

2024 Annual Report to the School Community

School Name: Weeden Heights Primary School (5157)



- 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 22 April 2025 at 08:35 AM by Kylie Campbell (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 22 April 2025 at 08:36 AM by Kylie Campbell (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

Weeden Heights Primary School in Vermont South is a dynamic, nurturing and vibrant learning community with a focussed commitment to providing exemplary programs in an engaging and safe environment. Students are empowered and supported to achieve personal excellence; to become successful lifelong learners; to be active and informed global citizens; and to develop self-esteem and confidence. We have high expectations of our students, and our school core values are Respect, Personal Excellence, Curiosity and Creativity and Collaboration.

Weeden Heights has an excellent reputation for providing high quality education with a strong focus on academic success particularly in English and Mathematics. These results are achieved through favourable student/teacher ratios and a committed approach to continuous improvement by developing personal learning approaches catering for the needs of the individual learner. Students with talents are challenged within and beyond the classroom and those requiring additional support are assisted through specialised learning programs. We celebrate our cultural diversity, foster a strong sense of community and believe strongly in engaging parents as partners in their child's education.



The school designs curriculum around the development of the 'whole child'. Student wellbeing (social, emotional, physical, behavioural and creative) is also developed through the school's approach to teaching social skills and our school values. We provide extension and enrichment programs to challenge students' and enhance the talents of all students. Our specialised learning programs assist all students to become confident critical thinkers and learners. These engaging and challenging programs equip our students with essential life-long skills to be successful learners.

With class sizes of 21 in the junior school and average classes of 24 in the senior school, the current student population of 157 (which also includes international students) is well supported by professional and caring staff comprising of 9.8 equivalent full-time teachers. 3.0 full time equivalent education support staff along with a school funded Student Wellbeing Officer, Business Manager and a Principal.

Long term international students are welcome at Weeden Heights PS. Students are offered the opportunity to work in small cohesive classes with personal learning goals in a school with a caring, strong community that has established wellbeing programs. Social and academic growth is recognised, and students are placed in appropriate classes. International students

are supported with their English language learning while they undertake normal classes with local students.

The school operates with a BYOD Chromebook program for years 3-6 however, mobile and digital technologies are integrated throughout all classrooms with interactive whiteboards, net books and iPads available to all students. The school has a dedicated STEAM classroom with specialist teacher, to further enhance the extensive science program and support our ongoing relationship with science programs conducted through Deakin and Monash Universities.

From the Foundation year through to Year Six, our students participate in specialist programs, which include Language, Physical Education (including water safety and swimming program), STEAM, Visual Arts and Performing Arts. The school is proud of the Stephanie Alexander Kitchen Garden Program, which enhances the school's inquiry learning approach, focusing on environmental science, food technology and sustainability and promoting healthy choices and living. We also provide extension and enrichment programs for students by a staff member.

We offer a wide range of extra-curricular and co-curricular learning, which include lunchtime activities and competitions, musical and performing arts workshops, sporting events and a chess club. Our students take an active role in a variety of competitions and enrichment activities: including public speaking competitions, visual arts competitions and chess tournaments, Advanced Learners Gifted program, Premiers' Reading Challenge, and ICAS – University of New South Wales Competitions.

At Weeden Heights, we support and respect each student's cultural and ethnic background. We pride ourselves on our friendly and supportive school community and value and encourage engagement from parents. Our teachers and Principal are readily accessible and major events and achievements are communicated through our website, School Stream, phone app, newsletters, Facebook page and weekly assembly. We greatly value parental involvement, whether it is through working bees, contributing as a classroom helper, or by becoming a member of Parent & Friends Association or School Council.

The school has excellent facilities, extensive grounds and an expansive hall. We also offer an Out of School Hours Care (OSHC) program.

Progress towards strategic goals, student outcomes and student engagement

Learning

Weeden Heights Primary School was named in Victoria's top twenty highest performing government schools in 2024. We are extremely proud of the achievements and excellent results in student learning and Measures in both English and Mathematics have been very strong and continually exceed similar schools and is well above the state mean in the areas measured. The school has performed higher than similar schools in both NAPLAN and teacher judgements and often considerably higher. The school continues to produce results that

are significantly stronger than the state. A consistent approach across the whole school, along with evident instructional models supports catering for the needs of all learners. Clear learning intentions were evident for every lesson, followed up with an explicit teaching group and individualised group work. Students tracked their learning with individualised learning goals in reading, writing and Mathematics.



