

2024 Annual Report to the School Community

School Name: Wooranna Park Primary School (4989)



- 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 14 March 2025 at 11:30 AM by Amanda Ellaby (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 28 March 2025 at 08:15 AM by Amanda Ellaby (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

Wooranna Park Primary School is located within Dandenong North, situated in the south-east corridor of Melbourne approximately 34 kilometers from the Melbourne Central Business District and close to the Monash Freeway.

We are proud of our community, catering for a wide range of social, economic and cultural backgrounds. The current school population is 256 students with a Student Family Occupation and Education (SFOE) index of 0.5105, putting us in the high band. We are proud to serve a large proportion of students with language background other than English with 156 students speaking a language other than English at home. This is 60.7% of the student body. 104 of these students were born in Australia, but speak a language other than English at home. They represent 40.47% of the student body. 62 students speak Dari at home, 39.74% of our EAL student population. Next we have 11 students who speak Serbian, followed by 9 students who speak Vietnamese and 9 who speak Hazaraghi.

In 2023 we collaborated as a community to update our school vision, mission and values. Our school's vision states that we are *striving to create a bright future for every learner*. As such we are here *to build the foundations for life, in an inclusive and welcoming learning environment, as stated in our mission*. All members of our school community are expected to follow our school values of being *Safe, Respectful and Responsible*. These values form the pillars of our wellbeing and school wide positive behaviour approach to all interactions, empowering us all to *Dream, Believe and Achieve* as stated in our school's motto.

The school features two main school buildings, accommodating several learning spaces with a Building the Education Revolution (BER) gymnasium. Our school's grounds embrace the beauty and benefits of natural settings, with spaces such as a cubby building area, a running track, various playgrounds and a boat integrated into the landscape to encourage imaginative play and a connection with nature. The school hosts a vegetable garden, connected to our strong focus on the sciences, the environment and sustainability, as part of our STEM program.

In 2023 the school moved to a multi-age class structure, for years one to six, enabling us to have 12 composite classes while also creating professional learning communities to cater for the individual learning and wellbeing needs of all students, through PLC improvement cycles, planning, assessment and implementation. Our specialist curriculum subjects include Japanese, Performing Arts, Physical Education, STEM and Visual Arts.

The Professional Learning Community process has provided us with a collective focus on continuous improvement across the whole school, helping to strengthen the importance of research-based frameworks and a documented curriculum that is cohesive and sequenced.

Our students are supported by additional programs such as the Tutor Learning Initiative that identifies students needing support in Literacy and Mathematics. We also have had students participate in the Victorian High Abilities program in response to their NAPLAN assessments, enabling them to work with other students to share learning and ideas.

Resources have also been mobilised to support students' wellbeing and mental health. The School Wide Positive Behaviour support (SWPBS) framework has helped to bring the school community together to promote a positive, safe, respectful, and responsible learning culture. In 2024 we have been excited to implement the URStrong program to foster a culture of kindness and empower students with essential friendship skills. To date this program has provided us with a common language to address friendship

dynamics, helping to navigate conflicts and build stronger, healthier relationships. We are also guided by the Be You framework to support students' and families mental health and wellbeing.

In addition, students at Wooranna Park Primary School have opportunities to participate in athletics, swimming, cross country and gala days competing against other schools in our District Sports Association. Our school staff organise lunchtime clubs such as art, choir, games, dance, Koorie and chess just to name a few, enabling our students' opportunities to show their talents and passions.

Currently 19 students receive funding through the Program for Students with a Disability (PSD) and another 6 have recently received funding through the Disability Inclusion Profile process, with several other children having high inclusion needs. All our students are supported through our tiered model of intervention, and our team of Education Support staff, including an inclusion leader, school chaplain and occupational therapist, are second to none!

in 2024 our teaching staff comprised a range of levels of experience from recently graduated teachers to highly experienced teaching practitioners, all ready to engage in school improvement. The school's middle leaders are developing their capacity to lead the school forward to ensure we are providing students with the best possible learning outcomes for every student.

All staff are registered with the Victorian Institute of Teaching (VIT) and Educational Support Staff have relevant qualifications and Working with Children Checks (WWCC), as required by the Department of Education for employment.

The special school activities that engage our families are events such as our fortnightly assemblies, ANZAC day ceremony, arts show, Bunnings fundraising BBQ, book fair, book week parade, camps, easter parade, excursions, golden assemblies, 100 days of Prep, STEM expo, mothers and fathers day events, storytelling afternoons, student led conferences, sporting events and clinics and our colour run, just to name a few! We also aim to promote and engage with our current and potential community through an active school Facebook page.

