2024 Annual Report to the School Community

School Name: Albany Rise Primary School (5427)

- 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 18 March 2025 at 11:36 AM by Judith Drew (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 08:39 AM by Judith Drew (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

Albany Rise Primary School (ARPS) is located on Albany Drive, Mulgrave, approximately 27 kms south-east of the Melbourne CBD. Being located within the borders of Wellington Road, Police Road and Springvale Road, the school draws enrolments from families primarily from within the school zone. ARPS is committed to student learning and wellbeing with the delivery of research based teaching and learning that utilises each student's strengths to drive improvement in areas of need. We are determined to develop authentic relationships with every student, as understanding each child enables us to identify their educational needs and in turn, creates an environment where students love to come to school and love to learn

ARPS is committed to enhancing our positive whole school culture through creating an engaging and productive learning environment. Our aim is to enable every student to reach their full potential. Our staff offer a carefully planned and differentiated curriculum utilising research-based resources, best practice, high impact teaching strategies and access to a variety of Digital Technology devices. ARPS has a targeted key improvement focus on building students' English, Mathematics and Wellbeing skills across the school. We have an embedded, structured approach to instructional practice, which promotes student voice and learner agency whilst responding to student's educational and social/emotional needs. Our core values of Respect, Responsibility and Resilience are central to all aspects of our daily learning routines, our whole school Code of Conduct, student and staff engagement and wellbeing.

Albany Rise Primary School's current School Strategic Plan (2021-2025) outlines our continued focus on improving student academic growth and engagement in learning. The ongoing implementation of the School Wide Positive Behaviours approach ensures staff and students focus on demonstrating and promoting positive behaviours linked to our core values. These values are displayed throughout the school to support a common language approach to student learning and engagement. Our vision at Albany Rise Primary School is to develop students who value learning throughout their lives, strive to achieve and are literate and numerate. We aim to produce confident and empathetic students who are global citizens equipped to succeed in the 21st century.

Albany Rise Primary School caters to a broad social and culturally diverse demographic. We provide multiple and regular opportunities for families to engage with each other, the school and the broader community through sporting, musical, educational, family and cultural events. Our school overall student family occupation and education index (SFOE) of 0.3288 is Low-Medium. In 2024 our school enrolment included a small number of Aboriginal students and 55 EAL (English as Additional Language) students. Over 43% of students speak a language other than English at home. Our school has maintained a steady enrolment of around 225 students for the past 3 years, with family relocations common within our school zone and demographic. In 2024, 10 generalist classes (some multiage) were created to ensure smaller class sizes and adequate supports to meet the needs and dynamics of all learners.

Staffing in 2024 was comprised of 14.9 dedicated full-time equivalent teaching staff. This includes a Principal, Assistant Principal, Learning Specialist, Learning Tutors, High Abilities teachers and Equity Support Teacher (including EAL support for students of non-English backgrounds). Our school also benefits from a teacher in the 0.4 funded Primary Welfare Officer role. Our Education Support team (including office administration, Integration Aides and grounds maintenance) was comprised of 6.4 full time equivalent support staff in 2024, which included 0.8 Business Manager,

1.2 Office Administration staff, 0.32 Library Manager and our QuickSmart numeracy intervention team.

Specialist programs at ARPS include Visual Arts, Performing Arts, Physical Education, Chinese Mandarin (LOTE), STEM (Science, Technology, Engineering, Maths) and Library. Each specialist program has a dedicated and fully equipped learning space. Additional specialised learning spaces include a PMP space (Perceptual Motor Program for junior students) and a Developmental Play-based Learning Space. In 2024, ARPS continued to grow our whole-school approach to Writing, using the Seven Steps Writing process, and explicit teaching of phonics using the Sound Waves program school wide. During 2025, this focus will continue along with a targeted school-wide approach to improving Reading comprehension and stamina. The development of a Mathematics Scope and Sequence with the support of regional Educational Improvement Leaders in 2024 will assist the implementation of the updated Victorian Curriculum 2.0 in 2025.