In 2024, with high achievement results, the school continued to face the challenge of extending students even further. Teachers continued to focus on student achievement data to enhance the learning for our students through targeted planning in Professional Learning Communities (PLC's).

Teachers used benchmarking testing and explicit teaching groups to track and monitor the learning for each student particularly in the areas of reading and Mathematics. Student results were outstanding with 100% of year 3 students achieving strong or exceeding on NAPLAN and 95% of our Year 5 students in reading.

The ongoing focus of the Annual Implementation Plan (AIP) was to identify the achievement levels of each student and then cater a program to extend their learning further. This had a significant impact on the teacher's professional learning over the year and the staff completed considerable work unpacking the Victorian Curriculum 2.0 and linking learning outcomes to the achievement continuums connected to the benchmarking tests. The Mathematics scope and sequence document was finalised and Victorian Curriculum 2.0 was introduced across other curriculum areas.

Teachers used this tool and the instructional approaches to identify learning deficits and direct their class focus and explicit teaching to cater for their students' learning needs. This process also assisted teachers to identify the skills that the students had obtained, highlighted concepts that needed reinforcing and the next learning stage for the class and individual students. Overall, students performed extremely high and did exceptionally well with their achievements against the Victorian Curriculum. Teacher judgements indicated a higher

performance in English and Mathematics than similar schools and results were well above the state average.

Leadership and the Strategic Implementation Team (S.I.T.) continued to analyse and unpack the student achievement results in order to direct future learning and identify students to participate in the Tutor Learning Initiative.

A range of diagnostic procedures and assessment tools were implemented to identify the individual learning needs of all students, improve learning performance and enhance the instructional program. Assessment was ongoing and implemented using formative and summative assessment either online or onsite when at school. Individual Education Plans were used as a tool to set learning improvement goals and were revised regularly. We have a strong emphasis on curriculum planning in Professional Learning Communities (PLC) and implement a whole-school assessment schedule to collect and track student learning data. This enables us to further track individual student progress and support any learning gaps.

Weeden Heights made a positive difference to improving student performance and these results are indicative of high-quality teaching and learning across the whole school.

Students have had greater 'voice and choice' in their learning and further engagement with ICT to improve student learning outcomes. The BYOD program is successfully implemented in years 3 -6 and is a tool to enhance learning and individual programs for students.

Wellbeing

Student wellbeing has continued to be an ongoing priority in 2024. The school aimed to continue to support students and strengthen relationships between their peers, friendship groups and the home/school partnership.

A student's wellbeing is an extremely important aspect of a student's time at school and is highly valued. It is a part of the development of the 'whole child' which is a priority for our school. Weeden Heights Primary School students feel extremely safe in a supportive environment that enhances their health, wellbeing and opportunities to learn. The school focussed on clear and positive communication to the community so that they are aware of achievements, celebrations, directions and information.

The student survey results have continued to be outstanding particularly in comparison to the state and like schools. This is not surprising for the school as students have remained open to positively share how they enjoy their school, learning and community daily. The school prioritised student social play, establishing the connections and social skills between peers through a school funded wellbeing officer and a dedicated Inclusion Co-ordinator. The wellbeing officer was supported by the whole school wellbeing team, to initiate activities and events during recess and lunchtimes. Staff mentored and supported the extensive work of the year six leaders to facilitate lunchtime programs and clubs based on interests and needs.

Year 5 and Prep students participated in the 'Better Buddies Program' which assists students to feel valued and supported, teaches important social skills while creating a caring ethos within our school. Buddy captains maintained the planning of regular cross aged learning sessions.

The school values of: Respect, Personal Excellence, Curiosity and Creativity and Collaboration underpin the whole school social, emotional and wellbeing program. The Bounce Back Program was further implemented and was enhanced by the Respectful Relationships curriculum, understandings and values. Gratitude journals were reinforced across the whole school and 'circle time' approaches were consistently implemented. The school used funding to enhance the whole school wellbeing program by including the Growing with Gratitude program. Staff completed Growing with Gratitude training on a curriculum day and have subsequently completed further workshops to strengthen their daily practice. Staff continued to implement mindfulness tools and exercises in class meetings to support students.

