

2024 Annual Report to the School Community

School Name: Athol Road Primary School (5536)



- 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 21 April 2025 at 08:42 PM by Carmela Nigro (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 21 April 2025 at 08:42 PM by Carmela Nigro (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

Athol Road Primary School is located in Springvale South, a culturally diverse low socio-economic, residential suburb in South East Melbourne, approximately 28 kms from the CBD. The school features a variety of buildings from different time periods. Among them are BER buildings comprising two multi-use learning spaces for Year 1 – 6 students and a school hall serving as a fully equipped Performing Arts centre which also caters for the Physical Education program. Additionally, there's a double relocatable accommodating the Visual Arts and Environmental Education programs. Furthermore, three well maintained buildings dating back to 1971 have been repurposed to include a refurbished Foundation Learning Space, an Administration Block, and an Early Learning Centre. The Early Learning Centre offers a government-funded kindergarten program, providing a 15 hour program for both 3 and 4-year-old children, alongside an accredited playgroup allowing parents to connect in a nurturing environment while their children engage in play. These facilities ensure a seamless transition to primary school.

2024 staff comprise of 3 Principal Class, 4 Learning Specialists, 34 Teachers and 26 Education Support Staff incorporating Administration Staff, Allied Health Professionals, Multicultural Aides, Integration and Teacher Aides.

The student population of 421 students in Foundation – Year 6, 66 children in the 4 year old kinder program and 48 children in the 3 year old kinder program, represents a wide range of culturally and linguistically diverse backgrounds with the highest percentage originating from Vietnamese and Cambodian backgrounds. 81% of the student population learn English as an Additional Language (EAL).

Each student is celebrated as a unique individual, contributing to the diverse experiences and learning opportunities. Teachers prioritise the cultivation of rapport and trust, fostering connections not only between themselves and students but also among students and their families. The school lives its vision of *'creating a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible'*. The school's RICH values of building Respect, encouraging Innovation, valuing Community and setting High Expectations foster a learning environment where each individual is challenged to grow emotionally, intellectually and socially.

Central to the school's vision is the belief in nurturing students' emotional and physical wellbeing, recognising these as fundamental to their academic achievements and future endeavours. The cultivation of supportive relationships, fostering a sense of belonging, lies at the heart of students' achievements in literacy, numeracy, and beyond. Leadership is committed to maintaining high academic standards while also nurturing students' self-esteem, self-efficacy, and global awareness.

Students are encouraged to collaborate with peers, think creatively, exercise autonomy in decision-making, and take ownership of their learning and behaviour. The curriculum nurtures curiosity and cultivates higher-order thinking skills, empowering students to tackle challenges, deepen understanding, and explore new concepts and perspectives. Student Voice, Agency, and Leadership are interwoven into every facet of student learning and the school community. Each student's unique viewpoint on learning, teaching, and education is respected and valued, with a range of opportunities provided for them to articulate their ideas and actively participate in shaping their educational journey. The school maintains a strong commitment to a zero-tolerance policy towards bullying and child abuse, striving to create a safe environment where students feel

empowered to voice their concerns and influence decisions affecting their lives. This dedication to child safety extends across all school settings, including excursions, camps, online platforms, and Outside School Hours Care.

The 2024 percentage endorsement by parents on School Satisfaction is above State level data in the annual Parent Opinion Survey with 97.7% percent of parents/carers indicating positive responses of agree or strongly agree. This reflects the trust and rapport that has been established over the years with the parent community, the strong focus on the school values of Respect, Innovation, Community and High Expectations, and the positive learning and wellbeing outcomes achieved.

The 2024 percentage endorsement by staff on School Climate is above State level data in the School Staff Survey with 84.3% of staff indicating positive responses of agree or strongly agree. This reflects the collaborative culture in the school and a high endorsement by staff in collective efficacy, collective responsibility and collective focus on student learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, there was a focus on developing a consistent approach to teaching and assessing reading comprehension from Foundation – Year 6.

Learning Specialists and Team Leaders from Foundation - Year 6, completed the Sounds Write training to promote a consistent approach to the way phonics is taught in each learning space, building on the work that has occurred over the last two years, particularly in the Junior School. This training has been used to assist teachers across the school to support students who are still learning to decode words, a precursor to the comprehension of texts.

