87%. The percentage of students with a 95% or higher attendance rate in 2024 was 22%. This was very similar to State and Similar schools. The vast majority of student absences over this period were attributed to extended family holidays and student illness. Non-attendance was monitored throughout the course of the year and where possible support structures were put in place to enable individuals' regular attendance to be achieved.

Systems focused on the tracking and monitoring of student attendance data continued in 2024. Initiatives including our Attendance Heroes award was a particularly successful one. The regular acknowledgement and recognition of positive school attendance was reinforced in classrooms and

at our weekly assemblies. This saw the rewarding of student attendance of 98% or higher with a shared lunch each term. Attendance was tracked weekly, and a Staged Response for Attendance was introduced to track attendance and engage with our school community in an effective way to promote the importance of students attending school every day.

At Ardeer Primary School, we continue to promote frequent and varied opportunities to develop student voice, agency and leadership. This was evident through the appointment of School Captains, House Captains and Vice Captains and continued implementation of the Student Voice Team. A feature in 2024 was seeking more regular opportunities for student feedback to shape tailored learning programs.

Our school values of Respect, Responsibility and Safety continued to be used to reinforce and promote a positive learning environment. These are visible throughout the school, reinforced daily and celebrated through weekly student awards at our assemblies. Providing a whole school approach to celebrating student effort, wellbeing, and engagement.

Other highlights from the school year

We have maintained a strong focus on strengthening parent and school partnerships with a focus on student learning and wellbeing over the past four years. In 2024, this priority continued.

More varied and frequent opportunities were provided to all families in support of this goal. This included hosting various parent information sessions focused on the implementation of our highly effective Sounds Write program and approach to literacy instruction, Mathematics Family Night, SWPBS parent information session, Meet the Teacher BBQ, student led interviews and Harmony Day just to name a few. In 2024, saw the continuation of our relatively new approach to welcoming and encouraging parent volunteers to support both within and out of the classroom.

The extensive work that we have been leading in this space resulted in our pleasing 2024 results in the metric of 'Parent Community Engagement,' with a 100% positive endorsement rate. We achieved the highest positive endorsement rating for 'Parent participation and involvement,' in four years (100%). Similarly, we achieved a 100% positive endorsement rating for both 'General School Improvement' and 'General School Satisfaction.'

In 2024, we achieved a 96% positive endorsement in the measure of 'Effective teaching' and 100% positive endorsement for 'High expectation for success,' all well above Similar, Network and State averages.

Furthermore our outstanding results in our 2024 Parent/Guardian/Caregiver survey is something that we are immensely proud of.

- 100% positive endorsement for 'Teacher Communication.'
- 100% positive endorsement for 'School Communication.'
- 95% positive endorsement for 'Student connectedness.'
- 100% positive endorsement for 'Promoting positive behaviour.'
- 100% positive endorsement for 'Respect for diversity.'

Financial performance

In 2024, Ardeer Primary School continued to maintain its sound financial position. The School Strategic Plan and Annual Implementation Plan shaped the allocation of funds to support all identified school priorities. It is anticipated that any surplus will be expended in 2025 to cover staff costs, various programs, student learning activities, the Tutor Learning Initiative, specialised and targeted professional development, coaching and modelling for teachers, leadership release time, and other identified school priorities.

The school received Equity Funding in 2024 which enabled extra learning and wellbeing support, educational resources and essential items to be provided to students and their families, the reduction in class sizes and specialist programs.

During the course of the year we continued to ensure the ongoing maintenance of the school which is an ongoing focus given the age of the school. Addressing the numerous earmarked maintenance defects as reflected in the school's Rolling Facilities Evaluation remained a priority throughout 2024 and will continue into the future. The school completed all required safety audits, ensuring any highlighted and required corrective measures were actioned.

The school was successful in the application of an Outside School Hours Care Establishment Grant. This saw the broadening of our Outside Hours School Care program to include all school holidays periods over a two year period. The funds allocated as part of this grant opportunity in 2024 included \$65,000. All funds were expended to support staffing and other associated costs incurred to run the program.

For more detailed information regarding our school please visit our website at <https://www.ardeerps.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 127 students were enrolled at this school in 2024, 66 female and 61 male.