Village OSHC provided after hours school care in the Terry O'Connor Centre (TOC) Monday to Thursdays each afternoon.

There are plenty of opportunities for us to grow and develop this school together, creating a bright future for the children of the Dandenong North community. Please read about the aspirations we have for our community on our website: <https://www.woorannaparkps.vic.edu.au/page/15/A-Message-from-the-Principal>

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 collaborative planning meetings enabled our teaching teams to plan and deliver a curriculum, in line with the Whole School Instructional Playbook. A curriculum day was hosted at the beginning of the year, developing a shared and agreed understanding of the purpose of a whole school instructional model in planning and delivering student learning and the role we each play within our model. Our Professional Learning Community (PLC) time was focussed on the learning and teaching of Number, attending to the best practices. This collective work enabled teachers to capture a learning routine, to enhance students' cognitive load, ensuring that more time, attention and instruction is given to the content of the lesson. Evidence from the 2024 Staff Opinion Survey highlighted that 92% of staff positively endorsed our guaranteed and viable curriculum, compared to 88% of staff in 2023. 97% of staff positively endorsed that curriculum instruction and

learning materials are coordinated amongst staff in the same year level (90% of staff in 2023) while 85% of staff also positively endorsed that curriculum instruction and teaching and learning programs are well coordinated across the different year levels at this school (90% in 2023). 94% of staff positively endorsed that there is a constant focus on the goals for learning the essential curriculum, compared to 97% of staff in 2023. In addition some staff engaged with our instructional coaching, enabling them to partner with an experienced educator to provide personalised, ongoing support focused on improving classroom strategies and student engagement. Feedback from these coachees were that *'recording and watching back my teaching was very helpful. It enabled me to reflect on more aspects of the lesson'* while another *'appreciated the discussion of ideas and suggestions on how to put these ideas into practice, followed by focused feedback'*.

Staff reported that significant opportunities had been provided to build data literacy to analyse and monitor data to plan teaching and wished to continue to strengthen their skills. In our review collaborative planning meetings and PLCs were seen and heard to discuss student data and the implications for teaching such as planning specific learning tasks for small group teaching or additional intervention. Interventions were not necessarily documented in planners. Overall staff highlighted that 84% of them believe that evaluating impact improves practice, compared to 95% in 2023. They have also demonstrated a confidence with 94% positively reporting that they use evidence to inform decisions about their teaching practice, interestingly the same results reported in 2023.

Action plans were developed by each Middle Leader outlining their role in implementing AIP priorities. These were reviewed each term in consultation with the principal. Some of these leaders made the most of professional learning through the LEAD network and other external providers, in addition to our local meeting schedule.

Each term a walkthrough has taken place, conducted by a member of the principal class, talking with students and observing the classroom environment. The intention and focus for each walkthrough were communicated to staff in advance and staff were asked if they would like any additional evidence collected, to inform their practice. The main focuses included the implementation of the school-wide approach to positive behaviour and the instructional model. The evidence of this collective learning is reflected in the weekly planning documents whereby learning intentions and success criteria are planned and recorded for every lesson, aligned to the Instructional Playbook, however our review suggested that this was inconsistent. Our student data also indicates learning growth through various sources including PAT Reading data, PM Levels and South Australian spelling results. 70% of our students made above or at expected growth, from Semester Two 2023 to Semester Two 2024, against the Reading achievement standards. 66% of our students made above or at expected growth, from Semester Two 2023 to Semester Two 2024, against the Writing achievement standards. 71% of our students made above or at expected growth, from Semester Two 2022 to Semester Two 2023, against the Number achievement standards.

Our next steps in 2025 will focus on the learning and teaching of Writing, as our Professional Learning Communities attend to the best practices, aligned to the new Victorian Curriculum. 2.0 We also aim to align our instructional model to the Victorian Teaching and Learning model 2.0, ensuring that focus and attention is given to the content of the lesson within a responsive learning-focused environment. Focus will also be on our planning processes, ensuring we are collaboratively developing the whole school teaching and learning programs that break down and sequence the knowledge to be taught and assessed, as units of work that then support teachers with their individual weekly planning. Furthermore, we are keen to engage in the Primary Mathematics and Science Specialists (PMSS) initiative to upskill our teachers in the learning and teaching of mathematics. We also plan to engage in learning on formative assessment given that our review revealed that practices were inconsistent across the school with some classes observed as providing few opportunities to check for understanding. To build the capability of middle level leaders we will be engaging in with the Buzz Academy in addition to our meeting schedule.