The School Improvement Team (SIT) has redesigned the school's reading documentation to ensure consistency between year levels and align with evidence-based practice, the Victorian F-10 English as an Additional Language Curriculum and the new Victorian English F-10 Curriculum 2.0.

The assessment schedule was refined to provide more targeted and insightful data on student progress, particularly with the introduction of evidence-based tools such as SPARKLE and DIBELS. These tools have allowed for a deeper understanding of students' reading comprehension skills, enabling more focused and personalised instruction. According to survey data, 96% of teachers reported increased confidence in planning and delivering targeted reading comprehension lessons, highlighting a significant improvement in both their knowledge and teaching practices.

Furthermore, all teachers participated in a newly developed peer observation model aimed at enhancing instructional quality. Within their teams, teachers observed each other's Mathematics lessons, fostering a collaborative environment where best practices could be shared. Specialist teachers also observed learning space teachers, focusing on strategies to better engage and support students with additional needs. This exchange of knowledge and expertise has led to the refinement of teaching strategies and a more inclusive approach to student learning.

According to data 68% of teachers found peer observations very useful in improving their practice. Some of the insights gained from peer observations included:

- use of fluid groupings in Mathematics
- clarity about explicit teaching techniques
- using models and displays effectively, and
- promoting and implementing positive behaviour support strategies

Student Learning Achievements

77% of students were assessed on the Victorian Curriculum F-10 English as an Additional Language Curriculum and are working towards developing English language competence in the modes of Speaking and Listening, Reading and Viewing and Writing.

85% of students, from Foundation to Year 6, assessed on the Victorian English Curriculum achieved at or above the expected level.

80% of students, from Foundation to Year 6, achieved at or above the expected level in Mathematics.

In 2024 the Tutor Learning Initiative (TLI) continued to provide additional support to students who did not make the expected learning growth in 2023. The program focused on individual and small groups working on identified, targeted needs in Reading.

The 2024 NAPLAN results were very pleasing. The number of Year 3 and Year 5 students who achieved either Exceeding or Strong were above similar and Network schools in all curriculum areas.

Although it is difficult to compare 2024 NAPLAN results to previous years, our focus on improving the Year 5 data in all curriculum areas is definitely on track based on the excellent outcomes in 2024 where:

- 70% of Year 5 students achieved the levels of Exceeding or Strong in NAPLAN Reading
- 83% of Year 5 students achieved the levels of Exceeding or Strong in NAPLAN Writing
- 71% of Year 5 students achieved the levels of Exceeding or Strong in NAPLAN Numeracy

The success of student learning outcomes can be attributed to the strong collaboration and collective efficacy among teachers in their professional learning teams. By ensuring consistency in practice, teachers have created a stable learning environment that fosters student growth. Moreover, the high expectations set by teachers for both themselves and their students have driven continuous improvement, resulting in exceptional achievements. This commitment to excellence has been a key factor in the positive learning outcomes in 2024.

Wellbeing

At Athol Road Primary School, student wellbeing is a core part of school life. Throughout 2024, there has been a continued focus on building a safe, inclusive, and supportive learning environment where students feel connected and valued. Attitudes to School Survey data shows that 78.6% of students report a strong sense of connectedness, above the state average of 76.8%. This result reflects the deep focus on fostering relationships and ensuring that every child feels a sense of belonging. Key wellbeing initiatives, including the Mental Health in Primary Schools (MHIPS)

program and the Berry Street Education Model, have supported this work by embedding daily practices such as morning circles, mindfulness activities, and brain breaks. These strategies help students start their day feeling calm and connected, ensuring they are in the best mindset for learning. The Children's Wellbeing Continuum has also been integrated into daily routines, empowering students to recognise their emotions and seek support when needed.