Our outstanding whole school Bright Beginnings transition program ensures comprehensive transitioning opportunities for all students as they move from one level to the next. The transition program establishes high learning expectations and accountable behaviours for all students through positive reinforcement and agreed reward systems. Students feel connected to their learning community through school structures and clear class learning agreements used to optimise learning for all. One feature of our program is when our year 6 students reconnect with the previous year six to discuss transition to secondary college. It also allows us to remain connected to our past students and monitor their transition to secondary school.

Our environment is safe and inclusive where bullying is not tolerated and where everyone is treated with respect. Restorative practices are also implemented across the whole school and form part of everyday conversations.

The Bright Beginnings Prep Transition Program for pre-schoolers provided monthly onsite sessions for both the preschooler and their parents. Teachers were able to assess social language and fine and gross motor skills to enable them to establish a personalised program for 2025.

The school's Wellbeing Officer worked within classrooms and conducted specific skill based social groups based on referrals from teachers and parents. Direct contact with vulnerable families was a priority and the school-maintained support for families through the Caring Casserole program and referral to services.



Our wellbeing dog, Chilli, was introduced through department funding. His weekly visit supported student confidence and he encouraged students to engage further with their learning. The wellbeing dog also enhanced the work completed in small social groups and was used to support students experiencing any type of anxiety or trauma.

Wellbeing funding was also used to engage a local artist, Kyle Brightside, who developed a unique piece of artwork for a wall within the school. Students collaborated to create a design that reflected the birds and plants found within our school grounds and this project reinforced their connection to the school. Each student in years three to five were given the opportunity to paint the mural. Remaining funding was utilised to engage with 'Beautiful Minds' who conducted workshops for our year three to six students. Students were taught skills to manage themselves within friendship groups while recognising their own strengths and appreciating themselves.



Weeden Heights PS is an accredited E-Smart school so cyber safety is covered comprehensively and linked to the student learning agreements. With the introduction of a BYOD program in 2023 and new cohorts involved in the implementation of the program, safety online is important.

Weeden Heights PS has a very welcoming and connected community and this was a significant factor in our success during 2024. Our relationships with the community were strengthened and the home – school learning partnership continued. The school implemented termly student support group meetings, parent teacher interviews, student led conferences and teachers were able to write comprehensive end of year reports for all students. With an extensive reporting system, parents have found the feedback on their child's learning invaluable and have a clear direction for future learning.

Engagement

Weeden Heights PS is committed to providing a safe, secure and stimulating learning environment where students can reach their full potential. Students when happy and healthy, support a positive school culture that engages and supports their learning.

Weeden Heights PS has an extensive specialist program (Language, Mathematics, Physical Education, Performing Arts, Visual Arts and STEAM) and extra programs offered such as Extension and Enrichment through tutoring, the Stephanie Alexander Kitchen Garden Program, public speaking, and school leadership program. The specialist programs and other learning opportunities provide practical applications of learning and strengthen the development of the 'whole child' through the reinforcement of personal and social development.

With a consistent whole school approach to teaching Inquiry Learning, students continued to develop their higher order thinking skills. Teacher's professional learning, facilitated by Dr Jenni Wilson, focussed on developing authentic and rich investigations driven by student voice, knowledge and direction. Learner profiles were developed by staff and will be implemented in 2025. Investigations were designed to provide greater learning opportunities for students to

develop 'voice and choice' skills, and these were also enhanced through the writing of personal learning goals and an increased use of assessment tools involving self and peer evaluations.

The school culture is influenced by a common purpose through acknowledging and pursuing high personal performances whilst embedding a social framework to support learning programs. Individual Education plans (IEP) support the next stage of learning for each student across the school and students with disabilities or students requiring extra support, were provided with student support group meetings. Teaching towards a student's next stage of learning is prioritised and a feature in IEP's and classroom programs. Teachers designed explicit tasks to cater for each student's specific learning needs based (on extension or enrichment) in line with a detailed assessment schedule.

Teachers maintained daily attendance records, and this continued to be challenging in 2024 with ongoing absences largely due to families travelling during the school term. Weeden Heights PS average number of days absent per student in 2024 was lower than similar schools and the state average. Attendance data indicated that all students attended for over 92% of the school days which is a slight increase from the year before. We continue to work towards communicating the message that, 'Everyday Counts'.

