

2024 Annual Report to the School Community

School Name: Glenroy Central Primary School (5542)



- 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 09:56 AM by Joanne Money (Principal)

- 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

To be attested by the 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

Glenroy Central Primary School is located on the northern edge of the City of Merri-bek (formerly Moreland) in the North West Victoria Region. The school is located in Logan St Glenroy and opened on the current site in April 2012. The school consists of six buildings: an Administration building, Junior and Senior Learning Communities, a Visual Arts facility, a full-sized Gymnasium/ Performing Arts facility and both a three year old and four year old kindergarten room. Our school vision is to provide a safe, inspiring and challenging learning environment that promotes collaborative, engaged and curious learners who can achieve excellence by contributing positively as global citizens. Our school values are Curiosity, Collaboration, Character, Citizenship and Caring. We encourage our students and staff to be curious about the world and to ask lots of questions to build their knowledge. Our school is organised and structured to provide time and opportunities to collaborate, and all teachers and integration aides are part of a collaborative teaching team within a learning community. All students are also placed in a three-person collaborative team each year. There is a documented and clear set of teaching and learning protocols to ensure that the expectations are shared and consistent across the school. As part of our focus on inquiry, we provide opportunities for students and staff to be creative and to think both creatively and critically about the world and their place in it. We want our students to be caring global citizens who understand their responsibility to each other and to the world around them. We want them to be kind, inclusive and respectful.

In 2024, the enrolment was about 260 students. We had 23.9 EFT teaching staff with a mixture of full-time and part time staff. There was also staff in the kindergarten that operate a four-year-old program on a rotational basis and a three-year-old group receiving 15 hours. The kinder is managed by the Northern Schools Early Years Cluster. We had 8.85 Education Support Staff, also a mixture of full and part time, who work in a variety of capacities including office staff, integration aides, a library technician, IT support, a Primary Welfare Officer and a mental health practitioner. An Out of Hours program was run in conjunction with the nearby catholic school Corpus Christi through Extend Australia and provided both before and after school care on the Corpus Christi school site. The school is in a disadvantaged community with a high number of EAL students with **169** students speaking a language other than English at home. This is **64.26%** of the student body. **115** of these students were born in Australia, but speak a language other than English at home. They represent **43.73%** of the student body. We have a multicultural community with our main cultural groups being from Lebanon, Pakistan, Nepal and Iran. We have about 62% of our families who are on Health Care cards. Our school works in Learning Communities and is therefore very team-focused. Each of the four Learning Communities (Foundation, 1/2, 3/4, 5/6) has an allocated team of teachers who are collectively responsible for providing programs that meet the needs of all students and for ensuring that all students reach their full potential. There are two Learning Specialists allocated one to each of the Junior and Senior Learning Communities whose job is to coach, mentor and lead the teams in their Collaborative Teaching Teams and to provide exemplary practice for observing and coaching purposes. These two Learning Specialists are also members of the Leadership Team of the school - The School Improvement Team. At Glenroy Central Primary School Numeracy, Literacy and Investigations form the core of our curriculum and our daily work. Oral language forms a major part of our focus and is the foundation for student learning. Student talk is encouraged and promoted across the curriculum in both structured and unstructured ways. Successful use of

language is critical for student wellbeing. An EAL teacher supports the students with limited English as well as the teachers with strategies and knowledge.

