2024 Annual Report to the School Community

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/)
* the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 (Vic)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
* the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 01 May 2025 at 09:51 AM by Fay Agterhuis (Principal) |

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| * 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.
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| Attested on 01 May 2025 at 09:51 AM by Fay Agterhuis (Principal) |

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## School Name: Point Lonsdale Primary School (3322)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

The ‘School Context’ describes the school’s vision, values, and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *‘Performance Summary’* section of this report refer to?

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Learning**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

**Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

**Similar Schools**

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

**NDP and NDA**

NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

**The Victorian Curriculum**

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

Updates to the ‘*Performance Summary’* in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

**NAPLAN**

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ‘[Results and Reports](https://nap.edu.au/naplan/results-and-reports)’ 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

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| School context |
| Point Lonsdale Primary School was established in 1898 and is situated on the Bellarine Peninsula, 30 kilometres southeast of Geelong and 100 kilometres from Melbourne. It is one of three primary schools located in the Borough of Queenscliffe which has a permanent population of less than 3000 and is one of the most aged communities in Australia. Our enrolment base is students who primarily live within the Borough of Queenscliffe or City of Greater Geelong LGA. Our school population is predominantly of Australian heritage and teaching about diversity, inclusion and tolerance is a constant as we need to ensure that the culture of inclusion is embedded regardless of diversity within our enrolments. Parents report that they choose our school for the focus on students as individuals, opportunities for leadership and focus on academic achievemnet delivered in a small school environment. At PLPS we aim to engage the whole school community in ensuring the healthy development of every child so that each has the knowledge, competency, and resilience to be successful in a rapidly changing world. Commitment to the Tribes (now called Peace Learning Circles) and the Four Rooms of Change processes provide a dynamic and fluid foundation for achieving our overarching goals. The use of stonework play and  learnings from Neufeld’s work on attachment as a means for understanding behaviour have strengthened our ability to support students experiencing learning, anxiety and other wellbeing challenges in 2024. We are committed to our shared vision and foster it by: • Teaching & honoring our school agreements: Appreciations/No Put Downs, Attentive Listening, Personal Best, Mutual Respect and Right to Pass. • Using the Four Rooms of Change theory to develop social and emotional language in students, so that they can not only articulate and describe their feelings about themselves and their world but use this self knowledge to manage and make sense of their day to day interactions both within and outside. • Nurturing and maintaining a school culture that values individual differences, celebrates success and has high expectations of all students. • Encouraging leadership potential in all. • Focusing on individual learning styles and open-ended problem solving to meet outcomes across the curriculum.• Adopting teaching styles and instructional strategies that empower students to make choices and value learning because it is connected to real situations. • Designing learning programs that are inclusive of the needs of all students in their quest to achieve personal best.• Utilising, where-ever possible, student focused approaches to assessment and reporting and interrogating outcomes through the use of standardised assessment tools. • Providing opportunities for students and the community to work together on projects beyond the school grounds.In 2024 we began with a projected enrolment of 120 which grew to 133 by year’s end. Our workforce consisted of 1 principal class, 7 full time classroom teachers and 2.4 EFT specialist teachers across Physical Education, LOTE Indonesian, Library, STEM and Creativity, Culture and Community (the Arts), access to Marc Library services (1 Hour per class fortnightly) 0.3 tutor and an Education Support team (2.0 EFT) working across administration and student support functions. A standalone music program using external providers adds to the broadened curriculum offering. We expanded to a seven-classroom model, maximised face to face teaching using specialist programs and point of need approaches within the composite structure. Spare studio space in the Early Years was dedicated to directed