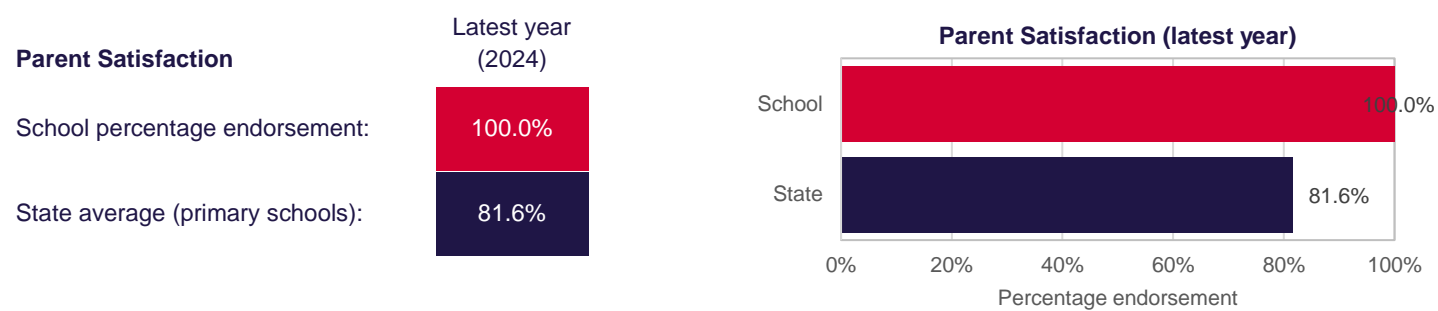
46 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

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**

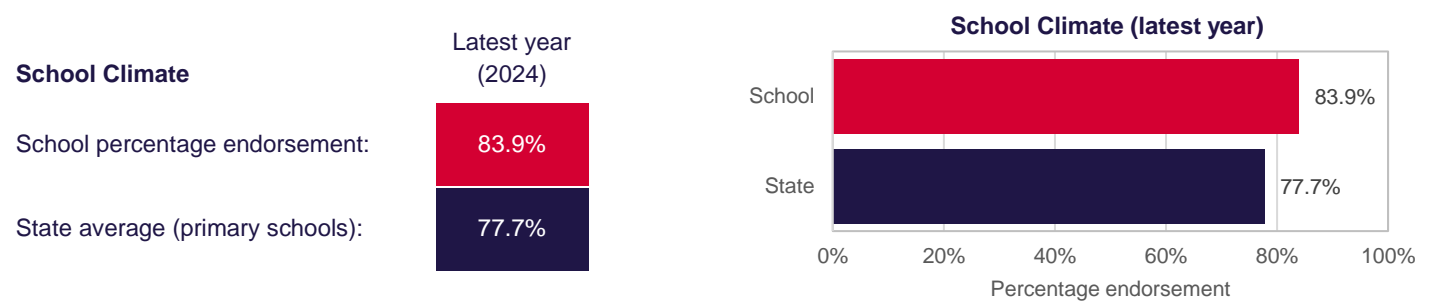
Parent Satisfaction Summary

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.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

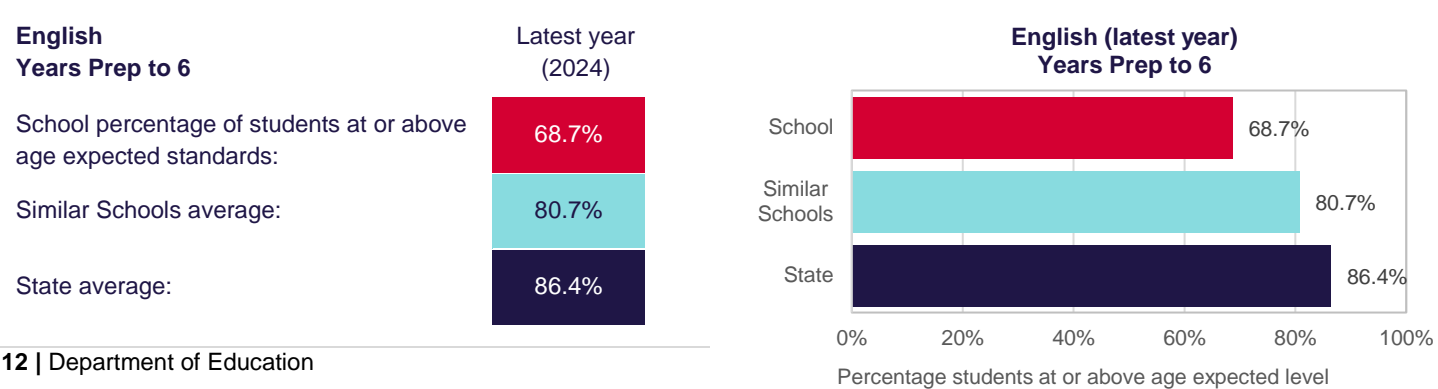


LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.