Wellbeing

A Setting Up for Success program was planned for the first two weeks of Term One, teaching learning tools such as the Matrix of Expectations, Learning Pit and Zones of Regulations. A brochure was prepared for each class which was sent home with each child, highlighting their understanding and commitment to the agreements made as a new class, for the year ahead. The evidence of this impact was sought through a Feedback Form and comments were highlighted, such as this one from a specialist teacher, “The Setting up for Success has helped us get off to a good start to the year. It was noticeable how settled the students have been and how they have responded to the Safe, Respectful and Responsible” and this from a classroom teacher, “Creating the class motto and mascot created a strong sense of community. The students found the growth mindset lessons intriguing. Plus, unpacking the matrix and focusing on different areas per day was helpful as it was less overwhelming to the children.”

We embarked on our second year in the School Wide Positive Behaviour Support (SWPBS) initiative with the team working through embedding further elements on the action plan. This work has been further supported with a professional learning session with our SWPBS coach, in addition to the UPB training. The Major Behaviour and Self-Assessment Survey (SAS) results were shared with all staff at staff meetings and through the Wise newsletter. They prompted us to work on defining problem behaviours and engage in solution planning. The evidence of this work is in our Tiered Fidelity Inventory (TFI) results where 90% of surveyed staff were able to list our school values and had taught them to students. When surveyed there were lots of different ways teachers acknowledged students in their classrooms. 90% of staff had acknowledged students with raffle tickets. All staff had acknowledged a student within the past two weeks at the time of the survey. 70% of surveyed students could list our school values. All surveyed students had been taught the school values by their teachers and 90% of students had received an acknowledgement for positive behaviour. The impact of this work was highlighted in the Students Attitudes to School Survey, with a 80% positive response to the ‘Sense of confidence’ factor, seeing us out perform Network Schools and the State. In 2024, we introduced the URStrong program to help further teach the Matrix of Expectations, supporting students and staff to use responses to social errors that are respectful and reduce the probability of escalating behaviour. We will be targeting resilience strategies while ensuring that each student has their own learner profile.

Our next steps in 2025 will focus on selected staff completing the SWPBS Classroom Systems Training Course: Tier 1 Advanced, aligned to the Positive Classroom Management Strategies to ensure we have the structures and arrangements set up in the school to support staff to adopt and embed effective practices in their everyday practice accurately. We aim to achieve Silver accreditation with both SWPBS Tier 1 foundations and classroom systems established and key fidelity measures achieved.

Engagement

In 2024 we implemented and continued a range of initiatives to support the wellbeing and engagement. We continued our collaboration with Be You, which provided valuable professional learning opportunities for our staff. The ‘Be You’ survey was conducted in Term One by our Wellbeing and Inclusion Leader, with results helping us plan targeted support strategies across the school. We continued our valuable partnership with ARDOCH, providing all students with a wellbeing-focused incursion experience and delivering a ‘Writer in Residence’ program for 30 selected Grade 3 and 4 students. Our school chaplain has remained a valuable support through the National School Chaplaincy Program, offering social and emotional support to students. Additionally, we engaged an occupational therapist one day per week to provide targeted support for identified

students. Attendance initiatives have been a key priority, with whole school attendance reviewed every five weeks and thorough follow up and support for our families then offered and organised. To further support student engagement, we expanded our lunchtime programs and organised whole-school celebrations such as Colour Run and NAIDOC week. We have worked closely with external agencies to strengthen our community connections. We partnered with Foundation House to support newly arrived families and introduced English classes through Well Springs Women to empower families with greater language access. We also partnered with School Focussed Youth Service who ran the Art Bus program and PLAY program by Resilient Youth. We continued to support student voice through our Junior School Council, providing opportunities for students to share their perspectives and contribute to school decisions. Two of our Grade 6 students also participated regularly in the Children's Advisory Committee.

In 2024 we transitioned to the Department's Disability Inclusion (DI) scheme. This process has been a significant journey for our staff and school community. The extensive professional development undertaken by staff has further strengthened our inclusive practices, highlighting our commitment to creating a learning environment where every child can succeed. A major focus has continued to be on Individual Education Plans (IEPs), ensuring they are personalised, goal-oriented, and effective, aligned to the Department's Quality IEP Rubric). Student Support Groups (SSGs) continued to provide a platform for collaboration, ensuring parents and caregivers remain actively involved in planning and supporting their child's learning. These initiatives reflect our ongoing commitment to fostering a safe, inclusive, and engaging learning environment for all students. We are proud of the progress we have made and remain dedicated to continuous improvement in supporting our school community.