Mathematics is the first session and Reading is the second session of every day across the school from Foundation to Year 6. These two sessions have clear structures that must be followed. Maths includes sessions based on Number, Toolbox and Problem Solving and covers the three strands of the maths curriculum – Number and Algebra, Measurement and Geometry, Statistics and Probability. The afternoon sessions consist of curiosity-based Investigation topics that cover the other key areas of the Victorian Curriculum such as Science, History, Geography, Civics and Citizenship, Health, Economics and Business. Writing sessions are based around these Investigations and cover a wide range of text types. Grammar, Punctuation and Spelling are included in writing sessions with explicit sessions for these areas also done across the week. THRASS is used as the basis for our spelling program. The Tutor Learning Initiative has continued this year for those students who had fallen behind and those identified as Needs Additional Support on NAPLAN. Our specialist programs consist of Physical Education, Performing Arts, Visual Arts, STEM and our LOTE is Auslan. Each Learning Community has four hours on one day per week for the specialist programs while the Collaborative Teaching Team from that community has planning time together. Auslan sessions are conducted in small groups across a given day for each Learning Community by a hearing-impaired ESS member supported by colleagues. Well-being is an integral part of our everyday programs and students are supported by a range of strategies and staff, including a Mental Health and Wellbeing Leader. We are certified to take international students who are provided with appropriate year-level programs and EAL support if deemed necessary.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school continued to focus on Reading and Numeracy across the school by building staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs with a focus on students developing their own individual goals, an effective, streamlined schoolwide assessment schedule and improving processes for data analysis. The focus, as always, was to teach and support each student at their point of need and in line with the current Framework for Improving Student Outcomes (FISO 2.0). Teachers identified needs based on diagnostic assessment data and then implemented programs to meet individual and group needs. Teachers also worked with students, particularly in the Senior Learning Community to identify their next steps in the learning continuum and identify their own individual learning goals from a given rubric. We continued the targeted support program in Literacy and Numeracy (Tutoring Program) through funding provided, across years 3 to 6 and tracked the progress of those students identified. Our PLC structures supported teacher collaboration, data-driven differentiation and reflection on teaching practice with a priority on curriculum 'essentials' in reading, writing and number. These were led by the two Learning Specialists. Leaders supported all teaching staff to build assessment, differentiation and inclusive practices through consistent clear processes and a school wide professional learning schedule.

The school Leadership Team continued to work in a Community of Practice focused on Numeracy teaching with the Leadership team of a nearby school. This focused on building the capacity of

teachers to explore and identify the learning sequences that assist to ensure all students know their next step and that teaching is targeted explicitly to student needs.

In 2024, Glenroy Central was ranked as high performing in NAPLAN results which reflects the continuous hard work of staff and students. We utilised a number of strategies and assessments to ascertain our progress towards the set targets. Our results show we are above both similar schools and state in NAPLAN Reading and maths for those students achieving strong and exceeding.

Year 3 numeracy 71.8% which is above similar schools at 48.3% and state at 65.5%.

Year 3 reading 79.5% which is above similar schools at 56% and state at 68.7%.

Year 5 numeracy 83.3% which is above similar schools at 54.2% and state at 67.3%.

Year 5 reading 83.3% which is above similar schools at 59.5% and state at 73%.

The teacher judgement data across Foundation to Year 6 indicates 94.4% of our students are working at or above expected level in English compared to 77.1% in similar schools and 86.4% across the state. The teacher judgement data across Foundation to Year 6 indicates 94.3% of our students are working at or above expected level in Mathematics compared to 73.4% in similar schools and 85.9% across the state. Students know the next steps to progress their learning in Numeracy and Reading through the development of individual learning goals. In Foundation to Year 2, the teachers have provided the goals based on assessment and explaining to the student. The 3-6 students utilised the 'I can' statements on the Learning Pathways in Maths to assist them to identify an appropriate goal. In reading, comprehension strategies were used as the basis for establishing goals through the use of a rubric. The 3-4 students were guided with their selection of goals. Leadership continued to work with the Getting it Right Team to ensure the implementation of all recommended processes and protocols relating to the implementation of the synthetic phonics program. The purpose of this is to ensure all students have well established basic skills and knowledge and can then continue to build their comprehension strategies in the senior years of primary school.

Wellbeing

Teachers have continued to implement the High Impact Wellbeing strategies across the school with great success. As indicated in the data, students have a high level of connectedness to the school with a positive endorsement of 89.6% in the Attitude to School Survey conducted each year with students from Years 4, 5 and 6. This is well above the Similar Schools at 77.5% and the State at 76.8%. The data also indicates high positive endorsement for Management of Bullying at 94%, also well above Similar Schools at 76.7% and the State at 75.5%. We achieved our targets in the 2024 AIP with the percentage of positive endorsement for the student Attitudes to School Survey factor, Teacher Concern, being maintained above 88% at 89%. The percentage of positive endorsement for the student Attitudes to School Survey factor, Perseverance, was maintained above 86%, coming in at 96%. The average percentage of students Years F-6 working above age appropriate level for Personal and Social Capabilities of the Victorian Curriculum increased from 18% (2023) to 20%.