To strengthen support for neurodivergent students, there has been an investment in additional sensory tools, including wobble stools, scoop rocking chairs, and sensory toolboxes. The Disability and Inclusion journey has had a significant focus, with careful preparation enabling a smooth transition to Profile meetings and successful funding outcomes. A school survey showed that 91% of teachers feel confident in making adjustments to support student learning, demonstrating the impact of professional learning. Education support staff have also played a key role in this space, engaging in fortnightly professional learning and contributing meaningfully to student support planning. Strategic use of Tier Two funding has allowed for enhanced inclusive classroom practices, with alternative seating and support tubs benefiting not just neurodivergent students but all learners. These initiatives have strengthened the predictability and accessibility of learning environments, reinforcing the ongoing commitment to ensuring that every student can succeed.

Social and emotional learning remains a priority, with the UR Strong program embedded across all year levels to support positive peer relationships. Students have developed skills in managing 'friendship fires' and identifying healthy friendships, helping to create a culture of respect and inclusion. In 2024, a group of Year 5 and 6 students were trained as Friend-o-leaders, actively supporting younger peers in the playground and helping to resolve minor conflicts. This work will continue to be a focus in improving the Attitudes to School Survey data on Managing Bullying. In response, strengthening a whole school approach to explicitly teaching strategies for recognising and addressing social conflict and ensuring that all students understand the difference between minor disagreements and bullying is a priority. The Respectful Relationships program continues to play a crucial role in this space, reinforcing safe and respectful interactions and ensuring that students feel empowered to seek support when needed. These combined efforts aim to build students' confidence in how conflicts are managed and create a safer and more inclusive environment.

Beyond the learning spaces, the Wellbeing Team has played a key role in supporting students and families, meeting regularly to address areas such as attendance and access to essential resources. Through partnerships with State Schools Relief and local food bank services, the school has continued to provide uniforms and food support to families in need. The ACER Social and Emotional Wellbeing Survey results have been encouraging, showing an increase in students in the 'Very Highly Developed' category, reflecting the success of school wellbeing initiatives. Parent engagement has also been a major highlight this year, with strong attendance at events such as the Family BBQ, Mother's Day and Father's Day afternoon teas, and Learning Space Celebration Mornings. This increased connection between school and home is also reflected in our Staff Opinion Survey results, with positive responses in the Parent and Community Involvement category rising from 54% in 2022 to 74% in 2024. This growth highlights the strengthening partnership between families and staff in supporting student wellbeing.

The dedication of staff, students, and families has created a school environment where feeling safe, valued, and ready to learn is a priority.

Engagement

Overall, the school's commitment to maintaining exceptional attendance levels, with an average of 93%, has been successful due to a strong focus on consistent communication with both students and parents. Regular updates about attendance expectations and the importance of being present in class have been reinforced through newsletters, assemblies, meetings, and school events. In addition, monitoring and tracking attendance data, has allowed for early identification of any patterns or issues. Through these proactive measures, the school has fostered a culture of accountability and responsibility, where students understand the value of attending school regularly, and parents are engaged in supporting their child's attendance. The combination of clear communication, ongoing reinforcement, and diligent monitoring has played a key role in sustaining this high level of attendance.

The school offers a diverse range of programs designed to engage students in various types of learning, from academic enrichment to extracurricular activities, which not only fosters a love of learning but also contributes to the consistently high attendance rates at the school. These programs not only enhance academic learning but also engage students and foster creativity, physical fitness, and social skills. Specialist and Extra Curricular Programs include:

Environmental Education: Students engage in hands on sustainability activities such as tending to a vegetable garden and crops, maintaining a beehive, caring for animals in the environmental education room and the school farm (including chickens, ducks, sheep, and alpacas), exploring wetlands, and learning about aquaponics. These initiatives instill a deep understanding of environmental topics and conservation.

Physical Education and Sports: Students engage in healthy and active lifestyle activities through comprehensive Physical Education classes. Additionally, students participate in interschool sports competitions, athletics events, and swimming lessons, promoting teamwork, sportsmanship, and physical well-being.

Performing Arts: Students engage in a vibrant performing arts program which offers opportunities for students to express themselves creatively. This includes participation in senior and junior choirs, school concerts, involvement in the school band, and instrumental groups.

Visual Arts: Through exploration of various mediums, including digital media, students delve into the world of visual arts. They learn techniques, express their creativity, and showcase their artistic talents, fostering appreciation for aesthetics and creativity.

LOTE (Language Other Than English): Students participate in weekly Mandarin language lessons, providing students with exposure to a new language and culture. This broadens their perspectives and prepares them for an increasingly globalised world.

