2024 Annual Report to the School Community

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 25 March 2025 at 05:58 PM by Andrea Markham (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 01 April 2025 at 02:15 PM by Andrea Markham (Principal) | |

## School Name: Ardeer South Primary School (5064)

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](https://nap.edu.au/naplan/results-and-reports" \t "_blank)’ 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 South Primary School is situated in West Sunshine and forms part of the South Western Metropolitan Region. First established in 1973 to service the substantial housing development in the area, the school's enrolment quickly increased in the early 1980s. The student numbers have gradually declined due to the changing demographics with 172 students enrolled in 2023 and 151 mid 2024.  The school is housed in two main buildings with air-conditioning to all rooms. In addition to classrooms there is a large multipurpose room, fully refurbished library, art/craft room and dedicated wellbeing spaces.  The well maintained grounds have been extensively developed over recent years to include three separate adventure playground areas, three sporting ovals, asphalt surfaced netball, basketball and bat tennis courts, a synthetic grass area and many passive garden settings. School improvements have been designed to provide a safe and stimulating environment for our students.  The student population is drawn from various cultural and socio economic backgrounds. 48% of our students come from families where English is the second language and our community is made up of families representing 20 different languages.  In 2024 Ardeer South Primary School (ASPS) had a staff consisting of 2 Principal class, 1 Learning Specialist (Disability Inclusion Leader), 8 classroom teachers, 0.4 EFT Learning tutor and 3 Specialist teachers (PE, Visual Arts and Auslan). A successful integration program is supported by a team of 5 education support staff. Our enthusiastic and dedicated staff are committed to continual professional growth and development to ensure teaching and learning practices are of the highest standard.  Ardeer South Primary School provides a comprehensive curriculum based on the Victorian Curriculum. The curriculum is designed to motivate and challenge students by providing opportunities to engage in differentiated learning tasks. The school provides a curriculum with a strong emphasis on English, Mathematics, Social Emotional Learning and Integrated topic based studies. The core curriculum is complemented by Specialist Programs in Health and Physical Education, Visual Arts, Performing Arts and Auslan.  ASPS recognises the important links between student wellbeing and student learning outcomes. In 2024, ASPS continued our journey as a School Wide Positive Behaviour Supports School, earning Silver Award for our work in 2024. Our school values of: Respect, Responsibility, Learning and Safety underpin the SWPBS framework and have been the foundation of our work to develop a positive, safe, supportive learning culture. SWPBS has been implemented with fidelity and allows teachers and students to have more time to focus on relationships and classroom instruction. We teach Social and Emotional Learning through the Resilience, Rights and Respectful Relationships Program.  A responsive leadership team effectively manages the school resources with program budgeting and whole school strategic planning procedures being well established. The leadership team is extremely proud of the results in school analysis surveys. Students, staff and parents survey data highlights an ongoing improvement in engagement and wellbeing categories. Staff Opinion Survey results demonstrate outstanding feedback in relation to the School Climate, School Leadership and all Teaching and Learning categories. We are confident and assured that these results will have a positive impact on student learning outcomes moving into the future.  School Purpose  Our purpose aligning with improving student outcomes is to create a culture of continuous high expectations for learning. Our dedicated staff are committed to providing for the holistic needs of our students, characterised by the belief that academic and social learning are interconnected. Current teaching and learning practices are being continually refined and enriched through participation in relevant professional development. Leadership is committed to ensuring staff collaboration that supports continuous improvement in order to embed outstanding teaching and learning practices within the school. Students are at the heart of every decision, with a belief that all students can progress and achieve. |
| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| In 2024 Ardeer South Primary School provided a comprehensive program that supports and develops each student’s academic, emotional, physical, social and cultural needs in a positive, calm and supportive environment. 2024 saw us undertake a school review. The review process provided us with a comprehensive assessment of the school’s current performance, resources, practices and outcomes. The insights gathered during this process have allowed us to review and assess teaching and learning practices, student performance data and curriculum effectiveness. Based on the review we have developed a school strategic plan providing clear and actionable goals and targets for the coming 4 years.  Success indicators for 2024 highlighted the work on the learning priority for Literacy and Numeracy from our Annual Implementation Plan. We remained committed to developing teacher capacity through professional learning, coaching and mentoring. Student learning is supported in a range of ways including aligning our practices with the High Impact Teaching Strategies.  