Student Voice and Leadership has continued to be a major focus and has continued to grow positively creating confident and resilient students. Our Student Voice Ambassadors enjoyed organising many successful fundraisers and special events. Our School and House Captains were responsible for organising and running House Spirit Days on the last day of Terms 1, 2 and 3. Each House Spirit Day had a different theme - Disney, Pixar, and footy colours - and all students

enjoyed range of activities from decorating cookies, making their very own 'Forky', testing their sports knowledge in a competitive Kahoot, and even completing an inflatable ninja warrior course.

In Learning Communities, differentiated personal and social wellbeing groups have allowed us to focus on the particular needs of students. Students work on specific goals in line with the Personal and Social Capabilities, and have been involved in selecting their own personal goals to assist their social and emotional learning. To upskill students' problem-solving social skills, we utilised the UR Strong program and its unit on Friendology to empower students to solve friendship fires and be more proactive in their relationships with peers, as this was an identified area of need across the school.

During 2024, we also introduced wellbeing check-ins with students that have provided daily opportunities for students to reflect on their own emotions and mental health and of course seek help if required. Teachers closely monitor this data and follow up any changes and patterns in student responses. Some students are then referred on to our onsite Mental Health Practitioner or Welfare Officer, which has greatly assisted our ability to work with identified Tier 3 student needs.

Engagement

At Glenroy Central Primary, we are passionate about all students attending school every day resulting in high attendance levels. We have a number of processes and initiatives in place to support and promote student attendance. This includes daily parent contact to discuss reasons for absences. These have all been recorded utilising our student management system XUNO. The Attendance Cup for Year Levels continues to be a big motivator for students with weekly updates given at assembly. Term individual wrist bands are also given out in recognition of students with excellent attendance. We understand there is a range of reasons that a student's attendance may be low and work to support students and families to minimise absences. In 2024 we continued to have excellent rates of attendance with the year level cohorts' average attendance percentage at 94.28%. This is an improvement on 2023 and is indicative of a high level of student and family engagement. We focus on ensuring the programs delivered are specific to the needs of students and are engaging and supportive of student growth. House Spirit activities continued to add to students' sense of belonging and created opportunities for teachers to get to know a broader range of students and students to work in mixed aged groups. The Attendance Committee, comprising both Principal Class Officers, the Primary Welfare Officer and a representative from each Learning Community Team, met regularly in 2024 to monitor and follow up lateness and attendance. The number of unapproved and unexplained absences has continued to drop across every year level due to a rigorous system of follow-up and support. The average number of days absent per student remains low, with the average number of days per student in 2024 at 11.2, with a 4-year average of 11.4. This is significantly better than the similar schools' 2024 average of 21.8 and the state average of 21.8 absence days per student. The number of students with 20 or more days absence at 16% was lower than similar schools (average 38%) and the state (average 39%). These numbers were almost all due to extended family holidays.

Staff and parents have indicated high levels of satisfaction with the overall management in the school. Parent Opinion Survey results had a 97.1% positive endorsement in overall parent satisfaction above the state average at 81.6%, whilst School Staff Survey results had School Climate at 92.7% positive endorsement above the state average of 77.7%.

Other highlights from the school year

The year was full of some big highlights. Student Voice and Agency played a large part in our school as always. The House Spirit Days run each term by the Student Leaders were a great success and hugely popular with students across the school. These days had a range of themes and activities and built a sense of belonging and excitement with our four house teams. Having these days on the last day of each term was a great way to celebrate the hard work and have some fun. The Student Voice Ambassadors also organised some special days including a Dress Like a Pirate Day to raise money for the Children's Brain Cancer, a Crazy Hair Day for Deaf Children Australia Fund as well as our usual a Footy Day which raised money for cancer research. Harmony Day in Term 2 had a huge turnout for the celebration of the amazing array of cultures and backgrounds that make up our school. The school captains led the ceremony including some student performances and a wonderful parade of cultural outfits. Book Week was also a highlight with a great array of character outfits turning out for our Book Parade. The students enjoyed the opportunity to dress up as well as highlight their most treasured books and stories. There was a fantastic turnout of families who came to watch and the kindergarten joined in too.

