

2024 Annual Report to the School Community

School Name: Dinjerra Primary School (5450)



- 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 05 April 2025 at 12:56 PM by Natalie Vulic (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 05 April 2025 at 12:56 PM by Natalie Vulic (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

Dinjerra Primary School is a primary school situated within the Melbourne and Maribyrnong Network in Western Melbourne, and has undergone various merges and name changes over the years, since its inaugural year in 1953 as Tottenham North State School.

Student enrolments have been slightly increasing over the past few years, with the total enrolments for 2024 rising to 212 students, comprising of 103 female and 109 male students. 53% of students have English as an Additional Language (EAL) and 4% are of Aboriginal or Torres Strait Islander heritage.

There are 9 classes in total, consisting of 2 Prep classes and composite classes from 1-6. The Specialists classes are Art, Physical Education and Spanish for LOTE (Language Other Than English).

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. Dinjerra Primary School's SFOE band value is Medium.

There are four main buildings:

- Administration building
- Junior and Middle School building
- Building Educational Reform (BER) building which houses the upper school, Out of Hours School Care, facilitated by Kelly Club and a school library
- Specialists building
- Multi-purpose room.

In 2019, The administration, junior and middle and specialists buildings were part of a \$7.4 million upgrade from the Victorian School Building Authority.

The grounds are spacious, consisting of a quadrangle space and oval space. The quadrangle space is the centerpiece of the buildings, covered with shade sails and surfaced with a synthetic turf, and is surrounded by two pergolas and a vegetable garden. The oval space houses a soccer and basketball court, running track, natural grass space and two gaga pits. There are ample spaces to play, including the outdoor deck surrounding the Big Tree and the Native Garden. In early 2024, the VSBA project for the inclusive playground was completed. As a result of 2023 and 2024 fundraising efforts, the Green Space turfed area and the junior sandpit were added as further spaces for active outdoor play.

In mid 2024, the school received confirmation that the turfed soccer and basketball court will be part of a VSBA upgrade valued at \$366,000, as part of the School Upgrade Fund, scheduled for works in 2025-6.

MISSION:

Our mission is to nurture and graduate empowered students who are academically proficient and socially aware, ready to take proactive roles in their lives. Our graduates will embody a passionate desire to learn and grow, driven by a strong sense of purpose and positive values.

They will be bold explorers and creators, using their imagination to generate new ideas, while thinking critically and solving complex problems. Our graduates will demonstrate bravery and resilience, showing grit and determination when facing challenges. They will value and embrace diversity, using their collaborative skills to work effectively with others.

Our graduates will appreciate the natural world and show a genuine commitment to human and environmental sustainability. Their contributions will positively impact the community and world around them.

MOTTO:

'powerful learning for empowered lives'

SCHOOL VALUES:

The school values are:

LEARNING: - for Success -with Optimism -as an Adventure -as a Responsibility.

The four values make the acronym SOAR. The school mural titled *'Let's SOAR'* is a representation of Dinjerra's vision for its students and its motto *'powerful learning for empowered lives'*.

At the beginning of each school year, the students participate in the *'Let's SOAR'* Concept Curriculum Unit, where they unpack the values and their meanings, and align the values to the School Wide Positive Behaviours Matrix, underpinned by the school values and associated behaviours.

PROFESSIONAL LEARNING COMMUNITY The school is organisationally structured as a Professional Learning Community (PLC), with collaborative team leaders across Grade Prep, 1/2, 3/4, 5/6, Specialists and Education Support Collaborative Teams. The Collaborative Teams meet weekly to analyse and respond to student data, engage in professional learning, and plan, implement and reflect on high quality teaching and learning experiences. The School Improvement Teams (SITs) for both Learning and Wellbeing meet on a fortnightly basis to analyse whole school data and teaching and learning practices, and make plans of action to improve performance and outcomes for both learning and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

SCHOOL STRATEGIC PLAN (from 2022 - 2025):

Dinjerra PS is in the midst of implementing strategies, actions and activities in order to attain goals as identified in the School Strategic Plan (2022-2025). The identified School Strategic Plan Goals for the four year period from 2022-25 are:

GOAL 1: Improve learning outcomes for all students.

GOAL 2: Improve Wellbeing outcomes for all students.

Key Improvement Strategies are the annual actions that ensure the four year strategic goals are met. The Key Improvement Strategies in LEARNING were:

KIS 1a. Further develop, document and embed whole school approaches to curriculum planning, assessment and shared instructional approaches that strengthen staff capacity in the delivery of a rich and engaging curriculum.

KIS 1b. Develop the knowledge, skills and understanding of leaders to strengthen and embed effective school-wide collaborative and agreed upon structures and processes that build practice excellence.

KIS 1c. Develop a culture of personalised learning, including a whole school approach to effective differentiation, supported by a tiered response.

KIS 1d. Develop and embed a contemporary school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students.