Students on the Program for Students with Disabilities are supported by Educational Support staff.  ES staff meet with leadership to discuss teaching and learning for the students and undertake professional development to strengthen their approaches and practices to proactively respond to the needs of students with a disability. Teachers were supported through professional learning to develop IEP’s for students which were meaningful, targeted and included evidence based strategies for supporting learning goals for students with disabilities, Indigenous students, those working considerably above or below grade level. Student Support Groups worked together each term to plan and support the educational, health, social, cultural and emotional wellbeing of students with diverse learning needs. This work has ensured a supportive, ongoing partnership between the school, parents/carers and relevant agencies.  Our practices in Professional Learning Communities track and monitor individual students, subgroups and whole school progress. Our effective Professional Learning Communities utilise a wide range of data sets to drive improvement. Teachers have high expectations for all students and are inclusive and responsive to student’s individual needs. Time was allocated through professional practice days to enable teachers to moderate student work and to establish a consistent approach to reporting on student achievement.  In 2024, teachers were supported through professional learning to further develop their understanding and knowledge of the Victorian Curriculum V2 for both Mathematics and English. As a whole school we worked collaboratively to develop consistent documentation of growth points that are in line with learning continuums, this work has been instrumental in deepening curriculum content knowledge.  The Tutoring Learning Initiative enabled us to continue intervention programs that plan for differentiated individual and small group instruction. Student data was analysed to identify students for the program. Students worked on targeted explicit learning goals and post program data reflected growth for all students.  Our teaching and learning feedback from the Staff Opinion Survey shows 100% positive feedback in many of the teaching and learning categories. Staff believe that the work undertaken in the area of curriculum planning and development has been embedded and we have outstanding teaching practices reflected in teacher belief. Professional development is a cornerstone of our commitment to staff development and continuous improvement. Our teaching staff participated in a variety of professional learning opportunities throughout the year, focusing on best practices in pedagogy, curriculum design, and student engagement. All teachers completed training in differentiated instruction to better meet the diverse needs of our students.  2023 NAPLAN results were used to develop targets for the current 4 yearly school strategic plan.  In 2023, Naplan results in Reading for Year 3 showed 55% of students working in the areas of strong and exceeding, with 40% in the strong category and 15% exceeding. 2024 showed an increase in students working in the strong category, recording 46%, with 7% exceeding.  In 2023 Year 5 Reading, a total of 60% of students were recorded in strong and exceeding categories with 52% strong and 8% exceeding. In 2024, results in both categories improved to 54% strong and 11% exceeding.  In 2023, Naplan results in Numeracy for Year 3 showed a total of 50% of students working in strong and exceeding categories, with 30% strong and 20% exceeding. In 2024, results indicated 41% in strong with 4% exceeding.  In 2023, Naplan results in Numeracy for Year 5 showed 42% of students working at the strong category, with 13% exceeding. 2024 showed 50% in the strong and exceeding categories with 46% strong and 4% exceeding. |
| Wellbeing |
| Ardeer South Primary School places a strong emphasis on the wellbeing of our staff, students, and families. We take great pride in our strong connections with parents, carers, and the local community. As a small school, we have the unique advantage of truly getting to know each student and their families, allowing us to build a genuine culture of trust and mutual respect. Our commitment to inclusive education ensures that every student is supported in fully participating, learning, growing, and thriving within a welcoming school environment. Our dedicated and compassionate staff collaborate closely with families to help students reach their full potential—physically, academically, and socially.  Our core values are Respect, Learning, Responsibility, and Safety. These values are reinforced throughout our School Wide Positive Behaviour Support program and social-emotional learning, which is delivered through the Resilience, Rights, and Respectful Relationships program.  We continue to make significant strides in student wellbeing, as reflected in the improvements in our Attitudes to School Survey results. The survey shows ‘Life Satisfaction’ in students at 89%, ‘Emotional awareness and regulation’ at 84% positive, ‘Effective teaching time and practice’ at 92% - all of these results significantly above and outperforming State, Network and Similar schools.  Through ongoing professional learning teachers have a clear understanding of the school's health, wellbeing, inclusion and engagement programs and policies and the processes in place for monitoring and reporting escalating wellbeing concerns. Morning circles from the Berry Street Model continue to be an integral part of the morning routine in all classrooms. At risk students identified with requiring additional support are linked with external allied health professionals and agencies to offer support such as referrals to SSS, engagement of visiting teachers, Child Protection, Child First, links with charities. Our curriculum plans support student engagement and wellbeing and the explicit teaching of social and emotional learning. Our teaching of the Resilience, Rights and Respectful Relationships program was further embedded with staff ensuring a guaranteed and viable approach to the teaching of social and emotional learning.  