Swimming programs were offered for all year levels with close to 70% of students attending. We had higher numbers in the Senior Learning Community taking up the opportunity this year which was great. We had a celebration of our Arts programs with a family evening called Artsmania. This showcased visual art work from across the school as well as performances and movies from our Performing Arts program. This was a very successful family event with a wonderful crowd of people coming along to share some food and drinks and enjoy the products of our Visual and Performing Arts programs.

Our new inclusive playground opened and has provided a creative play space that many of our students are really enjoying, particularly those not interested in playing organised sports and the neurodivergent cohort. It is fantastic to see them digging, building and creating as they utilise the natural items around them and listen to them talking about their creations.

Our 5/6 students did some work with Merri Health exploring Healthy Masculinity. Out of this came a number of projects driven by the students. Small groups of students worked on such things as auditing the school library sports books to look at the representation of genders in sports and to identify stereotyping; creating a down ball tournament at lunch breaks to ensure everyone was able to participate in games in a fair way; writing and recording the school values rap to better help everyone understand what each value was about; and one group even taught groups from the other Learning Communities about stereotyping by focusing on the life and work of Marie Curie.

Finally, students have been involved in a whole range of excursions and incursions that complement their learning at school in a range of curriculum areas. The 4/5/6s have also had opportunities to work with Glenroy College with a science fair, the Digitech Olympics and attending the opening of an indigenous installation.

Financial performance

At the end of 2024 the school has a net operating surplus of \$636,597. This includes \$108,800 that was provided as part of the School Savings Bonus for use by parents in 2025. Our equity money was used to provide two extra teachers - one in the 5/6 Learning Community and one in the 3/4 Learning Community to keep ratios low across the school as well as extra time for the two Learning specialists to provide more weekly planning time for collaborative teaching teams and time for coaching and mentoring for all teachers.

It was also used to: provide support to refugee families and health care card recipients to ensure they have equitable access to all curriculum areas and special activities; provide local ICT support for 2 days a week; ICT equipment and resources; recruiting additional wellbeing and mental health staff to support at-risk students; reviewing and resourcing the Reading Program and Library resources with input from students regarding reading material to enrich the program and engage students more successfully in daily reading practice; complementing the time fraction of the Primary Welfare Officer by matching the money provided by the federal wellbeing grant; and building current curriculum program resources including Student Voice, Assessment, Inquiry Learning, English and Maths resources and EAL supports.

We received a grant of \$185,000 for an inclusive playground which was completed utilising the treed area of the school. This meant replacing some wooden boundary fences along the back of the playground area. This has provided a safe haven for students to explore, create and build using their imaginations and natural materials. The administration building was painted on the inside as part of the cyclic maintenance and upkeep of the school and the waterproof shade sail was replaced over the artificial grass area that contains seating for outdoor activities. The phone system was updated to a new system using Zero 3 and all handsets were replaced. New iPads were purchased for the Foundation Learning Community.

We have a number of projects planned for the coming year such as repainting the Junior Learning Community, completing the grandstand project (adding three other grandstands), updating 3/4 playground, upgrading external lighting and updating the air conditioning in the learning spaces.

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 268 students were enrolled at this school in 2024, 136 female and 132 male.

71 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).