A broad range of extra curricula opportunities and individual sporting pursuits are provided across the school for all students and participation is encouraged and celebrated. Our school participates annually in the Victorian State School Spectacular mass choir. Our students have performed admirably in district, division and regional sporting events, including swimming, running and athletics. In 2024, lunchtime clubs included Cooking, Gardening, Drama, Dance, and Art. Other extra curricula opportunities include Camps for year 3-6 students, incursions and excursions, Year 2 sleepover, Fun Fiesta (a fantastic community event and fundraiser in 2024), Multicultural Day, Colour Fun Run, Footy Colours Day, Walk-a-thon, afterschool soccer program and more. Our Before and Afterschool Care program was coordinated by Camp Australia in 2024, with participation growing throughout the year. ARPS offers an International Student Program (ISP), Instrumental Music program, Breakfast Club and Community Hub area for families to access a range of free resources donated by local businesses and families. The Community Hub is also utilised by our student leaders for forums and meetings, such as Junior School Council and Student Voice Team.

Progress towards strategic goals, student outcomes and student engagement

Learning

Albany Rise Primary School students continue to achieve positive academic growth and learning outcomes. In 2024, our results in 'Teacher Judgement' data aligned closely with similar schools in English (Prep to Year 6) and slightly behind in Mathematics. Our NAPLAN results continue to compare favourably with similar schools, with Reading results closely matching for Year 3 and Year 5 cohorts and Numeracy results marginally above similar schools for Year 3 and Year 5.

Our school Professional Learning teaching teams use multiple forms of data to unsure we meet the learning needs of all students. In 2024, a new Assessment Schedule was developed with support from regional Education Improvement Leaders. This will be implemented fully in 2025, including the use of new and targeted assessment tools.

Teachers continue to work in Professional Learning Communities (PLC) where they review student data, audit curriculum and discuss the most appropriate teaching pedagogy to ensure the children are being taught at their point of need.

In 2024, our NAPLAN results for the Exceeding and Strong proficiency band were positive (Year 5 - Reading = 66% , Numeracy = 60% & Year 3 - Reading = 65% , Numeracy = 59%). Year 3 and 5 Numeracy outcomes were pleasing, with the percentage of students Exceeding or Strong above similar schools. There was also a significant increase in the percentage of students with 'high growth' in both Reading and Numeracy for our Year 5 cohort, based on NAPLAN results.

ARPS Annual Implementation Plan (AIP) goal to increase the percentage of students in the Exceeding and Strong **NAPLAN** proficiency level in Numeracy for Year 3 was met, with an increase from 52% (2023) to 59% (2024). Similarly, data showed an increase the percentage of students in the Exceeding and Strong **NAPLAN** proficiency level in reading for Year 3 from 57% (2023) to 65% (2024), another AIP target met.

Our AIP learning targets also included an increase in positive endorsement as measured by the **School Staff Survey** (SSS) Academic emphasis and Collective efficacy, both of which increased in 2024.

During 2024, the focus on building teacher knowledge and capacity in Pedagogy and Curriculum planning continued with support from regional staff providing targeted professional learning. New teaching staff were supported by strong mentoring and clear curriculum planning expectations.

In 2024 ARPS had 36 full-time students (funded and non-funded) supported through the Program for Students with a Disability (PSD). These students were supported by integration aides, access to a range of support programs, individual education plans, a range of in-class adjustments and quality differentiated teaching practice. Regular SSGs meetings are held each term with their parents/carers to ensure that the school is doing all we can to support their learning. Additionally, the school provided SSG meetings and individualized support for students with a range of wellbeing needs, those with Aboriginal backgrounds, and any student in need of additional aide support. The school also utilizes Equity and EAL funding to provide targeted, individualized and small group support for disadvantaged students and those with a non-English speaking background.

During 2024, the High Abilities program continued to engage our strong academic students, with many of our year 5 and 6 students successfully completing the online extension programs available in a range of curriculum areas.

Wellbeing

A very pleasing feature of our 2024 year, was the improvements in student wellbeing outcomes, which was reflected through school based surveys, wellbeing curriculum team data tracking, student leadership meetings, anecdotal feedback from teaching and education support staff and in the Student Attitudes to School Survey.