PROGRESS TOWARDS GOALS - LEARNING:

GUARANTEED AND VIABLE CURRICULUM:

Gains have continued to be made in terms of school development and implementation of the Guaranteed and Viable Curriculum (GVC) across all curriculum areas. With changes arising to the Victorian Curriculum and the new version 2.0, teachers have collaboratively unpacked changes and have adjusted the current Mathematics GVC to include revisions, and are confident to implement changes from the beginning of 2025. Staff have participated in professional learning regarding the English 2.0 Victorian Curriculum, and are aware of the impending changes including the F-2 Reading focus, and the Victorian Teaching and Learning Model 2.0. This will be a focus for 2025.

COLLABORATIVE and ASSESSMENT PRACTICES:

- The school has continued to grow in consistency and structure in the Collaborative Team Time space, with rigorous discussion on practice, student data and effectiveness of lessons. Teams have implemented the DPS GVC to plan for, deliver, assess and reflect on learning. Teams are planning differentiated learning in order to meet all students' needs. The next steps are to move to a more systematic PLC Inquiry Cycle, with targeted monitoring and tracking of student achievement and growth.

- Staff have undertaken professional learning focusing on the 6+1 Writing Traits. This learning proved to be a positive process, with the results being seeing the 6+1 Traits language in classroom environments and evidence in student writing samples.

- After the Term 1 Curriculum Day focusing on Spelling Investigations, the staff developed the DPS Spelling Program. This was implemented across Year Prep to 6, with a weekly structure, guaranteeing a minimum of 75 minutes of Spelling learning per week. There was a focus on the instructional practice of spelling investigations, mastering spelling of High Frequency Words, onset and rime, all the way through to word derivatives and origins. There is a focus on daily practising of words, aligned with the Homework Policy. The next steps are to align the changes with the Phonics focus in English 2.0, to the current scope and sequence.

- Teachers have benefited from the DPS Coaching Model with either the Instructional Coach (AP), Literacy Consultant and/or the Mathematics Consultant. The modelling-observation-debrief-model

has worked positively. Peer observations in classroom teachers' classes are yet to have been implemented. This will be a focus for 2025, with more available time release in the timetable to accommodate peer observation.

- Classroom environments are well maintained and regular feedback is provided to teachers, through termly learning walks, with each term having a different focus throughout the year.
- Individual Goals Cycles have progressed to become more aligned with classroom differentiation, which has made the process more efficient and meaningful for both teachers and students. The Professional Learning Community researched Student Led Conferences, and made some agreed upon practices for how conferences could be prepared for with a goal setting approach.
- The Grade 5/6 team, supported by Education Support staff, the Assistant Principal and the Mathematics Consultant, have continued with the implementation of Scaffolding Numeracy in the Middle Years program, of one session a week, focusing on development of multiplicative thinking and algebraic reasoning. Results have seen students grow within the 8 Learning Area Framework Zones (1-8).

RESPONSE TO INTERVENTION:

- The Response To Intervention Model at DPS has evolved even further, with students receiving Intervention through Levelled Literacy Intervention, Sounds Write, Mathematics (through Virtual Schools Victoria) and Homework Club (after school). Students who require further extension have participated in the Enrichment program through either G.A.T.Eways, Writing Enrichment with the Literacy Consultant (from P-6), or VHAP (Victorian High Ability Program).
- The Intervention Leader has continued to provide Professional Learning for Intervention Education Support staff during Intervention Collaborative Team Meetings, which has contributed to staff effectiveness during intervention sessions and also focused classroom support.

PROFESSIONAL LEADERSHIP:

The distributed leadership structure with clear roles and responsibilities has allowed greater autonomy throughout the school. Examples include:

- Collaborative Team Leaders have continued to meet as leaders to discuss practice and leadership responsibilities.
- The Wellbeing School Improvement Team has tracked data such as Attendance, Mental Health continuum and Student Wellbeing Tracker and has made future plans to cater for vulnerable cohorts or individual students.
- The Learning School Improvement Team has tracked data, evaluated practices and made future plans for the implementation of VTLM 2.0, Victorian Curriculum 2.0 and the F-2 Reading approach.
- Roles and Responsibilities are clearly defined, with a creative timetable, allowing for 1:1 meetings or collaboration to take place for specific roles.
- The school has liaised with the Wurundjeri Elders Cultural Consultation to create a set of possible future names for the school.

LEARNING DATA

TEACHER JUDGEMENTS: 2024

Once again, there was an increase from 2023 to 2024 in the School Percentage of students at or above age expected level from P-6 in English (85.3% to 89.3%). This result is above Similar Schools (80%) and above the State Average of 86.4%. The results in Mathematics are similar, with yet

another increase from 2023 to 2024, with an increase from 82.9% to 86.1%, being above Similar Schools (77%) and slightly above State Average of 85.9%.

This data reflects the focus on teachers using the collaboratively built Guaranteed and Viable Curriculum in English and Mathematics, and their precision in differentiating learning needs for all students. The staff have focused on moderating student assessments, reflecting and then planning for core and differentiated learning. The Teacher Judgement data shows that the curriculum, instruction and assessment practices are now more closely aligning to state averages.