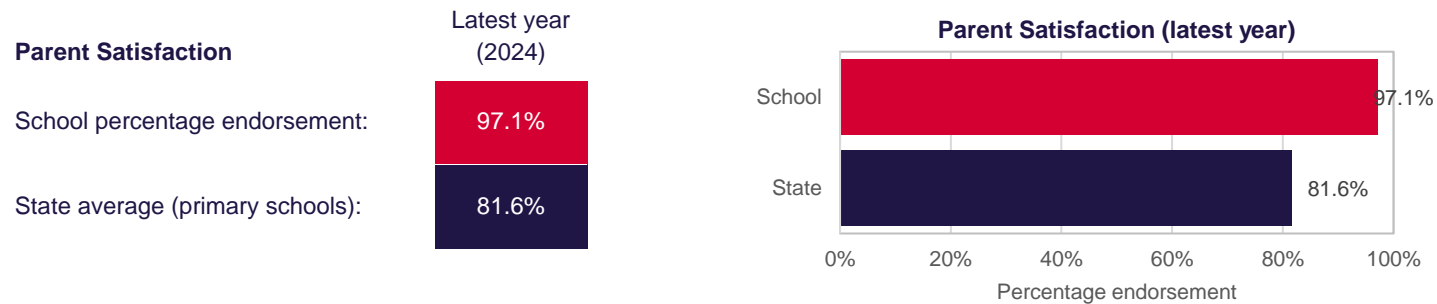
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

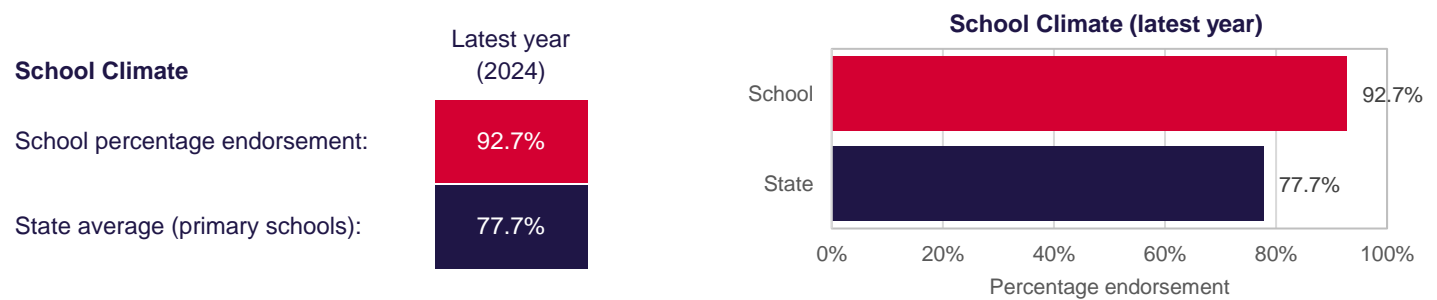


School Staff Survey

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

School percentage of students at or above age expected standards:

Similar Schools average:

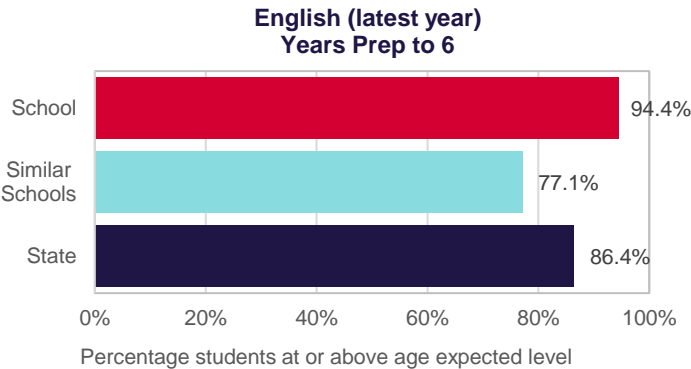
State average:

Latest year
(2024)

94.4%

77.1%

86.4%



Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

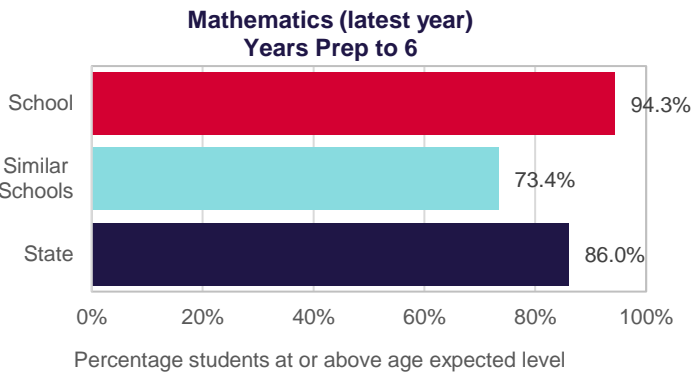
State average:

Latest year
(2024)

94.3%

73.4%

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.