All policies and procedures underwent a thorough compliance review through the VRQA at the time of our school review. Our school website is regularly updated to include developed documentation of frameworks and policies, programs and curriculum plans that support student engagement and wellbeing. Our induction process for Child Safe Standards was refined to reflect government changes and we developed a handbook and webpage to communicate our commitment to the standards.  (Website Link - [https://www.ardeersthps.vic.edu.au](https://www.ardeersthps.vic.edu.au" \t "_blank))  Transition programs have been strengthened with local Kindergartens and Secondary Colleges, with our school participating in the transition sessions facilitated through the network. Our Foundation ‘Preparing for School’ sessions in Term 4 enabled new foundation students and parents to build familiarity with our school setting and make links with leaders, teachers prior to commencement of their first school year. The transition program also assists us in developing a clear understanding of students' individual needs, including organising the relevant assessments that support the application for funding for students with disabilities.  In 2024 we continued our work embedding the SWPBS framework, building on clear expectations that are taught and reinforced throughout the school. These expectations are aligned with our school values and are communicated and reinforced regularly to students. Teachers and staff provide positive reinforcement when students meet these expectations, celebrating their efforts and achievements.  The benefits of SWPBS are far-reaching and reflected in our Attitudes to School Survey results. By focusing on positive behaviour, we promote a positive and respectful school culture and encourage students to be responsible, independent and resilient, fostering a sense of belonging for all students. We are incredibly proud of the progress we have made in embedding this approach into our school culture, and we are already seeing positive changes in student interactions. We have just been awarded a Silver Award for the work in 2024, building on our Bronze the previous year. |
| Engagement |
| 2024 has seen our school transition to the Disability and Inclusion model. Our DI Leader has led teachers and ES through significant professional learning to prepare and respond to this transition. Staff are working through the relevant and required eLearning modules. We have dedicated significant time to building staff capacity on the new model.  The school engaged with regional Disability Inclusion staff who conducted whole school professional learning, supported the school through a practice DIP and provided constructive feedback on the schools implementation and re-development of documents.  In 2024, 7 students were funded through the Program for Students with Disabilities. These students have varied needs including intellectual disabilities, physical disabilities and ASD. The school employed 5 Educational Support (ES) to work with these students to support their learning. Teachers worked collaboratively with ES staff and families to create IEP’s which are discussed and reviewed at termly Student Support Group meetings.  The school provides a breakfast club daily, offering free fruit to all students and has access to food bank donations and Eat Up sandwich donations. We use equity funding to ensure students have access to extracurricular activities. Our Footsteps (Performing Arts) and Water Safety (Swimming) program has been fully funded for all families. Our wellbeing team coordinates uniforms and vouchers to support many of our families and provide additional uniform items where needed through State School Relief. If required families are linked to external services (i.e. the Food Bank, Orange Door) for assistance.  At Ardeer South Primary School, we believe that strong partnerships with families and the wider community are vital for the success of our students. In 2024, we continued to strengthen these partnerships through various whole school events and initiatives.  Student agency was promoted with daily reinforcement of school values and behaviours aligned with these values. Student of the week awards aligned with school values and a weekly value focus with visible acknowledgement and celebration of students actively demonstrating the school values.  A major focus in 2024 was improving attendance data. In 2022 the average number of days away was 32.5, with the 2023 average being 24 and then slipping back again in 2024 to 29.8 with 28% of our students having 30+ days away in 2024 despite conscious efforts to promote the importance of attendance. We will continue to set goals and targets to improve this data and work with families to put supports in place if required.  At Ardeer South Primary School we continued to pay attention to the needs of children with the commitment to providing a culturally safe environment for all. This includes students with a disability, children from culturally and linguistically diverse backgrounds and Koori students. Students engaged in cross curricular lessons to learn concepts about indigenous history. We showed our respect for Aboriginal heritage and remembered and honoured the stolen generations through National Sorry Day and our Harmony Day celebrations showcased our diversity and cultural traditions.  Ardeer South has an active School Council and a strong student leadership program. An After School care program is operated by 'Their Care' to provide support for working parents. Effective, regular communications is achieved by way of Compass, Class Dojo, newsletters, information bulletins, parent teacher interviews, written reports and parent education programs. We prioritise nurturing community engagement to develop a sense of community, connection and belonging for all stakeholders. |