play and engagement and community building tasks. Disability Inclusion and Mental Health and Wellbeing funds were used to enable staff to work more closely with students in need of additional time and support. Teachers moved teams to build learning continuity from Year 2 to 3 and as a means to grow and sharpen teaching practice F-6. The 2x 3 /4 and 2x 5 /6 mix in the senior team allowed for co-teaching and an expanded point of need approach to Mathematics teaching. In the Early years the homegroup allowed cross age relation building and was offset by year level and point of need teaching focus in English and Mathematics. Emphasis on phonics was strong and set a high bar for reading development whilst minimising reliance on decodable texts for extended periods.Camps to Canberra and Cooriemungle, sleepovers,excursions, interschool sport and expanded student leadership opportunities added value to classroom programs. Whilst our enrolment grew throughout 2024 our 2025 projected Foundation enrolment was low despite the expectation that zoning would be adhered to.The low Foundation enrolment was expected to be offset by increased enrolments in the senior classes.Our student achievement results are a positive as are the pro-social skills of our students but some prospective families posited that the heavily boy loaded classes in some year levels was a cause for concern.Staff training in literacy, especially the reading approach(phonics), morphology and syntax work continued  across the school and Numeracy Lessons based on Ochre Units were trialled successfully. Work creating the PLPS playbook was initiated and expanded to include culture elements in addition to teaching routines. Key curriculum innovation was underpinned by the goals and targets within the strategic plan. The outcomes of this work were seen in both NAPLAN and teacher assessments. Students continued to access externally run high ability programs (VHAP) in Mathematics and writing and a series of writers’ workshops delivered by the Primary English Teachers association. We fielded two debating teams and interested students participated inBio-mimicry, environmental campaigns and Leadership programs with other schools from across the region. 2024 was the year to slow down and sharpen and refine our work. We continued to learn from the bus-i-ness of previous years and our focus was on student learning and staff learning. The challenge was to make certain that we did not take away teaching and learning tasks that gave joy to students and teachers, so clubs were back, book swaps were back and whole school activities were highlights for all. Students at all levels set up their own drawing, writing and comic groups, dinosaur clubs, reader groups during break times. Minecraft Monday was a highlight of the week and a vehicle for engagement across age and gender. Students were involved in community initiatives Embrace stage 2 involvedall senior students from across the Borough join together to discuss issues around diversity and inclusion and an intergenerational project was initiated in partnership with Bellarine Community Health Social Support Program participants. The emotional and social issues at PLPS continue to be minimal, we know our students and families well and the work put in place to support wellbeing including expanded mental health training saw us continue to be prepared to support students in need. We are proud to say that amid a chronic teacher shortage we continue to have no trouble attracting or retaining staff and in fact, supported key staff to step away from PLPS in 2025 to work elsewhere to foster their personal growth and learning. Their extension of appointments is testament to their expertise and knowledge and will only add to their professional growth and benefit PLPS student learning in the future. On the flip side, new staff joining us not only bring new skills and approaches but also gain the opportunity to upskill in areas of culture building and literacy development,so a win/win on all fronts. Ultimately Point Lonsdale Primary School is a community of learners. teachers and leaders who collaboratively deliver an education program that supports and encourages students to develop as “smart" (academically capable, problem solvers, critical thinkers), socially competent and ethical human beings who are future capable. PLPS is a school in a community that works hard to engage with our communities to provide real-life, real-time opportunities for our students.  |
| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| A culture of learning is critical and in 2024 we continued to place emphasis on the fact that we are all learners and that depending on the task or skill set we are all researchers, leaders, learners, or teachers at different times and in different contexts. The focus on wellbeing, the getting to know you time, reinforcing the agreements,ways of being and relating and the language of the 4 Rooms are key resilience and protective factors that sustain our students. Collective work and developing our understanding of cognitive load theory meant uncluttered and meaningful class displays and commonality within our instructional language.The AIP focus on growth in Literacy and numeracy and continuing to unpack and re-define what student agency