NAPLAN:

NAPLAN Measurements were revised in 2023, the replacement of the top / bottom bands with 4 proficiencies: Exceeding, Strong, Developing, Needs Additional Support.

Year 5: 2023 saw a substantial increase in Year 5 NAPLAN data. Over 2024, these results were not maintained in the Year 5 data, which was disappointing, but also expected. As a whole, the Year 5 data showed mixed results. However, the data showed that the 2 year average measure is continuing in an upward trend from previous years. In Reading and Numeracy, Year 5 students achieved a percentage of 52.2% sitting in Exceeding or Strong. This was below both Similar Schools and also the State Average.

Year 3: Year 3 data showed impressive results. In the areas of Reading, the school percentage of Exceeding or Strong was well above Similar Schools average and State Average. There was also a substantial increase to the 2 year average measure. Year 3 Numeracy results were above Similar Schools data, but below State Average.

Even though the NAPLAN results were mixed from Year 3 to 5, The continued focus over the last few years in building high quality curriculum and instructional practices were reflected in the upward trend of Dinjerra's NAPLAN data.

Wellbeing

WELLBEING:

The Key Improvement Strategies in WELLBEING were:

KIS 2a. Develop and implement a whole school approach which enables students to demonstrate authentic agency in leading their own learning.

KIS 2b. Develop and implement a comprehensive whole school approach to developing the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

PROGRESS TOWARDS GOALS - WELLBEING:

LEARNER AGENCY:

- Year 1 of the Story Hubs initiative (100 Story Building) has been completed, with staff professional learning (Sparking Creativity in Writing), student workshops and the launch of the Dinjerra Story Hub. Selected 5/6 students made up the co-design team, and prepared for and facilitated the launch, which was a fantastic example of student voice and leadership.

- Staff have continued with professional learning from a Wellbeing Coach / Consultant, with a focus on learner agency. Through professional learning, staff have unpacked determination theory and positive psychology, Staff have continued to explore the PERMAH as a Wellbeing framework, in

conjunction with completing the PERMAH survey twice per year and analysing these results, alongside formal School Staff Survey results.

- The 5/6 team of teachers and students have collaborated once again across the network with Gene Technology Access Centre (GTAC) teachers for the Term 2 Science Unit and Term 4 Robotics unit, which has continued to develop student agency across the year.

DISABILITY INCLUSION:

DPS has continued to support students through the Disability Inclusion process, for which there is a consistent and well structured process known to and followed by all staff. As part of their classroom teacher role, teachers have continued to refine Individual Education Plans, reflect on SMART Goals on a termly basis, and attend Student Support Group (SSG) meetings. For those teachers with students with upcoming Disability Inclusion Profile meetings (DIPs), teachers have ensured there is adequate evidence to differentiate adjustments in the classroom, documented in work programs. Teachers and Education Support staff have continued to support students with these adjustments. The assistant principal has implemented a Disability Inclusion tracking system, demonstrating a structured and timely approach for students who will have a DIP meeting in the future, for those transitioning from Program for Students with Disabilities to DI, and for new students transitioning to the school, in Year Prep or from other schools.

INCLUSION OUTREACH COACHING (IOC):

Inclusion Outreach Coaching (IOC) has offered staff support, in the first and second partnership agreement. As a result, there is consistency in areas such as the development of visual timetables, and work programs showing evidence of differentiation and adjustments.

- DPS has been fortunate to receive a second cycle of Inclusion Outreach Coaching, with this time the focus being around implementing the new knowledge gained from professional learning from the previous cycle. Staff have unpacked the next section of the Inclusion Handbook during professional learning (sensory tools).

Staff have been engaging in the Inclusive Classroom online PL. High quality IEPs have led to high quality SSGs and successful DIPs.

- Regular engagement with an Occupational Therapist has supported high need students in various cohorts.

SOCIAL AND EMOTIONAL LEARNING (SEL)

- The SEL curriculum has continued to be built and implemented by teams, including alignment of Zones of Regulation, Social Skills, Respectful Relationships lessons, and the rigour around buddy sessions.

SCHOOL WIDE POSITIVE BEHAVIOURS (SWPBS)

- The SPWB Behaviour Matrix has been re-evaluated by teams and a more succinct and student friendly matrix will be launched for the beginning of 2025. The reward system has continued to grow, with further direction from the students. Students have taken part in a SWPB Mascot design competition, and as a result, mascots will be aligned to each value from the beginning of 2025.

MENTAL HEALTH AND WELLBEING LEADER (MHWL):

- The process behind the Student Wellbeing Tracker and Mental Health Continuum is structured, so that appropriate foci can be prioritised. Student wellbeing communication through the Student Wellbeing Tracker has been a positive addition and well used by staff.

- The Mental Health Continuum has been helpful for the wellbeing team to gain a snapshot of student cohorts.