Mathematics
Years Prep to 6

School percentage of students at or above
age expected standards:

Latest year
(2024)

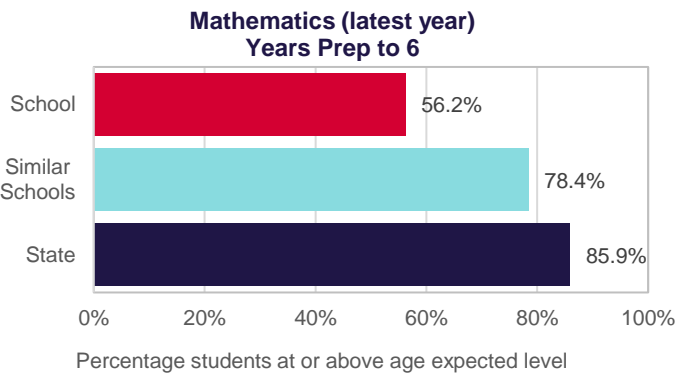
56.2%

Similar Schools average:

78.4%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

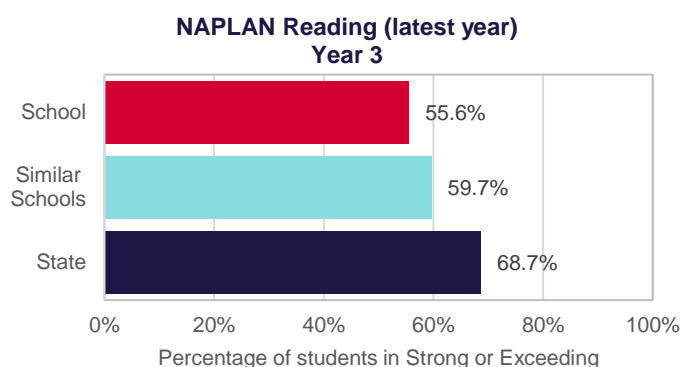
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

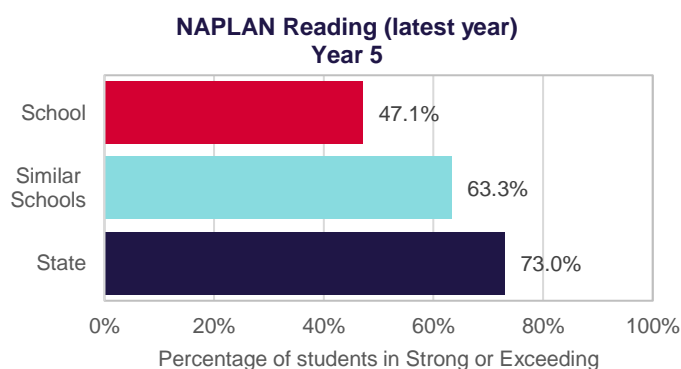
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.6%	48.6%
Similar Schools average:	59.7%	59.1%
State average:	68.7%	69.2%



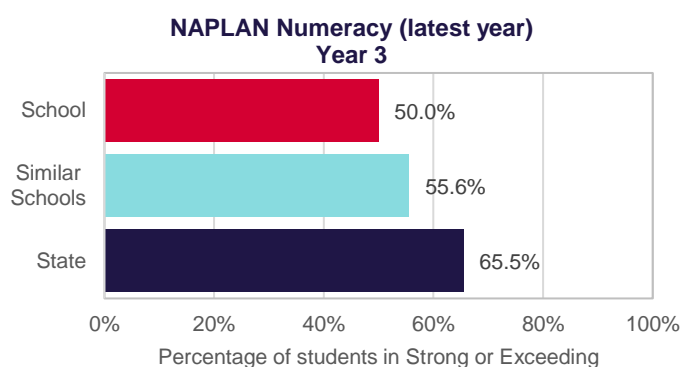
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.1%	50.0%
Similar Schools average:	63.3%	65.8%
State average:	73.0%	75.0%