and wellbeing might look like in all classrooms and classes at all year levels is time consuming and has no finite end point. We further refined our PLC work and used staff time to write, trial, interrogate and embed consistent routines across the year levels as part of our Playbook development. Numeracy and English learning was shared, and data analysis used to drive lesson planning so that teaching targeted the specific need of students. Instructional routines were sharpened and timely interventions part of the differentiation and tutoring focus. Our mid and end of year assessments of student learning did not highlight any surprises.Across the school. learning achievement in English and Mathematics, F-6, was higher than both state and like school averages. We had cohorts of Years 5 /6 students in both VHAP Mathematics and Writing. Our NAPLAN data was also pleasing in that it showed growth, significant percentages in the strong and exceeding cohorts, higher than the state and like schools at all levels and test areas, and reinforced that strategic and targeted teaching was clearly having an impact by the time learning was embedded at Year 5. Reading data was also above our expected level. Changes to NAPLAN meant comparison with previous data was more challenging but it did highlight the need to monitor for stretch in the top bands at Years 3 and 5. We once again had only 2 students showing as being in need of additional assistance arising from the NAPLAN cohort and only 2 at risk across the entire school when all wellbeing factors were included. Our exception data further validated teacher knowledge of student achievements and had been rigorously moderated both within and across teams. In general, our students who access the tutor learning initiative program are less than 6 months behind their peers so tutoring is a means to optimise learning as opposed to remediation, in many cases. Teacher assessments and external test results are in alignment. There are numerous strategies that input into this data and teacher practice is critical. All staff participate in ongoing learning, are becoming more data literate, moderate and assess student learning with co-workers and can fine tune their teaching to best meet student's needs.  |
| Wellbeing |
| Wellbeing remained at the core of everything we did in 2024. Getting the relationships right , recognising that they are reciprocal and taking time to build those relationships matters. Messaging about staying home if ill and communication regarding infections remained the norm as students continued to be susceptible to the various viruses around. Absences across staff and student cohorts remained high as did the number of families taking extended holidays.Absences were followed up and activities shared for completion when absent for extended periods. All the usual well being focused activities were delivered including whole school swimming, Nippers in schools, camps, inter school sport, school picnic, color run, Year 6 Graduation assembly and dinner, Prep breakfast, Year 1 dinner and Year 2 sleepover. Our student connectedness and the management of bullying data was generally pleasing (higher than the state and like schools) but when interrogated highlighted some misconceptions in the way students interpreted the survey items so could in fact have been higher. A further survey in semester 2 highlighted even greater connectedness especially among years 4 and 6 students . Data in these areas is discrete and does not take into consideration the work that students, parents, and teachers do to build and reinforce culture or the incidents or issues that may be being addressed at the time of survey administration.Cyber bullying and inappropriate use of technology outside school was a cause for concern raised by parents of senior students so sessions with police and class teachers targeting this topic were delivered. In 2024 we mentored a further Mental Health and Wellbeing teacher to support engagement and referrals, completed training in Social Stencil and Respectful relationships and all staff completed CPR, Asthma and anaphylaxis accreditation.  |
| Engagement |
| Our absence data remained higher than our 4-year average but was lower than the state and like schools. The highest number of absences wre reported at Years 1 and 2 and this was also the area where most illnesses occurred. All absences were explained and or followed up. Students with higher-than-normal absences were contacted. The majority of absences were due to illness or family holidays  and none due to truancy or school refusal. Parents continued to remain supportive of the stay at home if unwell initiatives and equally keen in ensuring children were at school full time when well. We continue to address late arrivals and early departures and to publish absence days as part of semester reports. Nippers and camps for the 3 /4 and 5 /6 groups allowed for relationship building and a positive start to the year. The value of these programs is evidenced by 100% participation rates and staff willingness to modify expectations so inclusion is guaranteed. An expanded whole school swimming was delivered at Splashdown for all students in Years F-6 with a high degree of success. It has been reported that PLPS is setting a bar for promoting