In particular, our AIP target to Improve positive endorsement as measured by the Attitude to School Survey (AtoSS) for Managing Bullying showed an increase from 59% (2023) to 77% (2024). Additionally, students in year 4-6 indicated an increased sense of connectedness to school, with 81% showing positive endorsement (compared to 67% in 2023). Both these results are above similar school results, and above the state average.

ARPS strong wellbeing team and ongoing support from regional staff in 2024, assisted with the development of an updated matrix for School Wide Positive Behaviour practices, to be fully embedded in 2025. The Quality Beginnings program at the start of 2024, ensured our Student Code of Conduct was understood and followed by students and staff.

Throughout 2024, the needs of students and families requiring wellbeing supports were diligently catered for by strong relationships with all staff, along with Breakfast Club/ Food Bank supplies, external providers of health services, weekly Social and Emotional Learning (SEL) lessons, and support from our regional Health and Wellbeing Key Contact and connected support services. Several students were supported by personalized services (such as speech therapy and counselling) onsite.

During 2024, staff embedded Student Voice and Agency through a range of leadership opportunities, including Junior School Council, Student Voice Team, action based leadership roles (eg. Library leaders), Buddy Program, Peer Mediators, House and School Captains. Student roles were more clearly defined and staff allocated to support student leaders. This work will be further built on in 2025. Weekly SEL lessons and regular Circle Time sessions in the classroom, along with communicating with parents if appropriate and a 3 Tiered wellbeing support approach across the whole school, supported a calm and orderly whole school environment.

Significant resources, including staffing, were allocated to ensure students requiring additional support for a range of wellbeing needs, had their needs identified and met.

Engagement

A key focus for our School Improvement Team (SIT) and AIP in 2024, was to reduce the number of student absences, particularly for students with 20 or more absent days. This became a focus of each SIT leadership meeting, with specific students identified, communication between the school and families, and attendance plans developed for students deemed ‘at risk’. Additionally, staff developed an Attendance flow chart, to assist all staff in responding to student absences.

This significantly reduced the number of unexplained absences, to an average of just 4.1% and helped to increase the attendance rate for the year marginally, to an average of 89.6%. Our school average number of absence days is (pleasingly) fewer than similar school and the state average, at 20.7%.

During 2024, the Wellbeing curriculum team regularly ‘unpacked’ ARPS absence data, noting that Family Holiday and Medical absences were by far having the highest impact on student absences. Family holidays in particular put many students in the ‘at risk’ category when they had missed no other days from school.

In 2025, further advancements to tracking and responding to student absences are in place, including a whole school physical attendance ‘data wall’ where all staff can ‘put faces on the data’, track and respond to absences throughout the year.

During 2024, our Primary Welfare Officer worked closely with Administration staff to streamline processes for marking, monitoring and reporting student attendance using software updates and data tracking tools. This work will continue in 2025.

Throughout 2024, our school's student Pathways and Transition quality practices included:

- Our Foundation Transition program, which plays an important part in the transition from pre-school to school and is very successful in ensuring students become familiar with the facilities, teachers and other students. Further plans to increase Foundation transition opportunities are being developed for 2025.

- Our transition program for students moving from year level to year level. During Term 4, students participate in activities that prepare them academically, socially and emotionally for the following year level. Newly enrolled students are always invited to attend.
- Close connections with Year 7 transition coordinators for our Year 6 cohort through a range of activities, onsite and at local schools, including (in 2025) our whole school Musical at Wellington Secondary College.

Other highlights from the school year

Building community engagement, wellbeing and positively through whole school events has continued to be a key aspect of our program development in 2024. Major school events such as the Colour Fun Run, Fun Fiesta and Trivia Night have encouraged students and families to connect with others in the school community and beyond. The Fun Fiesta, in particular, was a highly successful community event, with strong engagement from school families and local community members. Our Multicultural Day, Footy Day, Book Parade and Book Fair, and Community Carols also had strong community support, with students dressing up and taking part in school based and afterschool activities. Other special events for 2024 included our Disco evening, Talent Quest and strong sporting achievements in school, district and regional events, particularly in swimming with students competing at high levels, including one student competing in national swimming competitions. Students undertook several special sporting programs through Sporting Schools grants in 2024, such as Hot Shots tennis. Plans are underway to continue sporting grants program in 2025.