Other highlights from the school year



A \$6 million Capital Works project that commenced in 2021 was finally completed in 2024. The school celebrated with an opening that was attended by the builders, architects, Senior Education Leader from the Department of Education and a local politician. The community feedback was extremely positive, and we welcomed the renovated spaces and a new roof for half of the school. Remaining funding was

used to remove gas appliances is the senior school along with leaking evaporative cooling. Split systems were installed in the senior rooms as well. The school, with the ICT component of the capital works funding, purchased Virtual Reality headsets, making Weeden Heights one of the first primary schools in Victoria to implement the technology. This equipment definitely enhanced the inquiry learning investigations within each classroom.



The school used its own funding to repair the parts of the school that were left unfinished or incomplete by the capital works project. Through sound budgeting the school installed sails to the outdoor learning space, re surfaced all the patchwork concrete left at the front of the school and installed a new school front fence that included gates and enhanced the appearance of the school. New carpet was purchased to fill the gaps that were created between capital works carpet and existing carpet to ensure there was a consistent flow within

the main corridors. Through the building process, the artificial turf at the front of the school was destroyed so savings allowed this to be replaced. New student tables were also purchased throughout the whole school and the school replaced old lighting in classrooms with LED lighting in most rooms.

The PFA fundraising purchased new library shelving and the library was reestablished along with a multimedia room that features a green screen, recording equipment including cameras and microphones. PFA funding also purchased a weather station, featured in our main hallway, for the whole school to monitor the local weather. The information and data has been incorporated into the Mathematics programs and inquiry learning investigations.

At Weeden Heights PS we pride ourselves on the relationships that we have with our families. We conducted a successful whole school camp (for the very first time!), a whole school family fun night, a cultural day, Harmony day, Education Week, Book Week and many more events. Students were involved well beyond the classroom walls in sporting activities, our kitchen and garden program, clubs run by our year 6 leaders and wellbeing officer and our choir performing at the State School Spectacular.

Financial performance

Weeden Heights Primary School continues to find itself in a strong financial position underpinned by a targeted and balanced local cash budget approved and overseen by School Council.

Supplementing funding under the Department of Education's Student Resource Package, Weeden Heights was again supported by:

- voluntary curriculum contributions
- donations
- fundraising activities
- funding under the Australian Government's Sporting Schools initiative
- external hirers of school facilities, and
- ongoing grant funding under the Victorian Schools Building Authority's \$5.8 million capital works upgrade program.

Effective financial management and processes see the school with cash reserves carried forward into 2025 approved by School Council and strategically targeted to:

- facilitate delivery of the 2023-2026 Strategic Plan and subsequent 2025 AIP goals
- continuity of curriculum and extra-curricular programs
- ongoing and comprehensive professional learning for all staff

- continued improvement in student learning resources and opportunities
- a strong focus on student wellbeing, and
- the continued maintenance and upgrade of our school environment.

For more detailed information regarding our school please visit our website at <https://weedenheightsps.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 145 students were enrolled at this school in 2024, 69 female and 76 male.

41 percent of students had English as an additional language and 0 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).

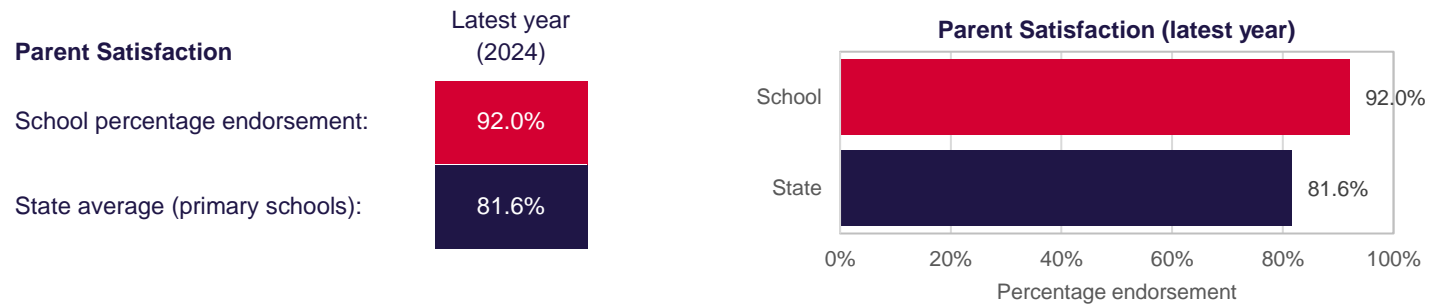
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