-Counselling has been implemented for Tier 3 students through Masters of Counselling students from Deakin University / Victoria University, which has had a positive impact on the wellbeing of vulnerable students.

- Walkthroughs of classrooms by MHWL have allowed the observation of teacher practice and, importantly, students engaging positively in the learning.

WELLBEING DATA:

Students' Attitudes to School Data has continued to climb over the 2024 year, with the school meeting all of its Wellbeing Data Targets, which were:

Increase the percentage of positive endorsement in:

- Stimulated Learning: maintain 88% - MET - 2024 ACTUAL = 90%
- Sense of Confidence: 80% to 85% - MET - 2024 ACTUAL = 85%
- Differentiated Learning Challenge: maintain 89% - MET - 2024 ACTUAL = 94%
- Student Voice and Agency: maintain 80% - MET - 2024 ACTUAL = 82%
- Emotional Awareness and Regulation: 78% to 80% - MET - 2024 ACTUAL = 80%

This impressive data shows the relationship between various factors, such as:

- Social Emotional Learning
- School Wide Positive Behaviours
- Individual Learning Goals
- VIA Character Strengths
- Learning of Growth Mindset
- an engaging curriculum, and
- students being agents in their own learning.

Engagement

The Wellbeing School Improvement Team has developed to be proactive in gathering data and responsive to data sets such as Attendance, with processes being implemented in order to reach targets. This was a shared responsibility between the Wellbeing Team, the classroom teachers and the Administration Team.

The 2024 Targets in the Annual Implementation Plan were:

- Increase the percentage of students with less than 20 days of absence from 63% to 80%.

2024 Actual data shows a substantial decrease in Absences, with this target being met (80%).

The Attendance Rate is steadily climbing as an overall P-6 percentage rate, compared to previous years.

The 2024 Target in the Annual Implementation Plan was:

- Increase the Attendance rate from 90% (2023).

2024 Actual data shows the P-6 Attendance Rate hitting 90% once again, with above 90% rates for years 4-6 students.

Other highlights from the school year

COLOUR RUN:

The Colour Run was introduced for the first time in Term 1. It was a profitable fundraiser, but apart from that, it was a joyous way to celebrate the end of Term 1. Fundraising efforts were at their highest, especially due to some staff being slimed at the event!

INCLUSIVE PLAYGROUND OPENING:

At the start of Term 2, the Inclusive Playground opened for play! The Year Prep to 6 playground offers a generous space for many students to swing, jump and challenge themselves on the obstacle styled course. The Inclusive area provides a great opportunity for a more passive play. This area is used heavily during individual brain breaks throughout the day. The playground is situated under the gum trees, providing ample shade for our students.

FAMILY FIESTA including END OF YEAR CONCERT

Dinjerra's biggest event grew in momentum this year, with each classroom being responsible for a stall at the Fiesta. This was a fine example of student agency, as students decided on the stall idea, and had to design, plan, budget and facilitate the stalls on the night. The Fiesta also included Class Performances, where students from each class performed a song to the audience. Despite the fluctuating weather conditions, the night was a huge success, ending with a jam session from the Dinjerra staff band, 'Lost Property'.

CAMP PROGRAM:

The biennial camp program is now a regular feature, with the following events in even years:

- Prep Camp Afternoon Activity (Term 4, 3:30-5:00)
- Year 1 Camp Evening (Term 4, 5:00-7:30pm)
- Year 2 Sleepover (Term 4)
- Year 3/4 2 day / 1 night camp to Sovereign Hill
- Year 5/6 3 day / 2 night camp to Phillip Island.

Financial performance

FINANCIAL:

Financially, Dinjerra ended the 2024 school year with a surplus of \$81,921. Dinjerra increased its fundraising efforts, and was able to generate a total fundraising profit of \$23,765.11, which is an impressive record for the school, based on 212 student enrolments.

Detailed profits for:

Family Fiesta \$8908.60

Colour Run \$10,688.64.

Fundraising profits were put towards expenses such as:

- Junior sandpit toys and storage
- Storage for the Big Tree cushions
- Establishment of the Green Space turfed area with L-shaped garden.

Termly profits generated from Kelly Club's Out of Hours Care program totalled 13,893.45.

Tutor Learning Initiative funding allowed the co-ordination of the Intervention program in order to provide individual support for 35 students. Program for Students with Disabilities (PSD) funding, provided funding for students requiring support in the form of Education Support staff salaries.

The Swimming in Schools Grant allowed Grade 3-6 students to access a discounted 9 day intensive swimming program at Maribyrnong Aquatic Centre and also enabled the Grade Prep to 2 students to access a discounted 8 day intensive swimming program at Paul Sadler Braybrook.

Tier 2 Disability Inclusion Funding totalled 118,000.

Tier 3 Disability Inclusion Funding totalled 292,000.