STEM Education: Students engage in STEM subjects (Science, Technology, Engineering, and Mathematics), incorporating robotics and coding. Through hands-on experiments, problem-solving challenges, and coding activities, students develop critical thinking, innovation, and digital literacy skills.

Digital Literacy: The school is equipped with a comprehensive digital infrastructure, including a 1:1 Chromebook program for students in Year 3 – 6, as well as whole school access to iPads and notebooks. This ensures that students are proficient in utilising technology for learning, research, and creative endeavours.

Out of School Hours Care and Breakfast Club: Recognising the needs of working parents, students have access to an onsite Out of School Hours Care service, providing a safe and nurturing

environment for students after school until 6pm. Additionally, a free Breakfast Club which commences at 8am ensures that students have a nutritious meal, setting a positive start for the school day.

Student Voice: The school has a Student Voice Council which consists of student representatives across all year levels who are actively involved in decision making processes, such as, organising and facilitating lunchtime clubs, fundraising events and whole school community events. Student Voice Council also plays a role in leading school assemblies, area assemblies and implementing student initiatives.

Athol Road Primary School's commitment to providing diverse and enriching programs reflects its dedication to fostering initiatives where students are engaged and empowered to explore their interests, develop their talents, and reach their full potential.

Other highlights from the school year

Throughout the 2024 school year, a series of events were held to engage and celebrate the diverse and vibrant school community. These events, including the Family BBQ, Harmony Day, Mother's Day and Father's Day celebrations, R U OK? Day, Biggest Morning Tea, Book Week, Twilight School, Melbourne Cup celebration, STEM Expo and the School Concert, played a significant role in fostering community participation, strengthening connections, and building strong partnerships between the school and its families.

One of the key positive outcomes of these events was the enhanced sense of belonging and inclusion within the school community. The Family BBQ, which marked the beginning of the year, brought together students, parents, and staff in a relaxed, informal setting. This event allowed families to connect with teachers, staff, and other families, creating a welcoming atmosphere for everyone. It also provided an opportunity for new families to feel included and build relationships from the outset of the school year.

Harmony Day, a celebration of cultural diversity, was another highlight that emphasised the importance of inclusivity. This event showcased the school's commitment to embracing different cultures, fostering understanding, and promoting unity. It encouraged students and their families to share their cultural heritage, further strengthening the sense of community.

Celebrations such as Mother's Day and Father's Day gave parents an opportunity to feel valued and celebrated, with families coming together to honour the important roles of parents and carers in children's lives. These events not only provided a platform for expressing gratitude but also encouraged positive parent involvement in the school community.

R U OK? Day and the Biggest Morning Tea were instrumental in promoting mental health awareness and supporting each other in times of need. These events highlighted the school's commitment to fostering a culture of care and well-being, where students, parents, and staff could openly discuss mental health and support one another.

Twilight School, which brought together families for an evening of learning and fun, allowed parents to engage in their children's education in a relaxed and enjoyable way. Book Week and the Melbourne Cup event added an element of excitement and community spirit, while the School Concert showcased the talents of students and provided families with a platform to celebrate their children's achievements.

Overall, these events fostered stronger relationships between parents, students, and staff. By actively participating and engaging in these community-building events, families were able to connect, collaborate, and feel an integral part of the school's growth and success in 2024. These ongoing events not only brought people together but also created an environment where everyone felt valued, heard, and supported.

Financial performance

Athol Road Primary School is in a good financial position due to strategic financial management by the School Leadership Team, Business Manager and School Council. The 2022 – 2026 School Strategic Plan and the 2024 Annual Implementation Plan continue to provide the framework for School Council allocation of funds to support school programs and priorities.