Other highlights from the school year

In Term Four 2024, we completed our four yearly school review to inform development of the next School Strategic Plan (SSP). The review was facilitated by an independent, external school reviewer with input from the school's senior education improvement leader and two challenge partners. The principal and key staff members were also part of the school review panel while all staff contributed to focus groups.

Our ARDOCH partnership supported an incursion for our senior school students with Toolbox Education (5/6s), while our middle school ventured to Carnbourne Botanical Garden (3/4s), all focused on wellbeing strategies. 30 selected grade three and four students engaged in a 'Writer in Residence', producing a book of entertaining stories, while our junior years learnt strategies through their Mindful Monkey incursion. Our Grade Three and Four students flourished on their long day excursion to Werribee Zoo while our Grade Five and Six students ventured to Cave Hill Creek camp to test their personal limits. We were also very excited to have particularly students chosen for the Victorian High-Ability program, providing them with the opportunity to participate in a 10-week online enrichment program, in either English and mathematics. We have also hosted various sporting incursions throughout the year, ensuring our students experience different sports including AFL, cricket and softball. This is in addition to the Gala experiences of our senior students, enabling them the opportunity to compete against other schools, in a particular sport. Students also had the opportunity to participate in an intensive week of swimming, subsidised through the Swimming in School initiative, a whole school cross county event and a joyful Colour Run. Further highlights included our Easter hat parade and book week parade, giving us an opportunity to dress up and have our community together! We hosted a STEM festival for families to engage in investigations together and our families were treated to a 'Move and Groove concert at the end of the year where students showcased their Performing Arts learning. We also appreciated coming together for our fortnightly assemblies, planned, prepared and lead by our students with such confidence and pride. It was wonderful to be able to acknowledge one student for being a national finalist in the NAIDOC competition. We ended each term with a 'Golden Assembly' celebrating achievements across the term and everyone's engagement at school through our raffle

draws. We also had a great day, planned by our senior students in the form of a whole school athletics day, at the end of 2024. This enabled us to generate some further team spirit across the school, while also contributing to our Green Tree Frogs (Green team) being awarded as the Team of the Year for 2024!

Financial performance

In 2024 Wooranna Park Primary School maintained a strong financial position, focusing on the strategic use of resources to enhance the quality of education, support student growth, and sustain a safe and innovative learning environment. The school achieved a net operating surplus of \$276,841, which has been allocated for ongoing maintenance of our buildings and grounds. This ensures that our school remains a secure, well maintained space for both students and staff. Planned improvements included repairs, facility upgrades, landscaping, and enhancements to outdoor areas, all vital for supporting the physical and emotional well-being of our community.

We were awarded a \$39,773.54 Emergency Maintenance Program grant, which funded the installation of roof safety assets to ensure compliance with Department of Education (DE) requirements. Additionally, we received \$363,563 in Equity Funding, with a primary focus on staffing. This funding has supported additional teaching and education support roles, professional development opportunities for staff and the recruitment of specialised personnel to meet the diverse needs of our students.

Parent contributions have played an essential role in purchasing curriculum resources that are carefully selected to align with our educational objectives and engage students. Moreover, the \$177,050.69 in Tier 2 funding has enabled us to provide targeted support for students requiring extra academic assistance, through specialised programs and resources designed to foster their success.

Key expenditures for 2024 include repainting the exterior of the school building, renovating learning spaces, and replacing student tables and chairs in every classroom, enhancing the overall learning environment.

Our school community has demonstrated exceptional commitment and enthusiasm through fundraising efforts, which have significantly enriched the school experience. These funds have supported various initiatives, such as subsidising new drinking troughs and our Breakfast Club, providing sports jerseys for students and funding a successful Colour Fun Run, fostering a strong sense of community.

**For more detailed information regarding our school please visit our website at
<https://www.woorannaparkps.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 256 students were enrolled at this school in 2024, 113 female and 143 male.

58 percent of students had English as an additional language and 4 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).