Our Camping program for students in Years 3-6 was very successful, with the majority of students attending Sovereign Hill Camp (Year 5-6) and Forest Edge (Year 3-4) during August, strengthening independence and organisational skills. Our Year 2 sleepover onsite was also very positive in September. Our Choir continued to be active in 2024, with performances at school events, including the Book Fair and Fun Fiesta. Twenty-five choir members had the privilege of taking part in the Mass Choir at the Victorian State School Spectacular in September, performing with hundreds of other students from across the state at John Cain arena.

Our ‘Green Team’ environmental student group, was strongly led through involvement with the Resource Smart Schools program in 2024. The team initiated ‘Nude Food Tuesdays’, wrapper free food, and a fabulous kitchen garden, with strong supports from parents/carers. This program will continue in 2025.

Our Year 6 and Foundation student ‘Buddy’ program continues to be a positive feature of ARPS student leadership program, along with ARPS Peer Mediator program and various leadership roles for students across the school.

Providing before school options such as Breakfast Club (through FoodBank) and Jolly Joggers to support student healthy living habits continues to be a feature of morning sessions at ARPS. The use of effective communications platforms, including Compass and Class Dojo- has continued to support positive parent/teacher partnerships and wellbeing schoolwide.

Financial performance

Throughout 2024, significant funding through additional staffing was directed to supporting students with targeted learning and behavioural needs, particularly in our junior year levels. Albany Rise Primary School managed a planned deficit budget in 2024 due to the need to support these students and to continue to have positive outcomes and growth in learning and wellbeing for all students across the school. Diligent and consistent applications for funding for students with special needs resulted in ten positive funding application outcomes through the Program for Students with Disabilities (PSD) by Term 4, 2024 (the highest number of successful PSD applications for several years). Our financial position was also improved by the expansion of our International Student Program, injecting significant cash funds into the budget to offset the planned staffing budget deficit.

Albany Rise Primary School continued the highly diligent management of all school funds and proactive seeking of opportunities for sponsorships and community support. The percentage of parent voluntary contributions in 2024 remained stable compared to recent years, and as anticipated in budget planning. Cash budgets were closely monitored in 2024, in particular those with the highest costs, such as casual relief agency staff and photocopying. The costs of relief agency staffing was reduced by 23% in 2024.

The school provides multiple extra curricula opportunities through event based parent contributions per each event throughout the year. A major facilities upgrade for toilets and storerooms, of just over one million dollars, was completed during 2024, with a government grant for works overseen by the VSBA, improving the function, access and ambience of these facilities. Additionally, the school purchased new reverse cycle air conditioners for several classrooms and Out of School Hours spaces, replacing several very old evaporative coolers which no longer functioned.

Repairs to roofing, windows and ceilings were completed through an additional VSBA led program in 2024. A destructive storm in February 2024, led to further ground and building works, including roofing repairs, arborist works, fencing repairs and shade sail replacements, some of which were completed early in 2025. None of the costs for these works were borne by the school due to careful consideration of available grants, VSBA interactions and insurance. A new entry ramp at the front of the school was also completed in Term 1, 2024.

Tutor Learning Initiative funding and Equity funding were again used to employ experienced staff to support students who required additional support and extension with their learning. Similarly, the Primary Welfare Officer role (0.4- two days) was funded through the targeted PWO initiative, which ceases in 2026.

The hard work of our Parent Association resulted in very positive results, raising around $17,000 in additional funds in 2024. These funds were primarily used to upgrade and repair playground equipment. Funds raised also supported the leasing of another class set of laptop computers. The Hire of our hall for long term contracted leases continued in 2024. A small number of school families leased the hall for family gatherings, marginally increasing the amount of funds generated through hall hire contracts. All funds received from the Department, or raised by the school have been expended, 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.