Revenue sources included:

1. Student Resource Package credit funding

2. Government Provided Department of Education Grants

- Credit to Cash Transfers maximised interest earning capacity, reimbursed Casual Relief Teaching overheads and supported the commencement of the Mod-5 building project
- Quarterly Student Resource Package cash deposits, including:
 - Core Student Learning Allocation
 - Disability Inclusion
 - English as an Additional Language
 - School Infrastructure Maintenance
 - Equity Funding
 - Targeted Funding Initiatives: Schools Mental Health Fund; Respectful Relationships; Swimming in Schools; National Student Wellbeing Program; Student Excellence Program, Active Schools PE Boost.
- Early Childhood Education and Care grants to operate onsite Early Learning Centre:
 - Early Childhood Language Program (ECLP)
 - Early Childhood Teacher Supplementation (ECTS)
 - School Readiness Funding (SRF)
 - 3 & 4 year old Kindergarten per capita grants
 - 3 & 4 year old Free Kindergarten grants
 - Early years assessment for learning

3. Government Grants Commonwealth

- ChildCare Subsidy (CCS) reimbursements to support parent payments for Out of School Hours Care facility.

4. Other

- School Saving Bonus (SSB) and Camps, Sports and Excursions Funding (CSEF)
- Early Learning Centre to School wage reimbursement
- Advertising
- Smart City Grant
- Interest earned

Major expenditure included:

- Building and grounds maintenance and improvement
- Digital Technology: equipment and programs
- Curriculum resources: Literacy and Numeracy to drive the Annual Implementation Plan
- Professional Learning for all staff
- Staff and student health and wellbeing
- Support services

Expenditure was managed as per budget presented and approved by School Council.

Equity funding in 2024 contributed to:

- employment of teachers and staff to provide support services and address student learning and wellbeing needs as identified in school data
- building the capacity of leaders to support teachers in their professional growth
- building the capacity of teachers through targeted professional learning in English and Mathematics with a focus on the new Victorian Curriculum 2.0.
- building the capacity of teachers through targeted professional learning in Student Wellbeing with a focus on Disability and Inclusion and Mental Health in Primary Schools

The Athol Road Primary School Kindergarten is managed by School Council through CASES21 and continues to produce a surplus. The onsite kindergarten provides excellent facilities, equipment and resources for the children who attend the service which is government funded and free to all parents/carers.

**For more detailed information regarding our school please visit our website at
<https://atholroadps.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 421 students were enrolled at this school in 2024, 226 female and 195 male.

81 percent of students had English as an additional language and 0 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.

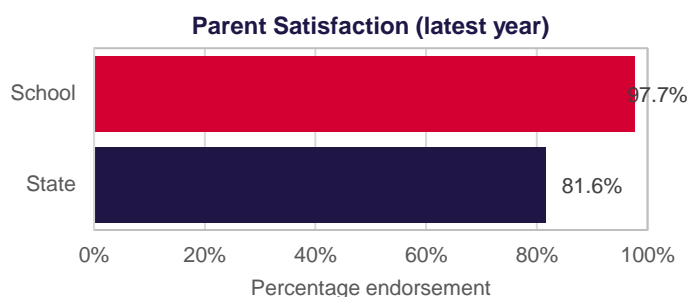
This school's SFOE band value is: **High**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	97.7%
State average (primary schools):	81.6%



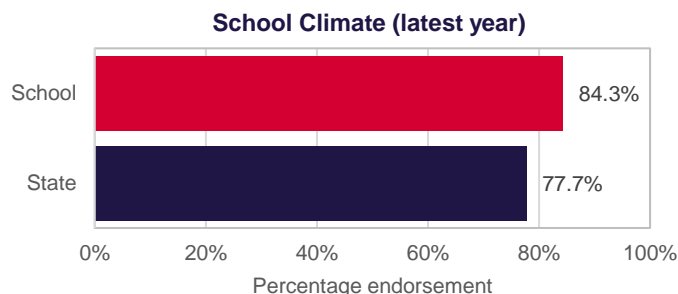
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	84.3%
State average (primary schools):	77.7%



LEARNING

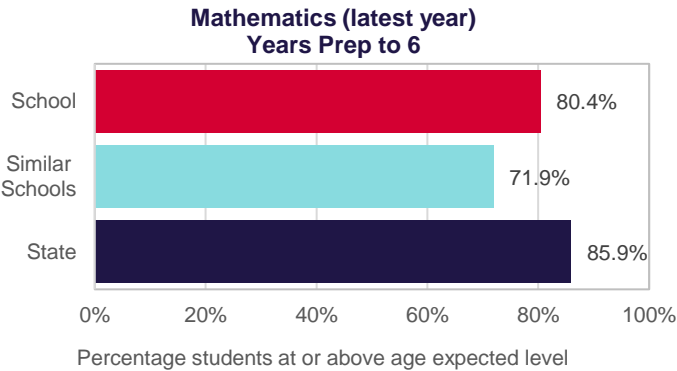
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

English	Latest year
Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	84.9%
Similar Schools average:	76.6%
State average:	86.4%

Mathematics	Latest year
Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	80.4%
Similar Schools average:	71.9%
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.