Expenditures for the 2024 school year included:

- Educational consultant in Mathematics
- Educational consultant for professional learning in Learner Agency / PERMAH
- Classroom Library Books and Mentor Texts
- iPADS for staff
- 2 Screen projectors.

**For more detailed information regarding our school please visit our website at
<https://www.dinjerra.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

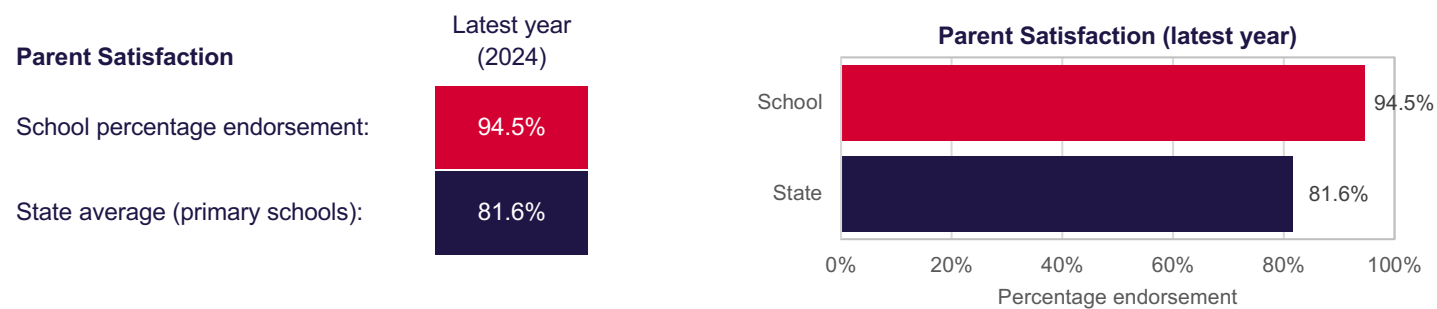
A total of 212 students were enrolled at this school in 2024, 103 female and 109 male.
53 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage, a ‘High’ band represents a high level of socio-educational disadvantage.
This school’s SFOE band value is: **Medium**

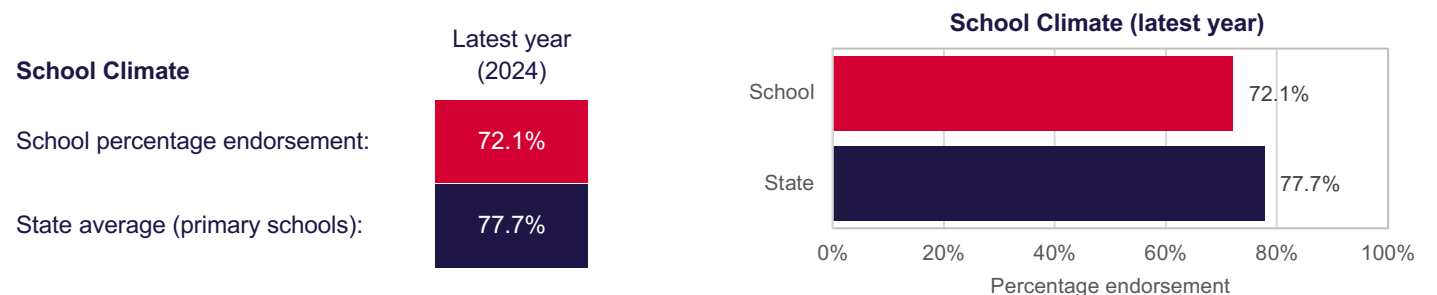
Parent Satisfaction Summary

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.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

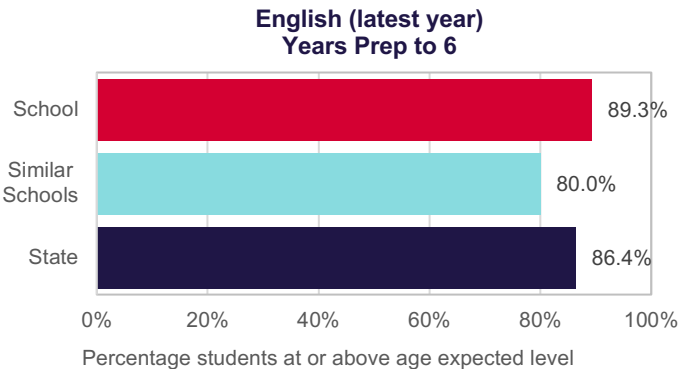
89.3%

Similar Schools average:

80.0%

State average:

86.4%



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

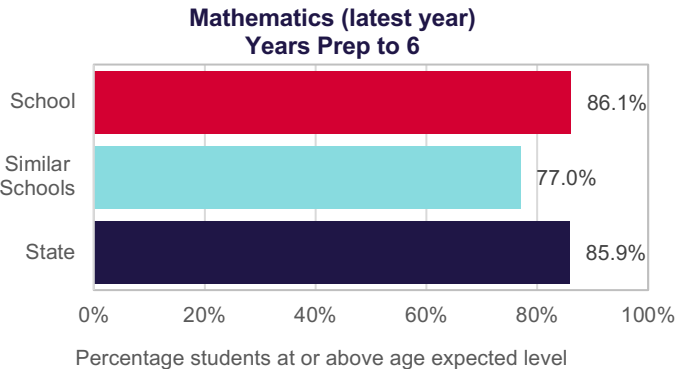
86.1%

Similar Schools average:

77.0%

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.