For more detailed information regarding our school please visit our website at https://albanyrise-ps.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 222 students were enrolled at this school in 2024, 105 female and 117 male.

35 percent of students had English as an additional language and 2 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.

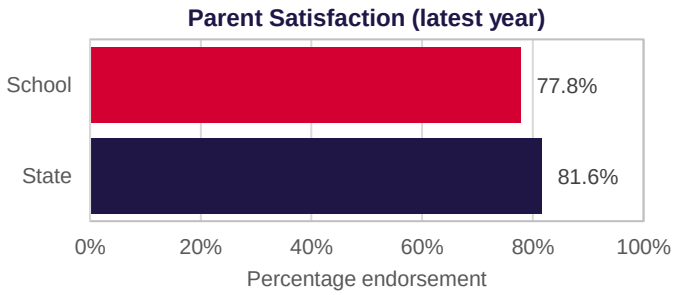
This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	77.8%
State average (primary schools):	81.6%



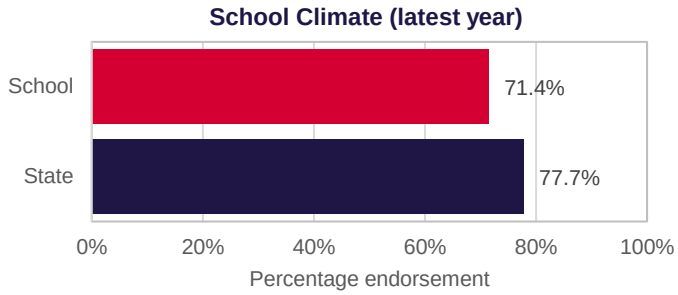
School Staff Survey

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:	71.4%
State average (primary schools):	77.7%



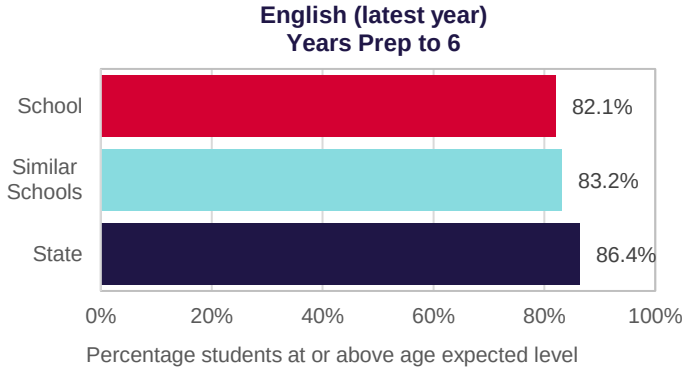
LEARNING

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.***

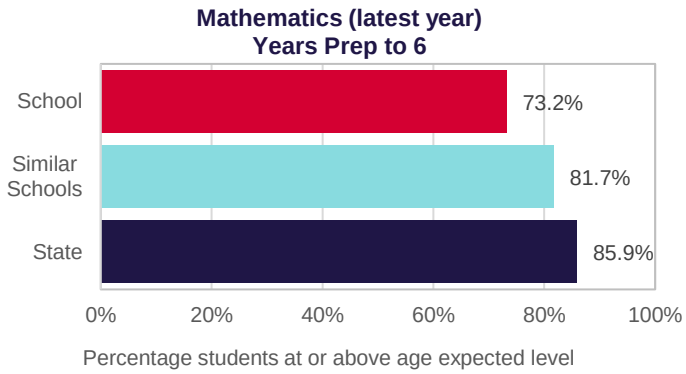
Teacher Judgement of student achievement against the Victorian Curriculum

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:	82.1%
Similar Schools average:	83.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	73.2%
Similar Schools average:	81.7%
State average:	85.9%



LEARNING (continued)