water safe initiatives F-6 and will be sharing our story more broadly in 2025. Student agency remained front and centre with students organising book swaps, free dress days and whole school events. Student directed interviews occurred F-6 with students sharing their work and goals, and celebrating their achievements with family members.Student involvement in community activities included Meals on Wheels, the intergenerational project at BCH, Anzac and Remembrance Day, environmental sessions and a choir for the lighting of the Christmas Tree. Years 4-6 students completed the Attitude to school survey and staff monitored engagement through our own 4 Rooms surveys and observations. We continue to monitor attendance, ensure all classes build culture and relationships as the starting point and explicitly use school wellbeing and engagement processes to create safe spaces for challenging conversations and to support students to better become agents of their own learning.The focus in 2025 will be to expand opportunities for parent involvement in more classroom oriented activities,this will expand on the support we receive via school council, clubs and camps and excursions.  |
| Other highlights from the school year |
| There are many highlights across the year in a smaller school because we are a community in every sense of the word so for us the highlights are those projects that bring school and community together, enhance learning through collaborative effort or build culture. We have a stable staff, our new staff understand the culture and are committed to it. We know our students and families and believe in the culture we have created. In 2024 in addition to delivering high quality teaching and learning programs we:- · · Facilitated and participated in student leadership training · Delivered music celebrations of class and ensemble groups each semester · Co-facilitated a whole of Borough Embrace event for senior students focusing on diversity and inclusion · Participated in Queenscliff Literary Festival Events · Delivered a family picnic and color run  Supported Kids of the Borough Discos bring all schools together at PLPS · Planted a further tranche of trees in our Queen’s Garden · Participated in community events · Enjoyed whole school cultural incursions in science, music and technology · Delivered an expanded transition program · Completed another successful Nippers Program · Delivered the Lighting of the Christmas Tree event with the community · Partnered with Lions to deliver eye health testing, and BCH to deliver dental programs  Participated in interschool sport  Developed plans for an outdoor alone zone as a response to student request and received community funding for it  |
| Financial performance |
| 2024 financial reports note funds available for expenditure, completion of projects from past years where projects have not been able to be actioned due to challenges accessing suitably qualified tradespeople .PLPS continues to deliver programs within budgetary guidelines and offsets government funding with locally raised funds and donations for curriculum enhancements. Changes to the parent payment process and the beginning of a cost of living crisis impacted locally raised fund collections and donations. Government provided DET grants include those for mental Health and well being and inclusion initiatives. Bushfire mitigation and further devegetation were completed as was ongoing grass cutting , leaf removal and the shade sail project. Final funding offsets for the shade sais project will be paid to PLPS in 2025. Locally raised funds includes parent payments and market fees. The average monthly market collection is approximately $ 1200 which subsidises the school music program. We were supported by community members and service groups with donations to allow small scale projects to be actioned.The increased funding spent on replacement teachers and ES staff was due to the number of days lost due to illness, increases in professional training days to implement initiatives and priorities and some casual employment in student support and administration roles. This expenditure is high, but unlike many schools we did not have any problem recruiting relief staff to cover absences, classes were not combined and the impact on specialist and tutoring programs was minimal. It is anticipated that once reconciliation is completed we will cash down amounts from creduts saved in 2024 due to casusal staff employment related to student support requirements.The search for a major fundraising initiative continues, so far unsuccessfully. It is our hope that such a major initiative will be a source of funds that will give us the financial flexibility needed to expand our curriculum in new ways.To date we have had no success in attracting government funding for a much needed playground upgrade.Our overall school profile(SFOE) limits our ability to secure funds from government at all levels. It should be noted that PLPS received the minimum amount of equity funds.  |
| **For more detailed information regarding our school please visit our website at** [**https://www.ptlonsdaleps.vic.edu.au**](https://www.ptlonsdaleps.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 130 students were enrolled at this school in 2024, 62 female and 68 male.