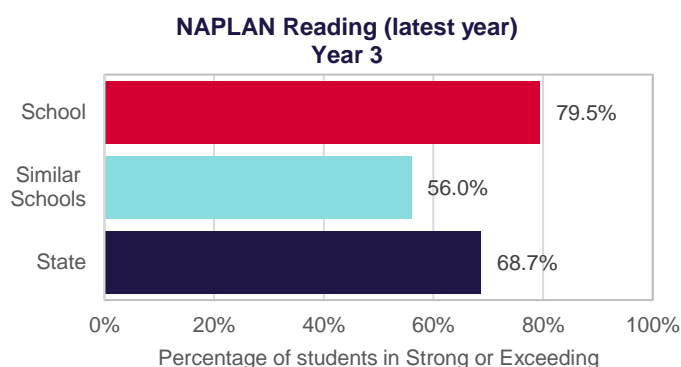
NAPLAN

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.

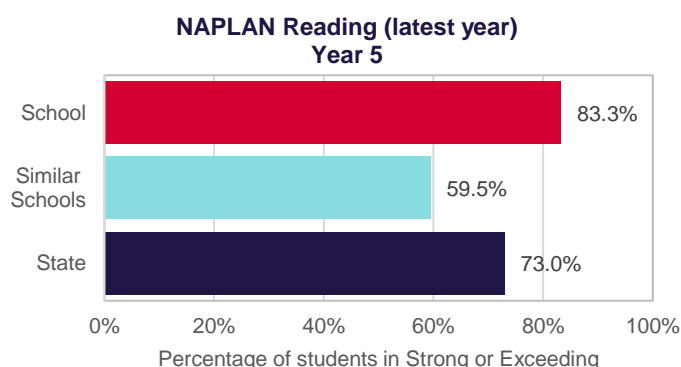
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.5%	74.7%
Similar Schools average:	56.0%	55.7%
State average:	68.7%	69.2%



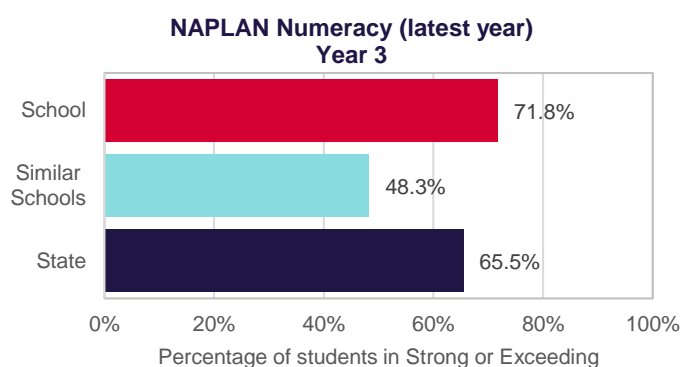
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	71.2%
Similar Schools average:	59.5%	62.2%
State average:	73.0%	75.0%



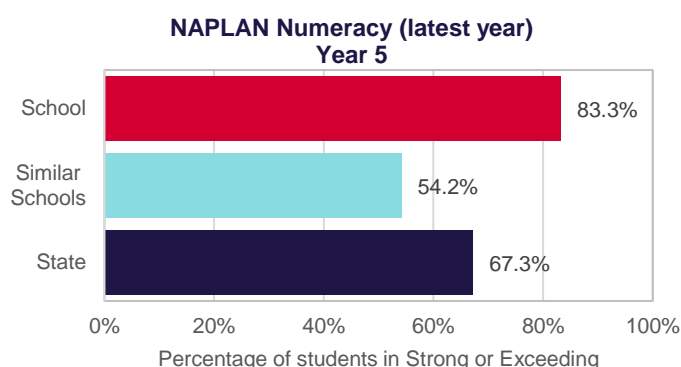
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.8%	64.6%
Similar Schools average:	48.3%	48.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	71.2%
Similar Schools average:	54.2%	54.1%
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:

85.0%

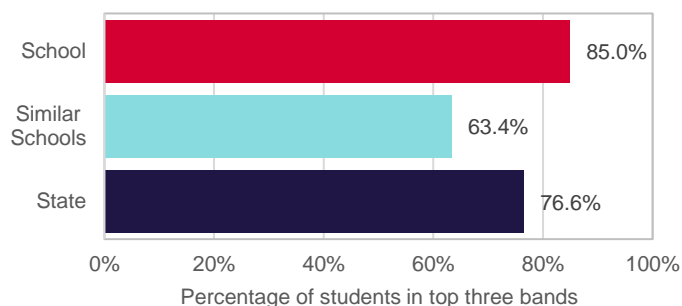
Similar Schools average:

63.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

60.9%

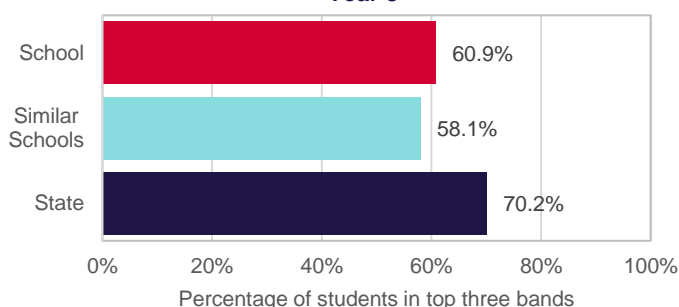
Similar Schools average:

58.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

65.0%

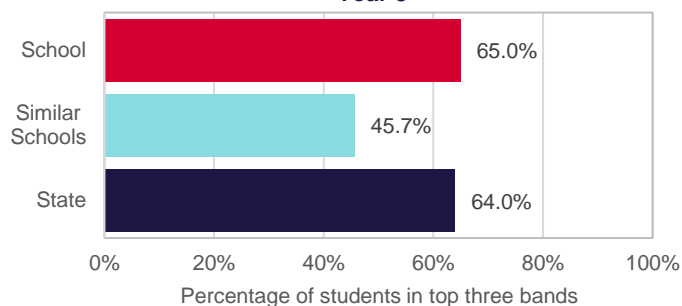
Similar Schools average:

45.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

21.7%

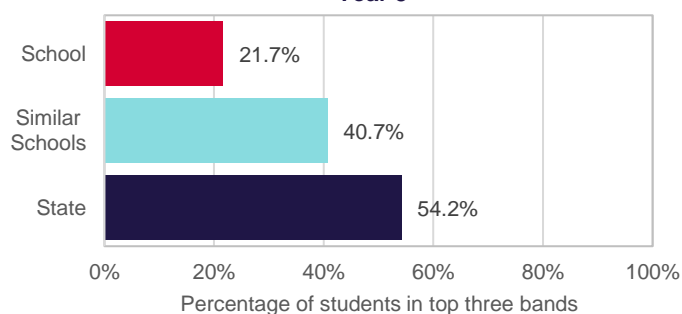
Similar Schools average:

40.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

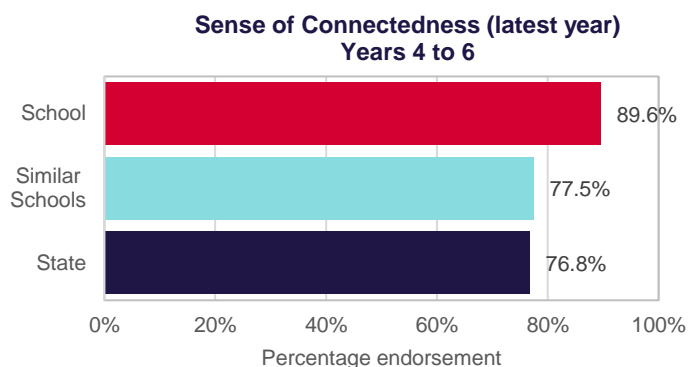
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	89.6%	89.3%
Similar Schools average:	77.5%	79.4%
State average:	76.8%	77.9%