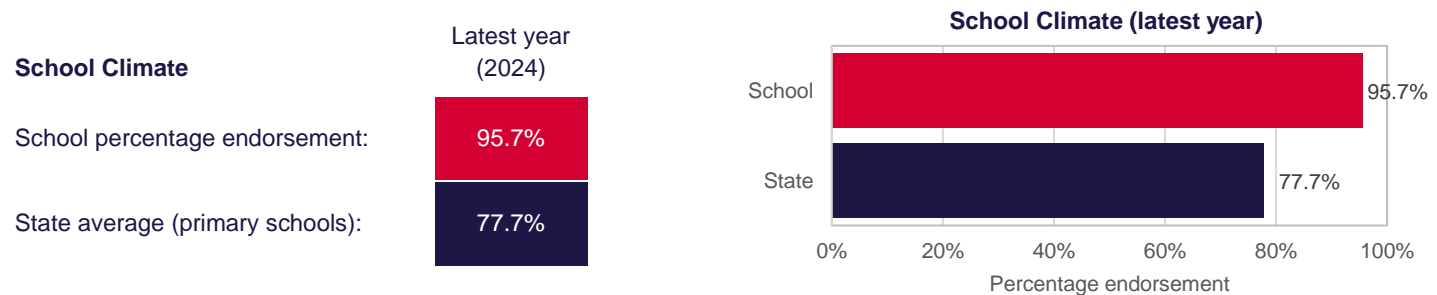


School Staff Survey

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.



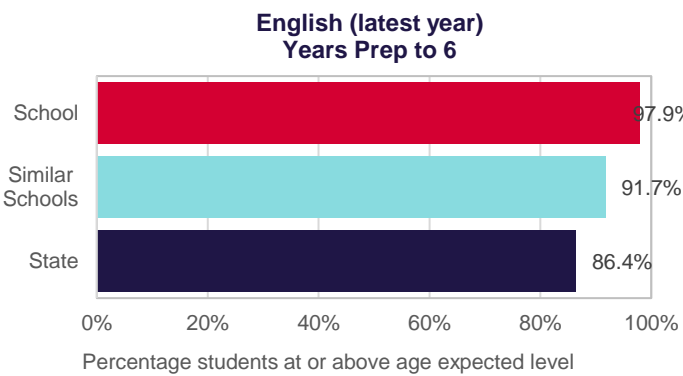
LEARNING

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.

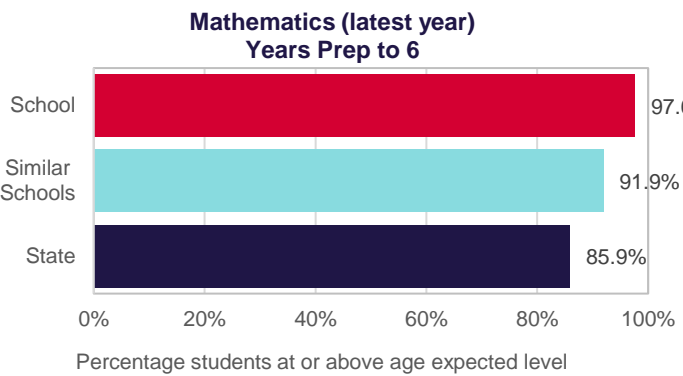
Teacher Judgement of student achievement against the Victorian Curriculum

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:	97.9%
Similar Schools average:	91.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	97.6%
Similar Schools average:	91.9%
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.

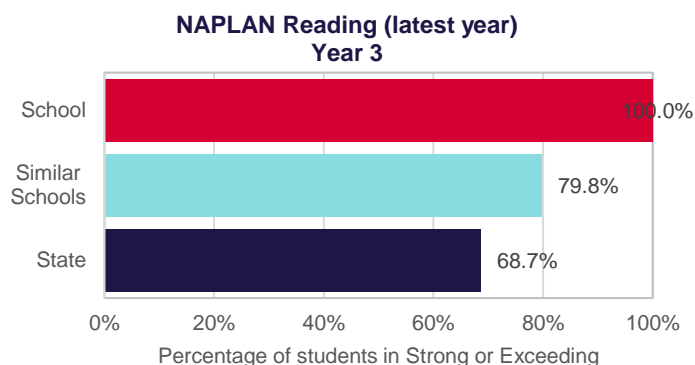
NAPLAN

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.