4 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: **Low**

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.

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| **Parent Satisfaction** | Latest year (2024) |
| School percentage endorsement: | 83.3% |
| State average (primary schools): | 81.6% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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| **School Climate** | Latest year (2024) |
| School percentage endorsement: | 83.0% |
| 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.

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| **English****Years Prep to 6** | Latest year (2024) |
| School percentage of students at or above age expected standards: | 93.5% |
| Similar Schools average: | 91.1% |
| State average: | 86.4% |

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| **Mathematics****Years Prep to 6** | Latest year (2024) |
| School percentage of students at or above age expected standards: | 96.5% |
| Similar Schools average: | 91.0% |
| 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.

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| **Reading****Year 3** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 88.2% | 86.7% |
| Similar Schools average: | 75.9% | 77.3% |
| State average: | 68.7% | 69.2% |

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| **Reading****Year 5** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 94.1% | 94.3% |
| Similar Schools average: | 82.8% | 85.1% |
| State average: | 73.0% | 75.0% |

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| **Numeracy****Year 3** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 82.4% | 83.3% |
| Similar Schools average: | 75.3% | 76.4% |
| State average: | 65.5% | 66.4% |

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| **Numeracy****Year 5** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 76.5% | 85.7% |
| Similar Schools average: | 74.5% | 74.3% |
| 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.

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| **Reading****Year 3** |  (2022) |
| School percentage of students in the top three bands: | 100.0% |
| Similar Schools average: | 81.6% |
| State average: | 76.6% |

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| **Reading****Year 5** |  (2022) |
| School percentage of students in the top three bands: | 84.6% |
| Similar Schools average: | 80.8% |
| State average: | 70.2% |

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| **Numeracy****Year 3** |  (2022) |
| School percentage of students in the top three bands: | 55.6% |
| Similar Schools average: | 68.3% |
| State average: | 64.0% |

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| **Numeracy****Year 5** | (2022) |
| School percentage of students in the top three bands: | 58.3% |
| Similar Schools average: | 60.2% |
| State average: | 54.2% |

**WELLBEING**

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

Student Attitudes to School – Sense of Connectedness

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

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2024) | 4-year average |
| School percentage endorsement: | 78.2% | 81.1% |
| Similar Schools average: | 73.4% | 75.3% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2024) | 4-year average |
| School percentage endorsement: | 82.2% | 85.3% |
| Similar Schools average: | 72.2% | 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.

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| **Student Absence****Years Prep to 6** | Latest year (2024) | 4-year average |
| School average number of absence days: | 20.0 | 19.7 |
| Similar Schools average: | 20.9 | 19.0 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2024): | 88% | 93% | 92% | 88% | 89% | 91% | 89% |

**Financial Performance and Position**

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

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,454,570 |
| Government Provided DET Grants | $249,735 |
| Government Grants Commonwealth | $4,198 |
| Government Grants State | $0 |
| Revenue Other | $15,302 |
| Locally Raised Funds | $102,904 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,826,709** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$5,000** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,423,384 |
| Adjustments | $1,566 |
| Books & Publications | $155 |
| Camps/Excursions/Activities | $62,749 |
| Communication Costs | $3,223 |
| Consumables | $20,393 |
| Miscellaneous Expense 3 | $14,788 |
| Professional Development | $5,345 |
| Equipment/Maintenance/Hire | $29,540 |
| Property Services | $131,115 |
| Salaries & Allowances 4 | $60,841 |
| Support Services | $72,136 |
| Trading & Fundraising | $3,601 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $28,225 |
| Total Operating Expenditure | **$1,857,063** |
| Net Operating Surplus/-Deficit | **($30,353)** |
| Asset Acquisitions | **$17,500** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $71,975 |
| Official Account | $7,238 |
| Other Accounts | $0 |
| Total Funds Available | **$79,213** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $72,162 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $1,080 |
| Funds Received in Advance | $0 |
| School Based Programs | $3,688 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $3,330 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $64,064 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$144,323** |

*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.*