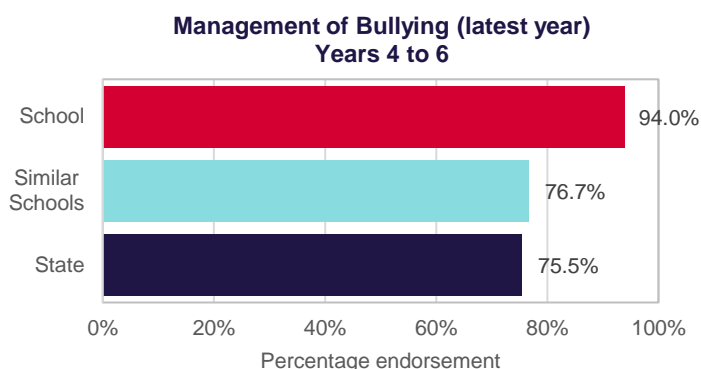


Student Attitudes to School – Management of Bullying

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:	94.0%	91.3%
Similar Schools average:	76.7%	77.5%
State average:	75.5%	76.3%

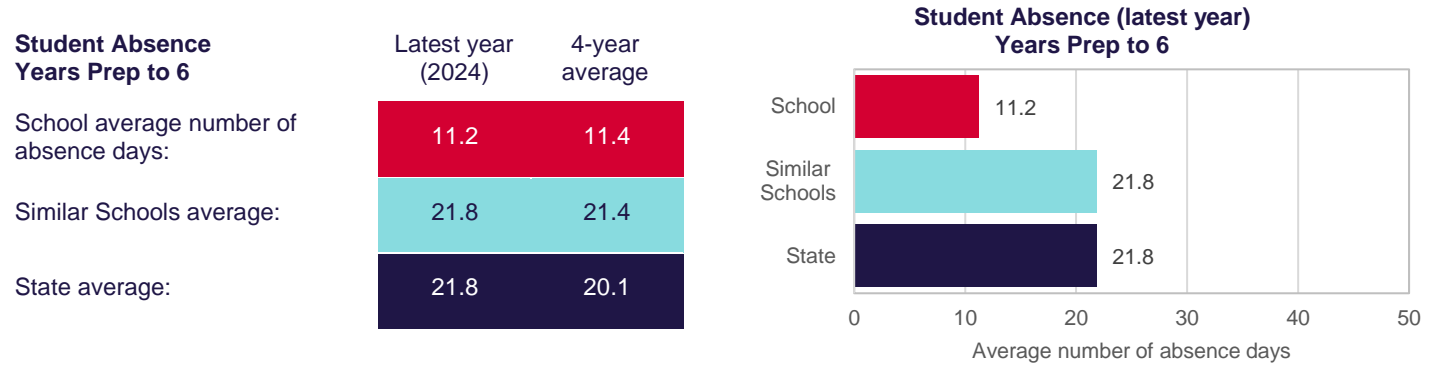


ENGAGEMENT

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.



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):	94%	95%	93%	95%	95%	94%	94%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,429,829
Government Provided DET Grants	\$508,237
Government Grants Commonwealth	\$8,748
Government Grants State	\$0
Revenue Other	\$18,553
Locally Raised Funds	\$337,537
Capital Grants	\$5,000
Total Operating Revenue	\$4,307,905

Equity ¹	Actual
Equity (Social Disadvantage)	\$389,221
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$389,221

Expenditure	Actual
Student Resource Package ²	\$3,283,187
Adjustments	\$0
Books & Publications	\$5,453
Camps/Excursions/Activities	\$66,606
Communication Costs	\$3,380
Consumables	\$110,849
Miscellaneous Expense ³	\$13,649
Professional Development	\$10,963
Equipment/Maintenance/Hire	\$35,502
Property Services	\$89,347
Salaries & Allowances ⁴	\$0
Support Services	\$70,480
Trading & Fundraising	\$9,956
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,383
Total Operating Expenditure	\$3,730,753
Net Operating Surplus/-Deficit	\$577,152
Asset Acquisitions	\$8,728

- (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	\$629,396
Official Account	\$7,201
Other Accounts	\$0
Total Funds Available	\$636,597

Financial Commitments	Actual
Operating Reserve	\$75,114
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$114,946
School Based Programs	\$10,211
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	\$302,620
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$502,891

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.