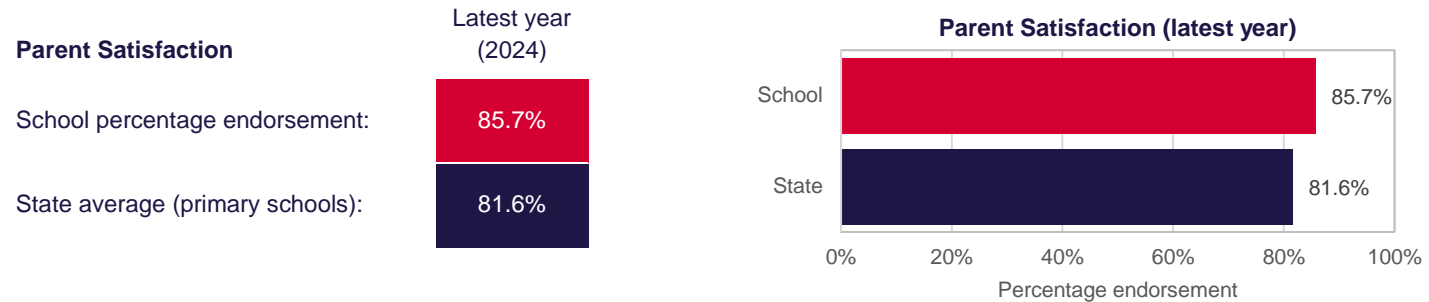
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

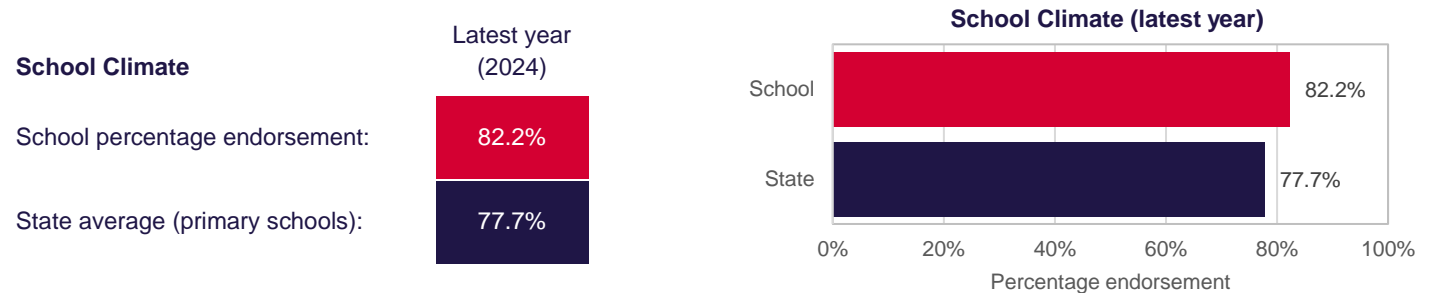


School Staff Survey

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.

English
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

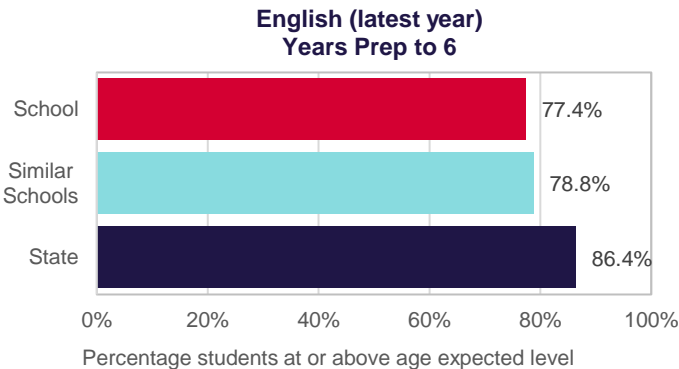
77.4%

Similar Schools average:

78.8%

State average:

86.4%



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

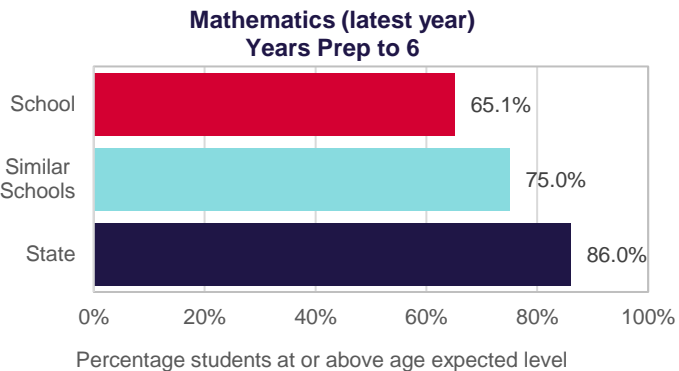
65.1%

Similar Schools average:

75.0%

State average:

86.0%



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.