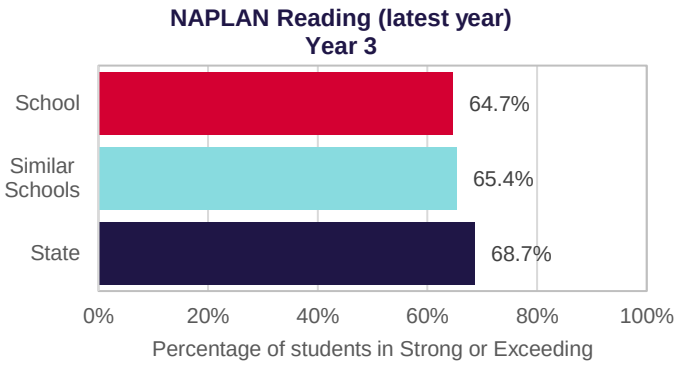
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

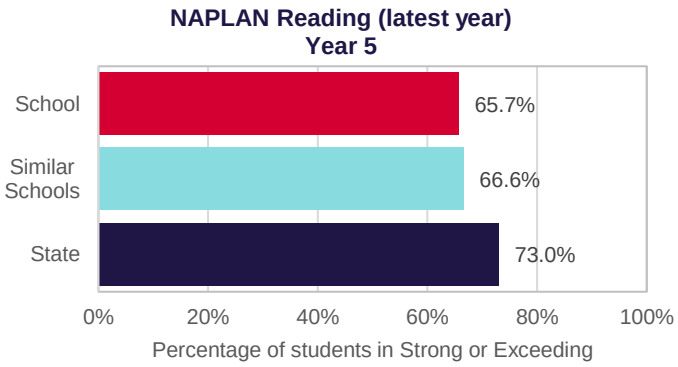
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

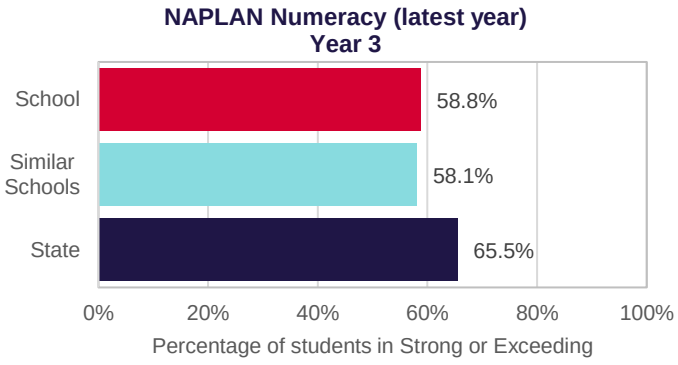
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.7%	61.3%
Similar Schools average:	65.4%	65.5%
State average:	68.7%	69.2%



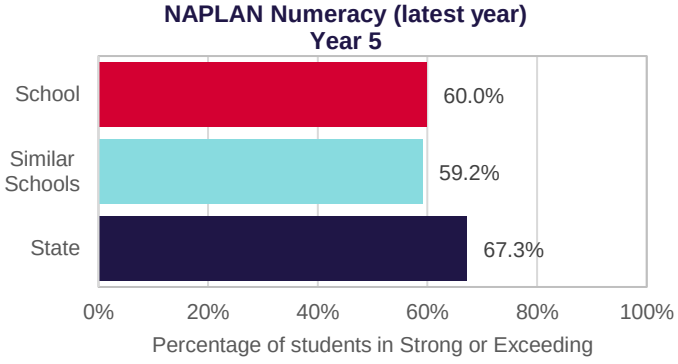
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.7%	69.0%
Similar Schools average:	66.6%	70.6%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.8%	55.7%
Similar Schools average:	58.1%	58.9%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	69.0%
Similar Schools average:	59.2%	61.7%
State average:	67.3%	67.6%