| Other highlights from the school year |
| 2024 saw our school community continue to enjoy many occasions that engaged the whole community in activities and events. Whole school events were organised to provide opportunities for connection and celebration. Some significant activities and highlights for us were in the areas of Sustainability and Physical Education.    Our commitment to being a Resource Smart School continued in 2024, providing students with practical experiences related to sustainability, conservation, and environmental stewardship. Teachers incorporate sustainability into subjects like science, geography, and economics, enhancing students' understanding of real-world issues. Students have opportunities to take leadership roles in sustainability initiatives, such as recycling programs, energy-saving campaigns, or environmental / garden club. Students in 5/6 have been involved in a wonderful project at the Royal Botanical Gardens actively involved in creating and producing the ‘Get Down to Earth’ Podcast which is now a permanent feature which can be listened to outside the Children’s Garden at the Royal Botanical Gardens.  We continued to build school pride through the improvement of our Buildings and Grounds. The Inclusive Schools Fund provided the school with $276,492 which saw the beginning of works building a new Inclusive Sensory Playground.  We were thrilled to announce that a new kindergarten will be built on the school site as a part of the Kindergarten On School Site program. This new centre will provide additional kindergarten places for the local community. We began working with the Victorian School Building Authority (VSBA), who will oversee construction works and expect the kindergarten to be completed and open Term 1, 2026.  Our whole school colour fun run which was the fundraising event of the year.  Funds raised from this event went towards purchasing  playground soft fall mulch for all playgrounds.  Our year 5/6 students ventured off to Lady Northcote Camp with Ardeer Primary School. This collaboration allowed us to share the camp costs and offered our students the opportunity to experience school camp. It was a rewarding experience for both schools and the students and staff who attended. |
| Financial performance |
| Ardeer South Primary School maintains a strong and transparent financial management system. In 2024, we effectively utilised our resources to enhance student learning and support school development initiatives. The school’s budget allocation focused primarily on teaching and learning programs, staff professional development, and infrastructure improvements. Successful fundraising allowed us to provide additional resources for a number of programs.  Our 2024 financial performance resulted in an annual surplus of $32,690. At the end of December our High Yield Account contained $479,385.27 and the Official Account $47,561.63. Our Student Resource Package provided our core funding allocation with additional funding received for EAL students, Program for Students with Disabilities and Equity (Social Disadvantage) funding.  The school received Equity Funding of $117,294.53 which supported the commitment to improving literacy and numeracy outcomes. $35,000 contributed to employing additional Educational Staff to support student learning.  We used $10,000 to establish enrichment programs and programs focussed on the arts, drama, dance and music. We contributed $15,000 to our swimming in schools program to deliver swimming and water safety education to all students. $10,000 was used for Out of School Hours Care to support families.  Our Mental Health in Primary Schools funding of $88,404.62 contributed to staffing to support wellbeing programs and the work in School Wide Positive Behaviour Supports.  Over the course of the SSP declining enrolments has also seen the decrease in the amount of equity funding the school receives.  2021 - 110 students - $378,152  2022 - 103 students - $347,707  2023 - 83 students - $283,231  2024 - 69 students - $239,153  This is a reflection of the changing demographic of our area and families suffering disadvantage moving to locations that are more affordable. This funding has been used to support our school based coaching program, provide professional learning for staff and an Assistant Principal leading teaching, learning and innovation.  Conducting a school review and setting a new strategic plan has offered numerous benefits, setting goals for improving educational outcomes and fostering stakeholder engagement to ensure long-term sustainability. By continuously assessing and refining practices, we are better positioned to provide a high-quality educational opportunities and meet the evolving needs of students and the community. |
| **For more detailed information regarding our school please visit our website at <https://www.ardeersthps.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 153 students were enrolled at this school in 2024, 72 female and 81 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: **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: | 64.3% |
| 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: | 87.7% |
| 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**  **Years Prep to 6** | Latest year (2024) | |
| School percentage of students at or above age expected standards: | 76.3% |
| Similar Schools average: | 78.3% |
| State average: | 86.4% |