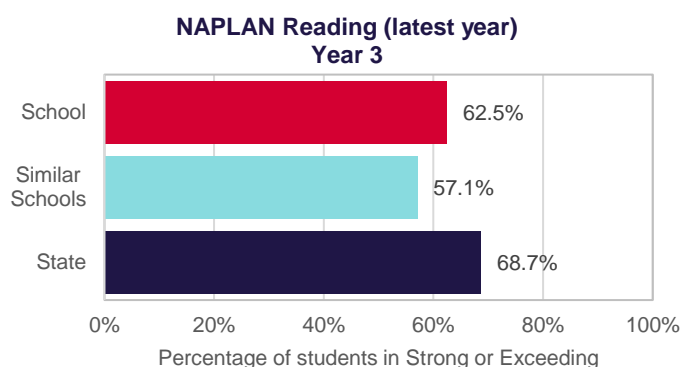
NAPLAN

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.

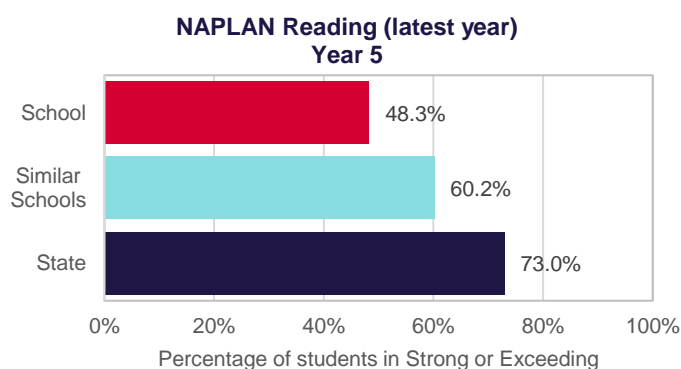
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.5%	60.0%
Similar Schools average:	57.1%	56.9%
State average:	68.7%	69.2%



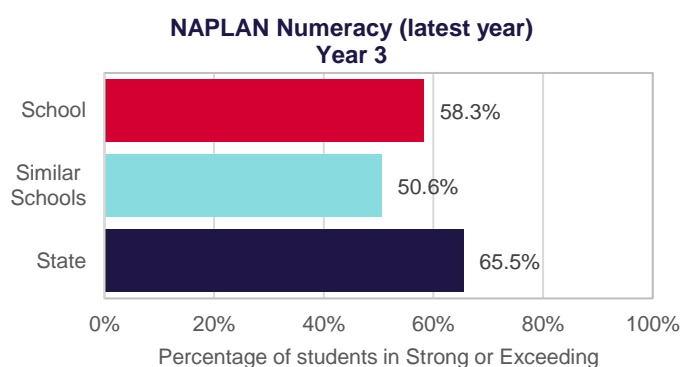
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.3%	63.8%
Similar Schools average:	60.2%	63.2%
State average:	73.0%	75.0%



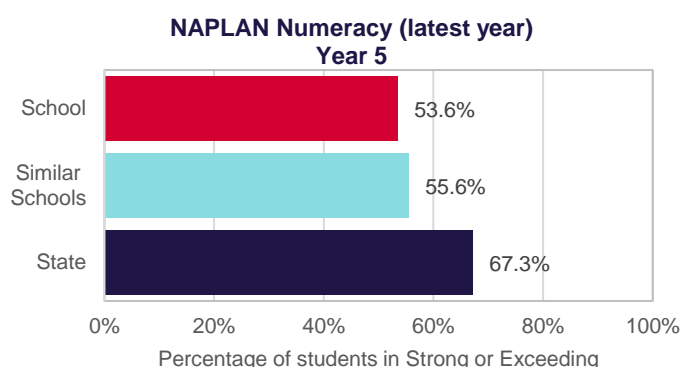
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	59.1%
Similar Schools average:	50.6%	49.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.6%	51.5%
Similar Schools average:	55.6%	54.4%
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:

53.6%

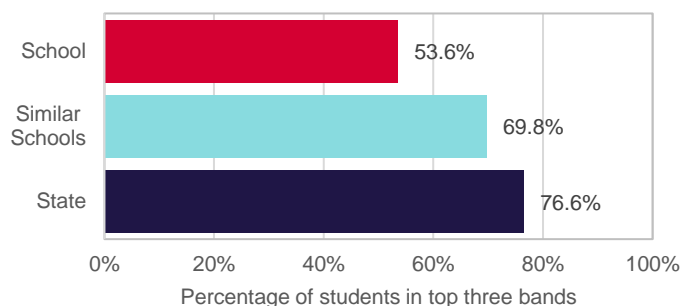
Similar Schools average:

69.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

53.6%

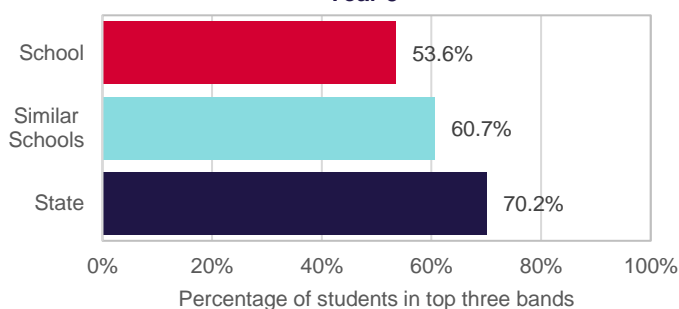
Similar Schools average:

60.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

30.8%

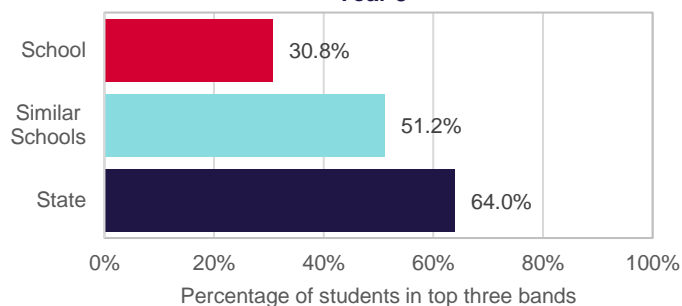
Similar Schools average:

51.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

30.0%

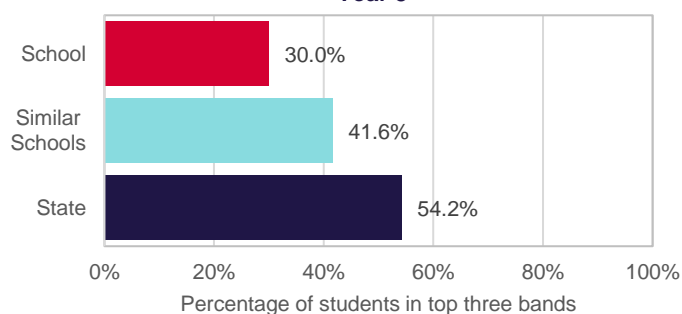
Similar Schools average:

41.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

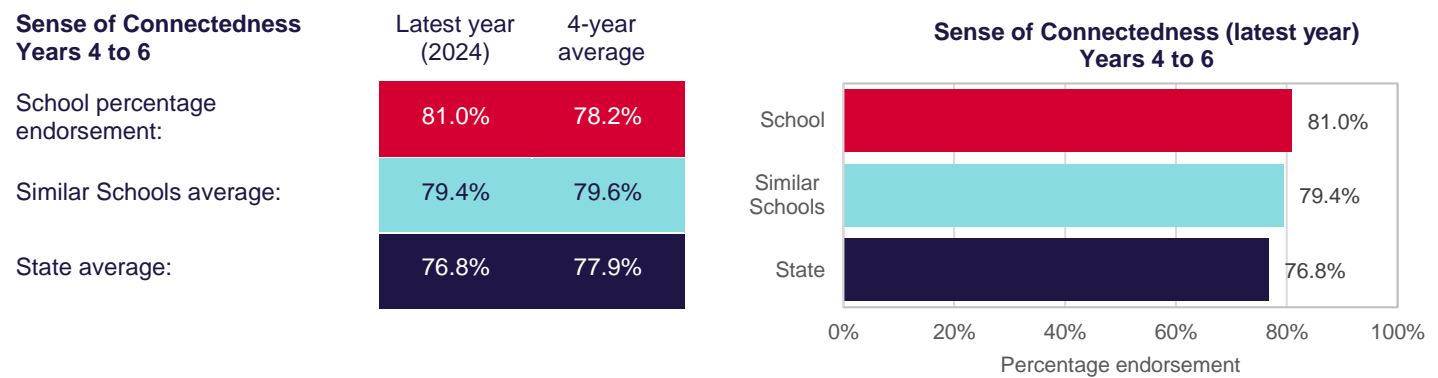


WELLBEING

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.