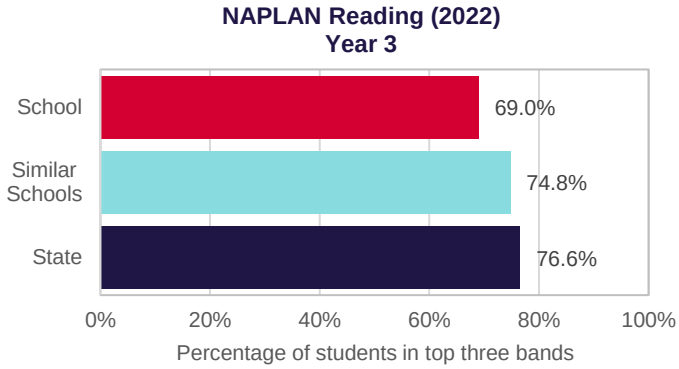
LEARNING (continued)

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.***

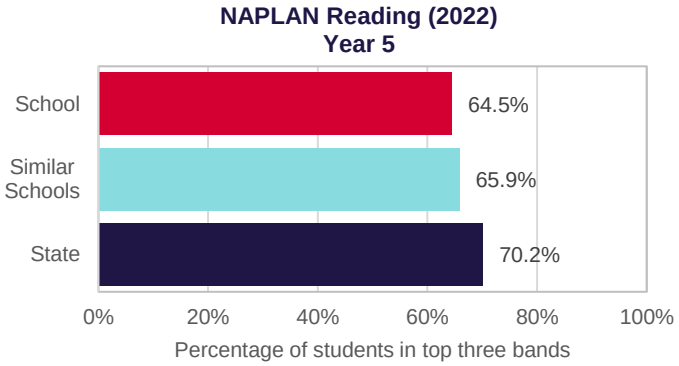
NAPLAN 2022

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

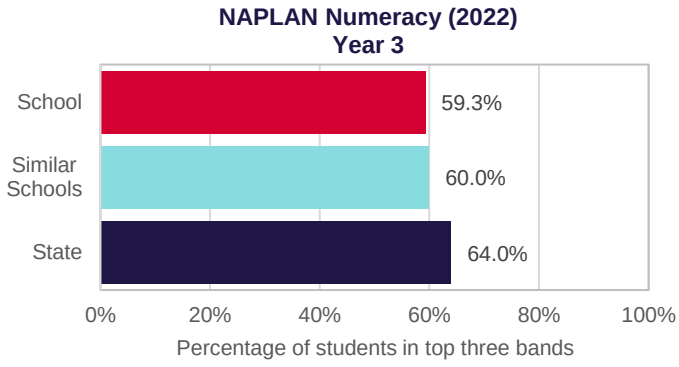
Reading Year 3	(2022)
School percentage of students in the top three bands:	69.0%
Similar Schools average:	74.8%
State average:	76.6%



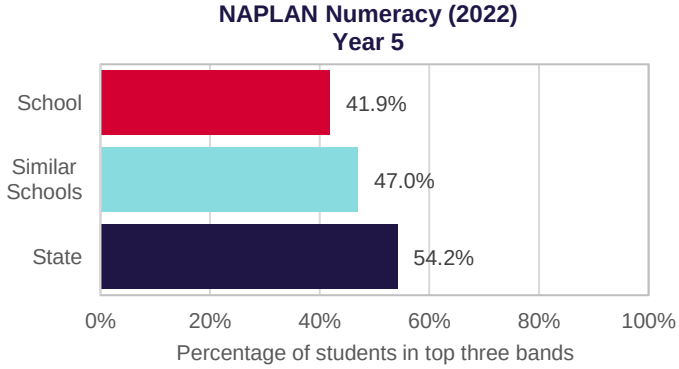
Reading Year 5	(2022)
School percentage of students in the top three bands:	64.5%
Similar Schools average:	65.9%
State average:	70.2%



Numeracy Year 3	(2022)
School percentage of students in the top three bands:	59.3%
Similar Schools average:	60.0%
State average:	64.0%



Numeracy Year 5	(2022)
School percentage of students in the top three bands:	41.9%
Similar Schools average:	47.0%
State average:	54.2%



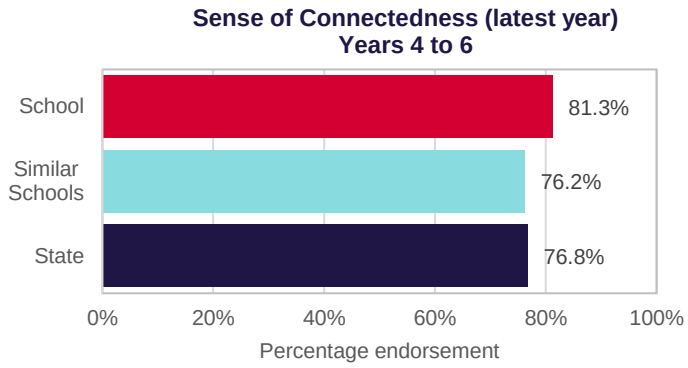
WELLBEING

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).