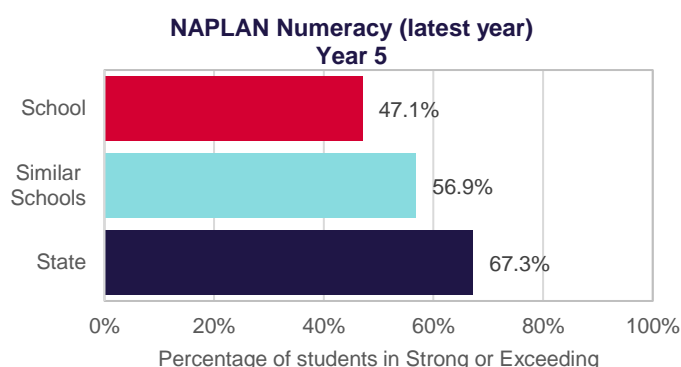
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	42.9%
Similar Schools average:	55.6%	54.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.1%	40.6%
Similar Schools average:	56.9%	56.2%
State average:	67.3%	67.6%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

45.8%

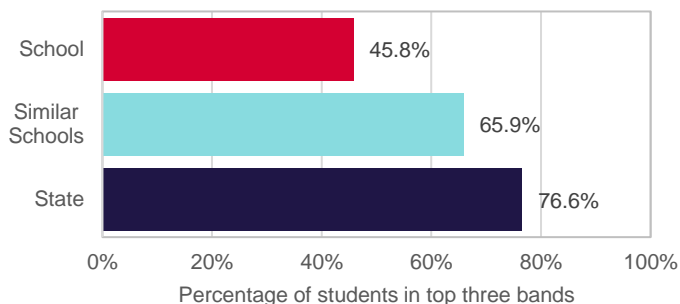
Similar Schools average:

65.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

52.9%

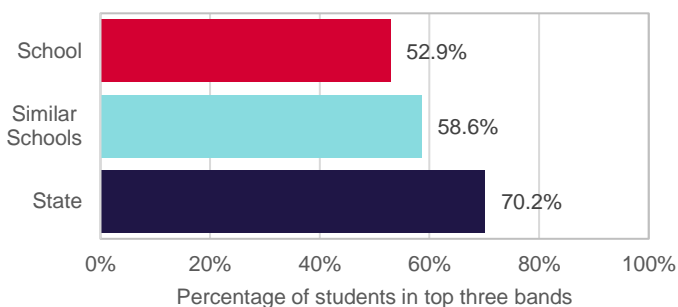
Similar Schools average:

58.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

25.0%

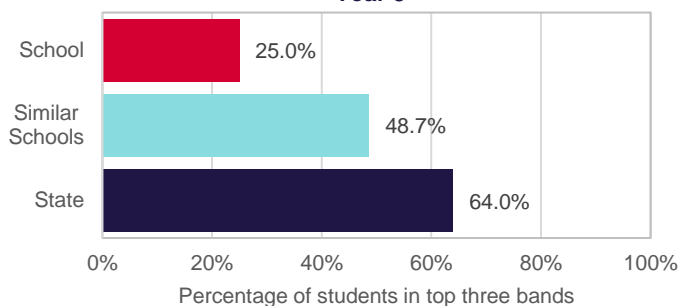
Similar Schools average:

48.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

27.8%

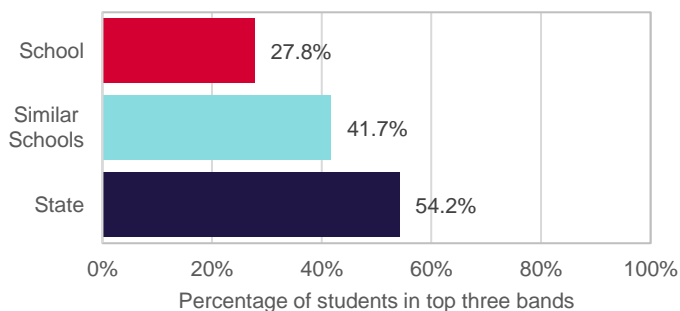
Similar Schools average:

41.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

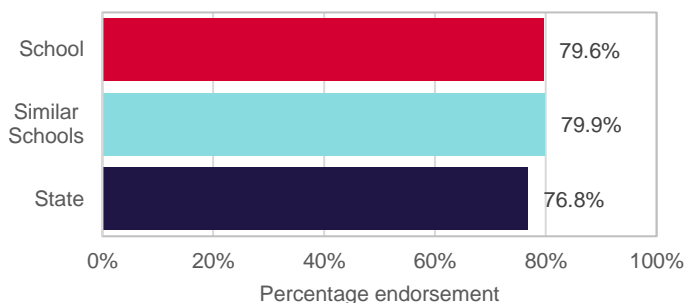
Student Attitudes to School – Sense of Connectedness