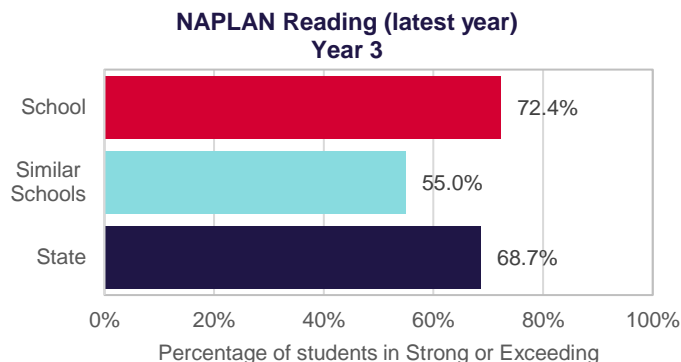
NAPLAN

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.

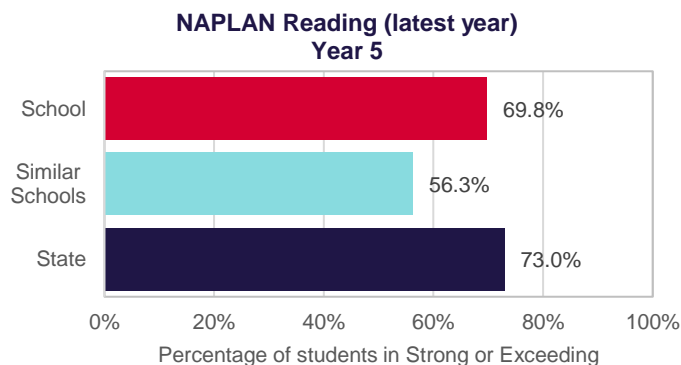
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.4%	74.1%
Similar Schools average:	55.0%	54.1%
State average:	68.7%	69.2%



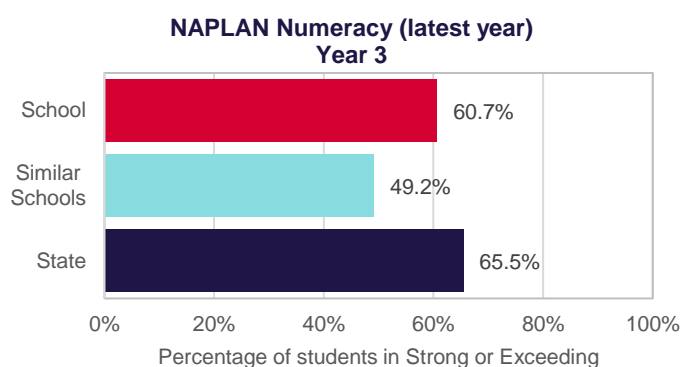
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.8%	71.5%
Similar Schools average:	56.3%	59.4%
State average:	73.0%	75.0%



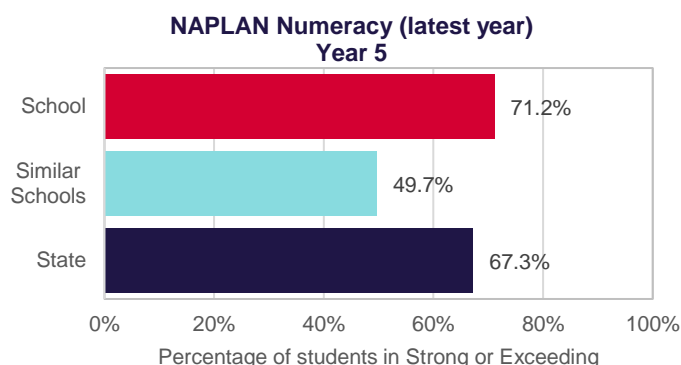
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.7%	67.5%
Similar Schools average:	49.2%	48.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.2%	72.5%
Similar Schools average:	49.7%	51.5%
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:

75.9%

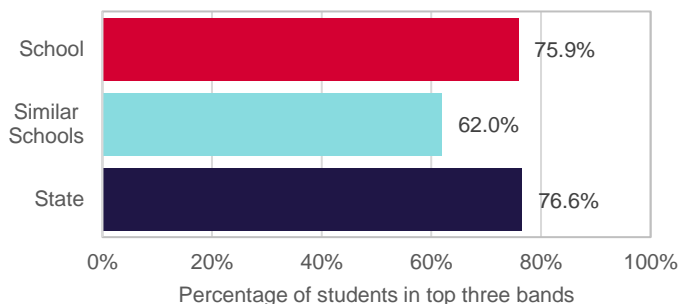
Similar Schools average:

62.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

74.5%

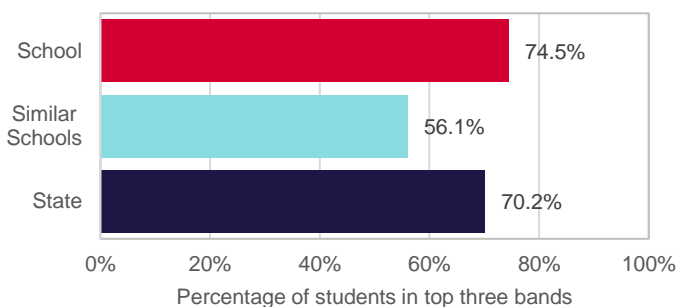
Similar Schools average:

56.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

68.5%

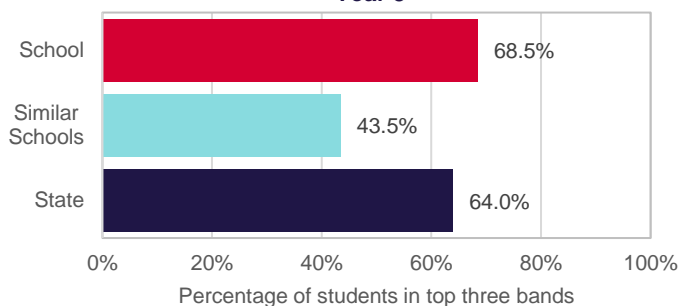
Similar Schools average:

43.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

66.0%

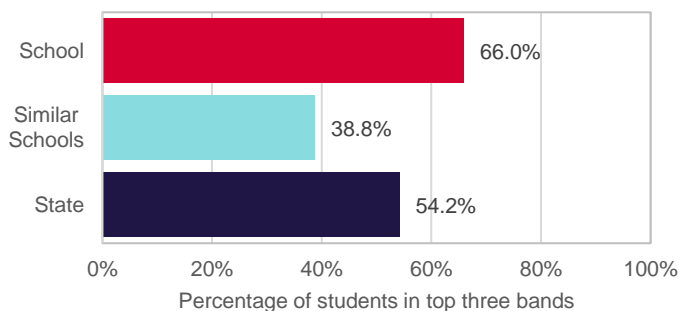
Similar Schools average:

38.8%

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.

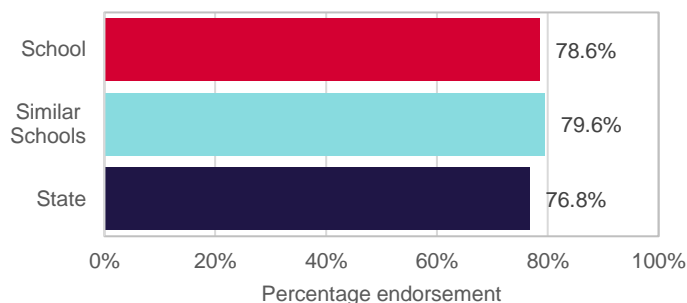
Student Attitudes to School – Sense of Connectedness

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:	78.6%	79.7%
Similar Schools average:	79.6%	81.4%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