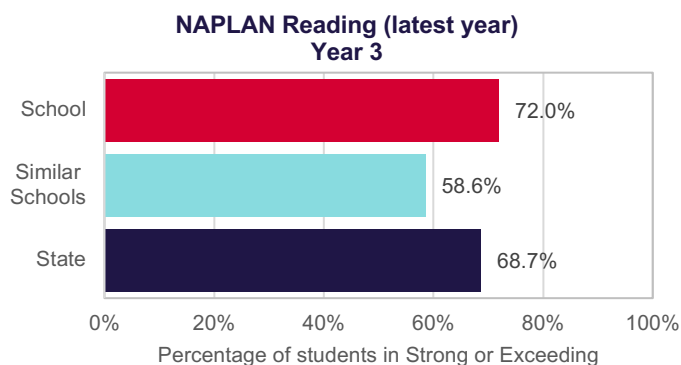
NAPLAN

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.

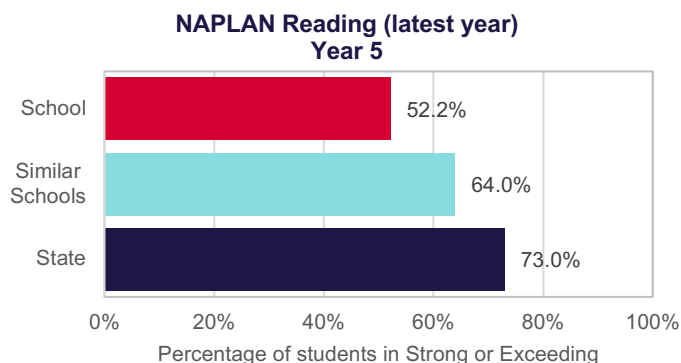
Reading Year 3

| | Latest year (2024) | 2-year average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 72.0% | 67.9% |
| Similar Schools average: | 58.6% | 58.6% |
| State average: | 68.7% | 69.2% |



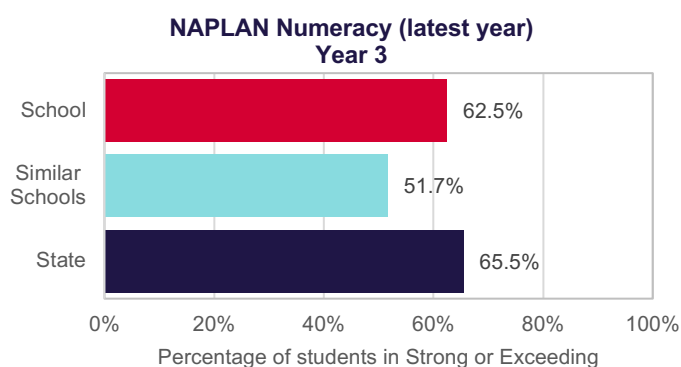
Reading Year 5

| | Latest year (2024) | 2-year average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 52.2% | 68.6% |
| Similar Schools average: | 64.0% | 65.8% |
| State average: | 73.0% | 75.0% |



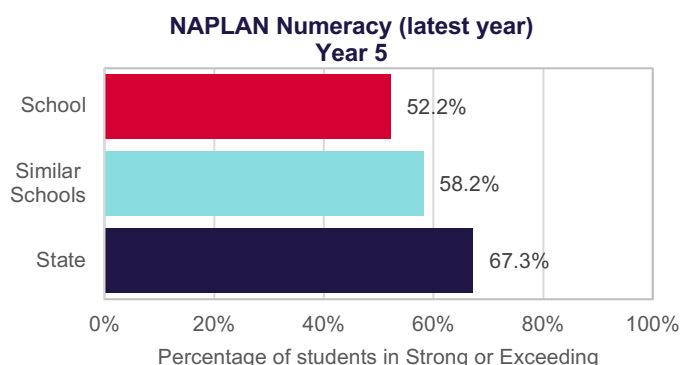
Numeracy Year 3

| | Latest year (2024) | 2-year average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 62.5% | 61.5% |
| Similar Schools average: | 51.7% | 51.3% |
| State average: | 65.5% | 66.4% |



Numeracy Year 5

| | Latest year (2024) | 2-year average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 52.2% | 60.8% |
| Similar Schools average: | 58.2% | 56.5% |
| 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:

54.5%

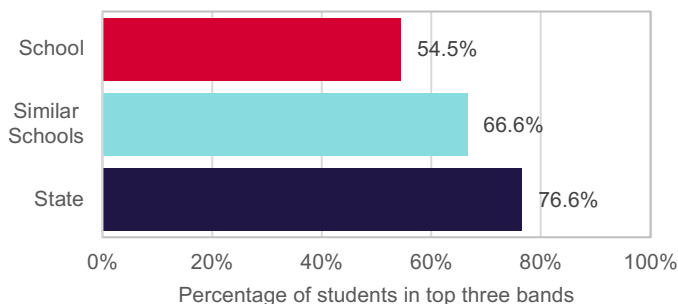
Similar Schools average:

66.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

60.0%

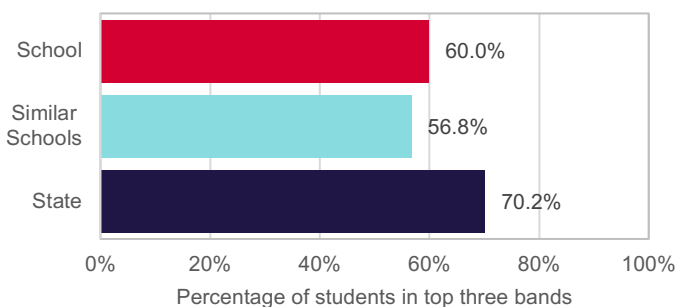
Similar Schools average:

56.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

36.4%

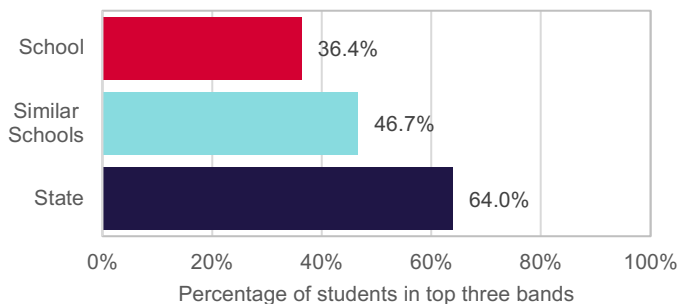
Similar Schools average:

46.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

50.0%

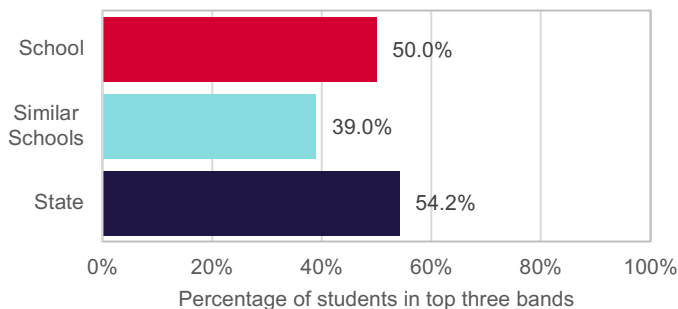
Similar Schools average:

39.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

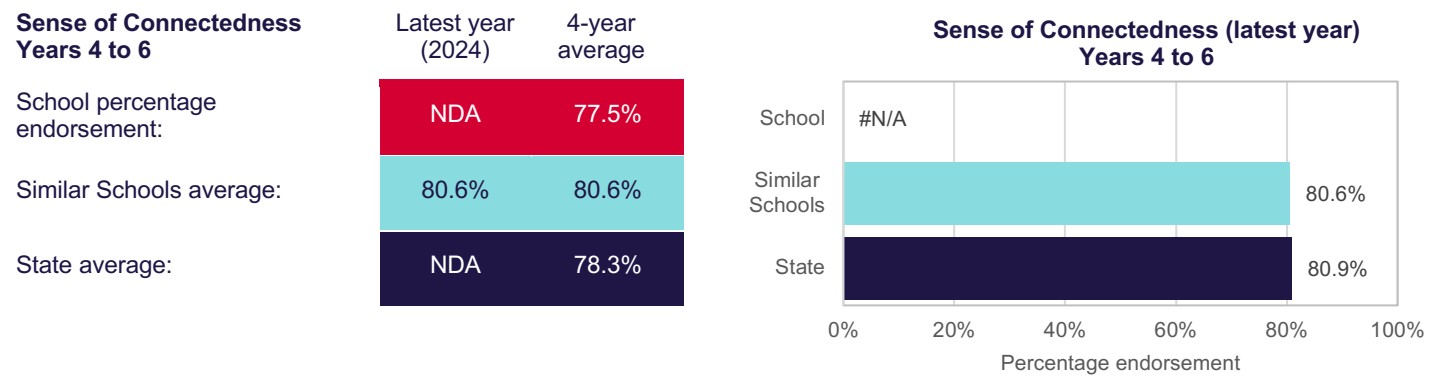


WELLBEING

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

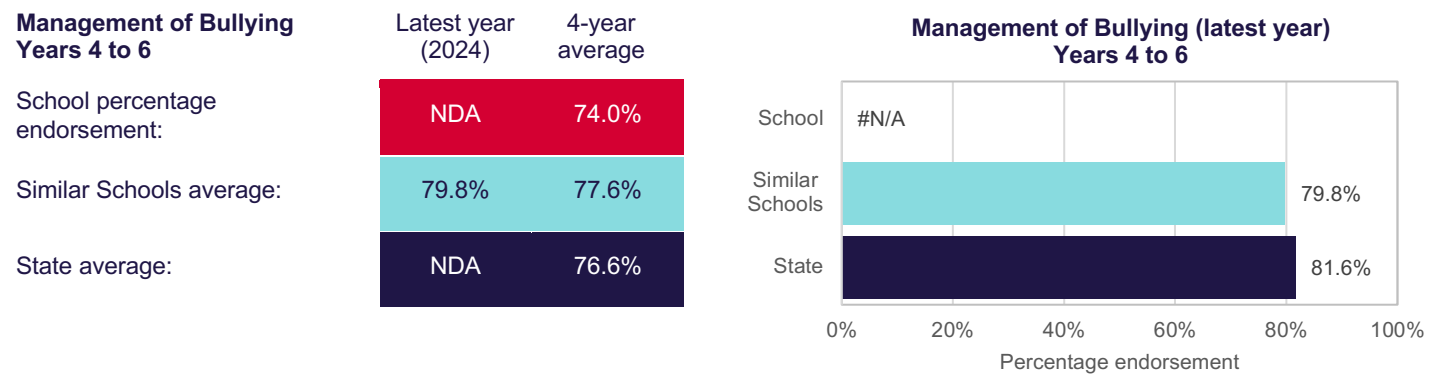
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

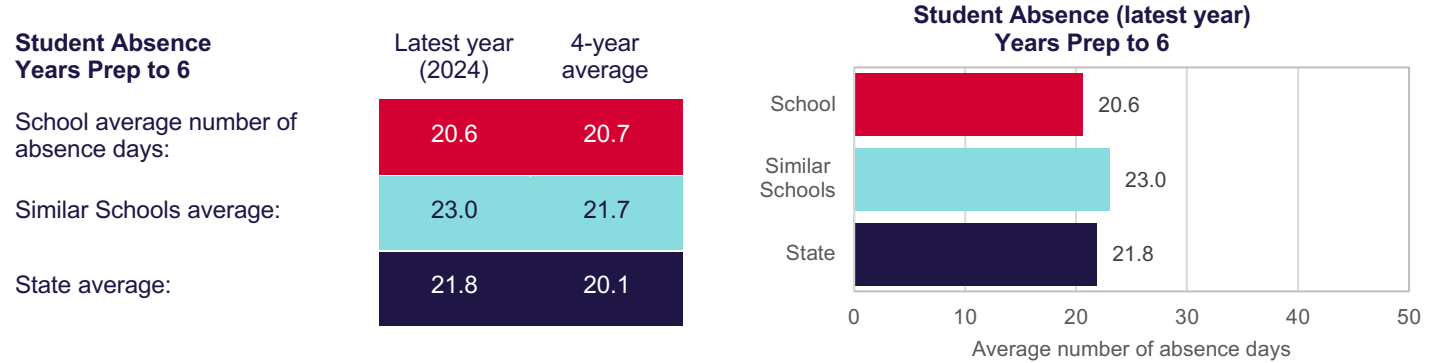


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2024): | 89% | 89% | 87% | 89% | 92% | 91% | 93% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,849,410 |
| Government Provided DET Grants | \$372,552 |
| Government Grants Commonwealth | \$19,734 |
| Government Grants State | \$0 |
| Revenue Other | \$17,147 |
| Locally Raised Funds | \$143,596 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,402,440 |

| Equity ¹ | Actual |
|-----------------------------------------------------|------------------|
| Equity (Social Disadvantage) | \$140,021 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$140,021 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,606,140 |
| Adjustments | \$0 |
| Books & Publications | \$440 |
| Camps/Excursions/Activities | \$54,393 |
| Communication Costs | \$10,262 |
| Consumables | \$98,609 |
| Miscellaneous Expense ³ | \$17,172 |
| Professional Development | \$11,356 |
| Equipment/Maintenance/Hire | \$34,773 |
| Property Services | \$60,500 |
| Salaries & Allowances ⁴ | \$178,649 |
| Support Services | \$219,667 |
| Trading & Fundraising | \$47,276 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$7,036 |
| Utilities | \$32,319 |
| Total Operating Expenditure | \$3,378,591 |
| Net Operating Surplus/-Deficit | \$23,849 |
| Asset Acquisitions | \$33,875 |

- (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 | \$228,026 |
| Official Account | \$22,905 |
| Other Accounts | \$0 |
| Total Funds Available | \$250,931 |

| Financial Commitments | Actual |
|---------------------------------------------|------------------|
| Operating Reserve | \$128,742 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$15,000 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$10,000 |
| Capital - Buildings/Grounds < 12 months | \$70,000 |
| 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 | \$223,742 |

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.