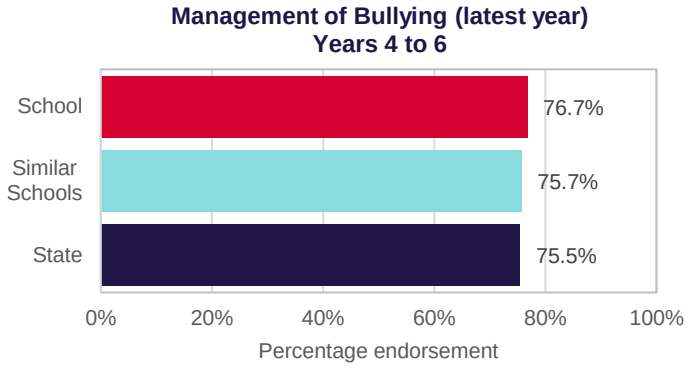
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	81.3%	71.0%
Similar Schools average:	76.2%	77.3%
State average:	76.8%	77.9%



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:	76.7%	65.0%
Similar Schools average:	75.7%	75.3%
State average:	75.5%	76.3%



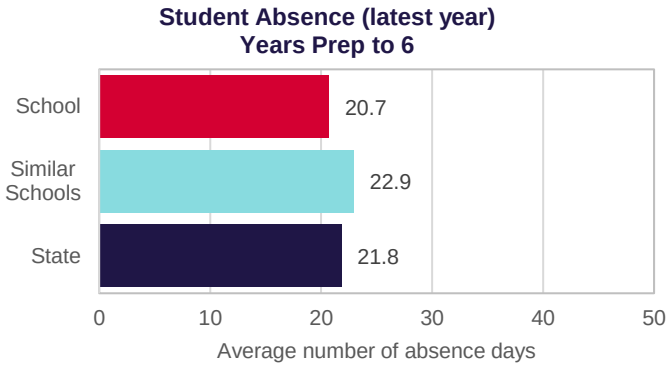
ENGAGEMENT

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:	20.7	21.2
Similar Schools average:	22.9	21.6
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):	87%	89%	90%	90%	91%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$2,363,422
Government Provided DET Grants	$348,015
Government Grants Commonwealth	$7,743
Government Grants State	$0
Revenue Other	$12,039
Locally Raised Funds	$152,563
Capital Grants	$0
Total Operating Revenue	**$2,883,780**

Equity [1]	Actual
Equity (Social Disadvantage)	$73,584
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$73,584**

Expenditure	Actual
Student Resource Package [2]	$2,524,149
Adjustments	$0
Books & Publications	$428
Camps/Excursions/Activities	$81,651
Communication Costs	$1,957
Consumables	$63,771
Miscellaneous Expense [3]	$6,902
Professional Development	$6,934
Equipment/Maintenance/Hire	$37,965
Property Services	$33,866
Salaries & Allowances [4]	$20,387
Support Services	$137,735
Trading & Fundraising	$11,513
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$36,363
Total Operating Expenditure	**$2,963,621**
Net Operating Surplus/-Deficit	**($79,840)**
Asset Acquisitions	**$7,762**

(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	$155,689
Official Account	$19,837
Other Accounts	$0
Total Funds Available	**$175,526**

Financial Commitments	Actual
Operating Reserve	$73,551
Other Recurrent Expenditure	$21,270
Provision Accounts	$0
Funds Received in Advance	$89,524
School Based Programs	$0
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	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$184,345**

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.