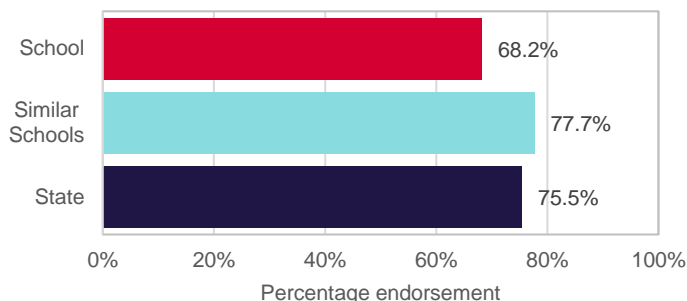
Student Attitudes to School – Management of Bullying

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:	68.2%	74.1%
Similar Schools average:	77.7%	78.9%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

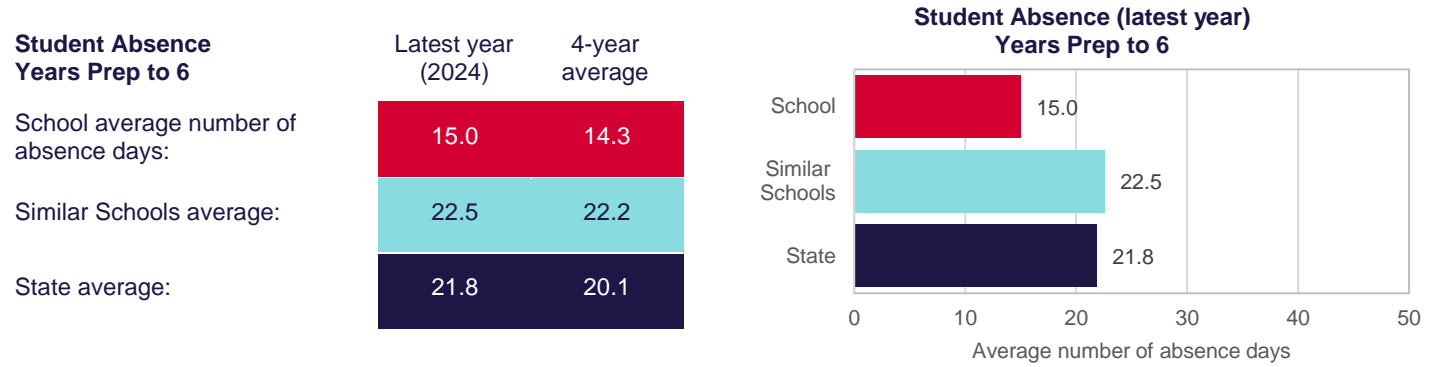


ENGAGEMENT

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):	92%	90%	91%	93%	94%	93%	93%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,741,604
Government Provided DET Grants	\$2,708,819
Government Grants Commonwealth	\$55,197
Government Grants State	\$0
Revenue Other	\$187,658
Locally Raised Funds	\$228,425
Capital Grants	\$0
Total Operating Revenue	\$8,921,704

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,133,909
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,133,909

Expenditure	Actual
Student Resource Package ²	\$5,613,321
Adjustments	\$0
Books & Publications	\$31,643
Camps/Excursions/Activities	\$115,890
Communication Costs	\$7,555
Consumables	\$143,571
Miscellaneous Expense ³	(\$85,750)
Professional Development	\$86,895
Equipment/Maintenance/Hire	\$205,619
Property Services	\$345,267
Salaries & Allowances ⁴	\$98,766
Support Services	\$974,128
Trading & Fundraising	\$79,458
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,723
Total Operating Expenditure	\$7,653,086
Net Operating Surplus/-Deficit	\$1,268,618
Asset Acquisitions	\$52,954

- (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 17 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	\$3,960,379
Official Account	\$79,192
Other Accounts	\$0
Total Funds Available	\$4,039,571

Financial Commitments	Actual
Operating Reserve	\$341,108
Other Recurrent Expenditure	\$30,328
Provision Accounts	\$0
Funds Received in Advance	\$176,287
School Based Programs	\$698,247
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$960,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$210,000
Capital - Buildings/Grounds < 12 months	\$59,000
Maintenance - Buildings/Grounds < 12 months	\$278,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$620,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,372,969

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.