|  |  |  |
| --- | --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2024) | |
| School percentage of students at or above age expected standards: | 74.1% |
| Similar Schools average: | 75.4% |
| 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: | 53.6% | | 54.2% | |
| Similar Schools average: | 57.8% | | 57.6% | |
| State average: | 68.7% | | 69.2% | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 64.3% | | 62.3% | |
| Similar Schools average: | 62.2% | | 65.5% | |
| State average: | 73.0% | | 75.0% | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Numeracy**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 44.4% | | 46.8% | |
| Similar Schools average: | 52.1% | | 52.1% | |
| State average: | 65.5% | | 66.4% | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Numeracy**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 46.2% | | 50.0% | |
| Similar Schools average: | 54.4% | | 54.8% | |
| 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: | 75.0% | |
| Similar Schools average: | 67.1% | |
| State average: | 76.6% | |

|  |  |
| --- | --- |
| **Reading**  **Year 5** | (2022) |
| School percentage of students in the top three bands: | 44.4% | |
| Similar Schools average: | 57.7% | |
| State average: | 70.2% | |

|  |  |
| --- | --- |
| **Numeracy**  **Year 3** | (2022) |
| School percentage of students in the top three bands: | 29.2% | |
| Similar Schools average: | 47.4% | |
| State average: | 64.0% | |

|  |  |
| --- | --- |
| **Numeracy**  **Year 5** | (2022) |
| School percentage of students in the top three bands: | 29.6% | |
| Similar Schools average: | 38.2% | |
| State average: | 54.2% | |

**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: | 86.1% | | 84.4% | |
| Similar Schools average: | 80.5% | | 80.5% | |
| State average: | 76.8% | | 77.9% | |

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: | 78.8% | | 78.8% | |
| Similar Schools average: | 79.7% | | 78.8% | |
| State average: | 75.5% | | 76.3% | |

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2024) | 4-year average | |
| School average number of absence days: | 29.8 | | 27.3 | |
| Similar Schools average: | 24.9 | | 23.3 | |
| State average: | 21.8 | | 20.1 | |

**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% | 74% | 88% | 87% | 87% | 87% | 91% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2024

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,067,900 |
| Government Provided DET Grants | $613,149 |
| Government Grants Commonwealth | $6,150 |
| Government Grants State | $511 |
| Revenue Other | $19,900 |
| Locally Raised Funds | $38,592 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,746,201** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $239,153 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$239,153** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,041,954 |
| Adjustments | $0 |
| Books & Publications | $514 |
| Camps/Excursions/Activities | $45,123 |
| Communication Costs | $1,573 |
| Consumables | $26,499 |
| Miscellaneous Expense 3 | $9,533 |
| Professional Development | $10,776 |
| Equipment/Maintenance/Hire | $21,538 |
| Property Services | $50,553 |
| Salaries & Allowances 4 | $123,638 |
| Support Services | $37,725 |
| Trading & Fundraising | $12,817 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $28,258 |
| Total Operating Expenditure | **$2,410,501** |
| Net Operating Surplus/-Deficit | **$335,700** |
| Asset Acquisitions | **$52,473** |

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 | $479,385 |
| Official Account | $47,562 |
| Other Accounts | $0 |
| Total Funds Available | **$526,947** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $61,425 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $100,441 |
| School Based Programs | $11,800 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $2,528 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $39,192 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$215,385** |

*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.*