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	79.6%	73.3%
Similar Schools average:	79.9%	79.3%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



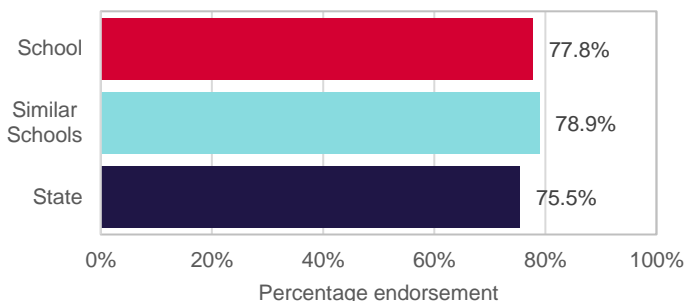
Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	77.8%	72.6%
Similar Schools average:	78.9%	77.3%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

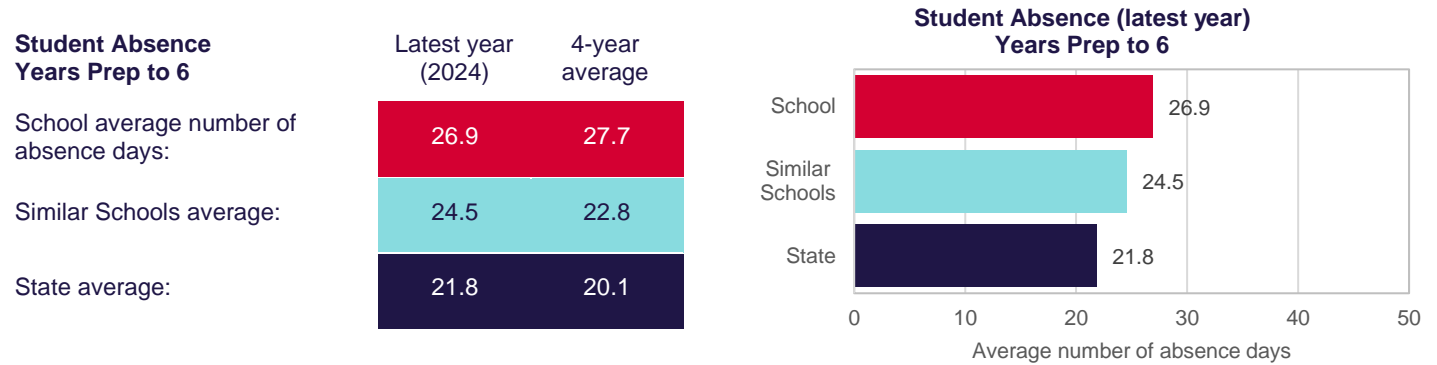


ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	81%	87%	87%	88%	89%	88%	86%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,948,118
Government Provided DET Grants	\$447,102
Government Grants Commonwealth	\$5,917
Government Grants State	\$3,833
Revenue Other	\$15,241
Locally Raised Funds	\$54,782
Capital Grants	\$0
Total Operating Revenue	\$2,474,994

Equity ¹	Actual
Equity (Social Disadvantage)	\$117,936
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$117,936

Expenditure	Actual
Student Resource Package ²	\$1,774,932
Adjustments	\$0
Books & Publications	\$1,475
Camps/Excursions/Activities	\$33,958
Communication Costs	\$5,476
Consumables	\$35,811
Miscellaneous Expense ³	\$20,515
Professional Development	\$8,846
Equipment/Maintenance/Hire	\$32,617
Property Services	\$111,222
Salaries & Allowances ⁴	\$80,137
Support Services	\$94,413
Trading & Fundraising	\$43,898
Motor Vehicle Expenses	\$9,394
Travel & Subsistence	\$0
Utilities	\$21,202
Total Operating Expenditure	\$2,273,894
Net Operating Surplus/-Deficit	\$201,100
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$339,160
Official Account	\$3,991
Other Accounts	\$0
Total Funds Available	\$343,150

Financial Commitments	Actual
Operating Reserve	\$83,160
Other Recurrent Expenditure	\$0
Provision Accounts	\$11,087
Funds Received in Advance	\$0
School Based Programs	\$41,474
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,657
Repayable to the Department	\$12,000
Asset/Equipment Replacement < 12 months	\$6,760
Capital - Buildings/Grounds < 12 months	\$0
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	\$164,138

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.