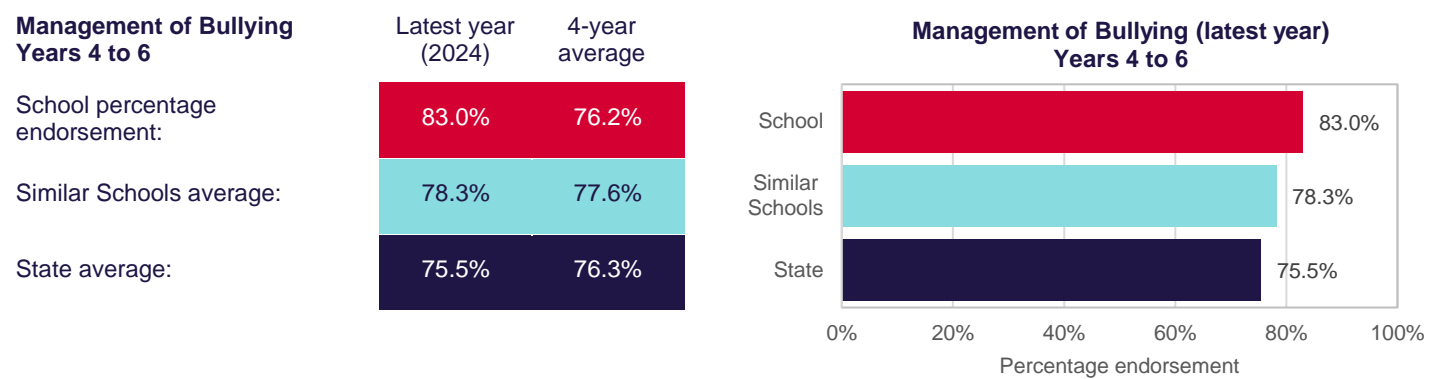
Student Attitudes to School – Sense of Connectedness

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).



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).

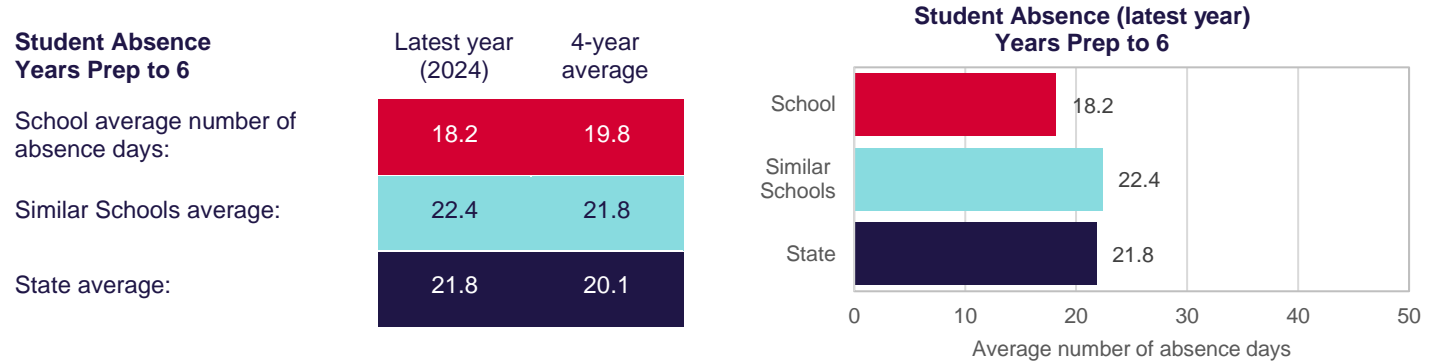


ENGAGEMENT

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):	87%	90%	91%	88%	90%	90%	100%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,710,079
Government Provided DET Grants	\$625,374
Government Grants Commonwealth	\$12,927
Government Grants State	\$0
Revenue Other	\$56,409
Locally Raised Funds	\$65,387
Capital Grants	\$5,000
Total Operating Revenue	\$4,475,176

Equity ¹	Actual
Equity (Social Disadvantage)	\$363,563
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$363,563

Expenditure	Actual
Student Resource Package ²	\$3,536,840
Adjustments	\$0
Books & Publications	\$1,033
Camps/Excursions/Activities	\$63,593
Communication Costs	\$13,055
Consumables	\$80,449
Miscellaneous Expense ³	\$15,007
Professional Development	\$15,015
Equipment/Maintenance/Hire	\$31,453
Property Services	\$169,772
Salaries & Allowances ⁴	\$100,169
Support Services	\$124,258
Trading & Fundraising	\$9,541
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,148
Total Operating Expenditure	\$4,198,335
Net Operating Surplus/-Deficit	\$276,841
Asset Acquisitions	\$129,560

- (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 03 Mar 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	\$227,194
Official Account	\$26,729
Other Accounts	\$17,971
Total Funds Available	\$271,894

Financial Commitments	Actual
Operating Reserve	\$110,745
Other Recurrent Expenditure	\$10,174
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$7,329
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$143,645
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$271,894

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.