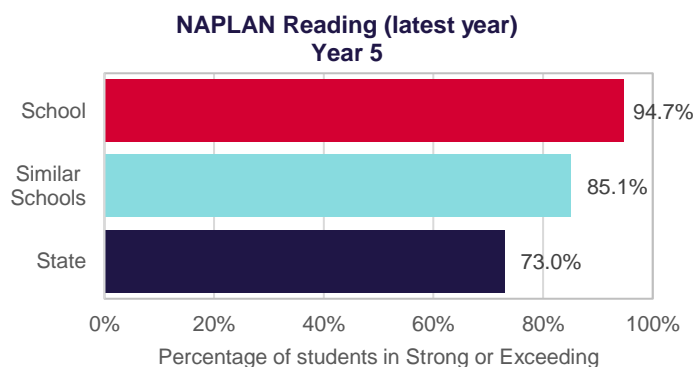
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	89.5%
Similar Schools average:	79.8%	81.2%
State average:	68.7%	69.2%



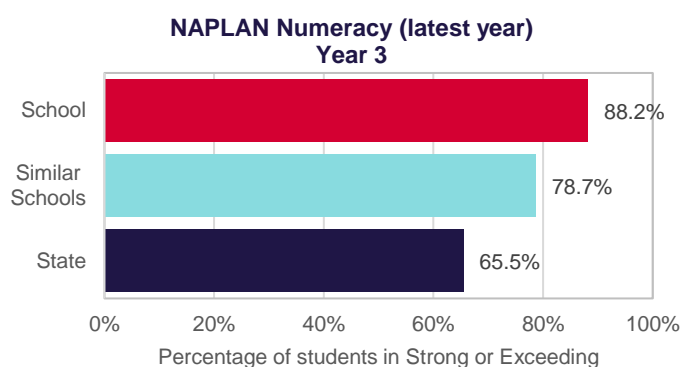
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	94.7%	95.6%
Similar Schools average:	85.1%	86.4%
State average:	73.0%	75.0%



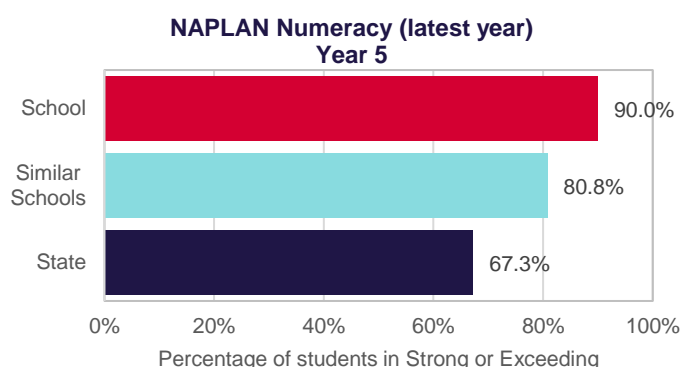
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.2%	87.2%
Similar Schools average:	78.7%	80.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.0%	95.8%
Similar Schools average:	80.8%	81.9%
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:

93.3%

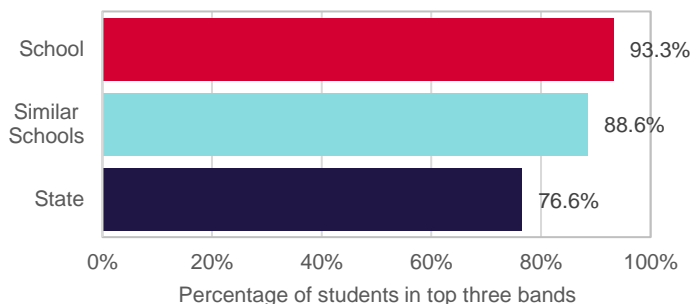
Similar Schools average:

88.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

94.1%

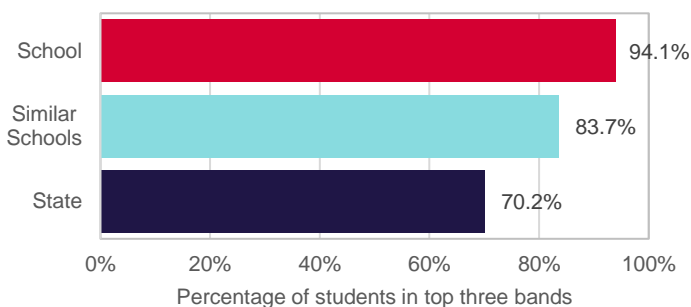
Similar Schools average:

83.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

86.7%

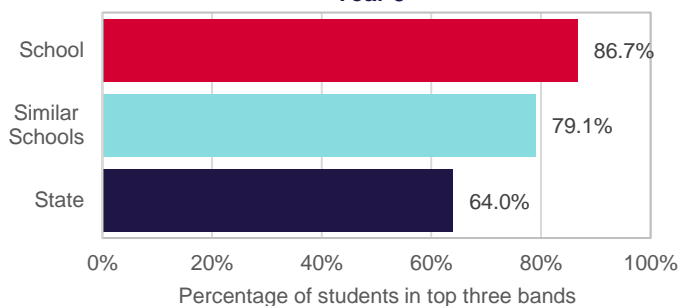
Similar Schools average:

79.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

88.2%

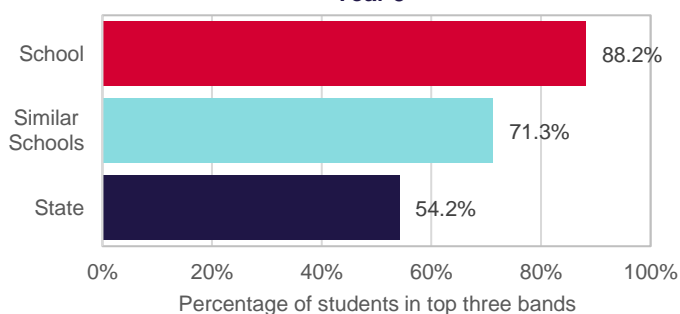
Similar Schools average:

71.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

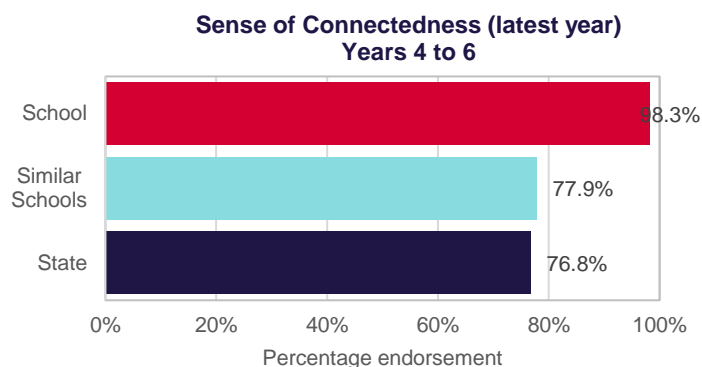
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	98.3%	96.5%
Similar Schools average:	77.9%	79.1%
State average:	76.8%	77.9%

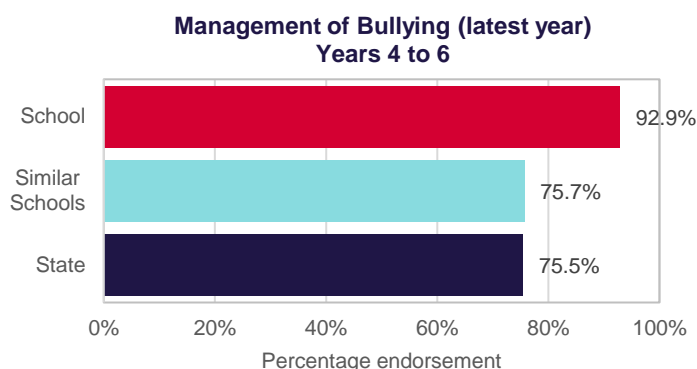


Student Attitudes to School – Management of Bullying

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:	92.9%	93.5%
Similar Schools average:	75.7%	76.2%
State average:	75.5%	76.3%

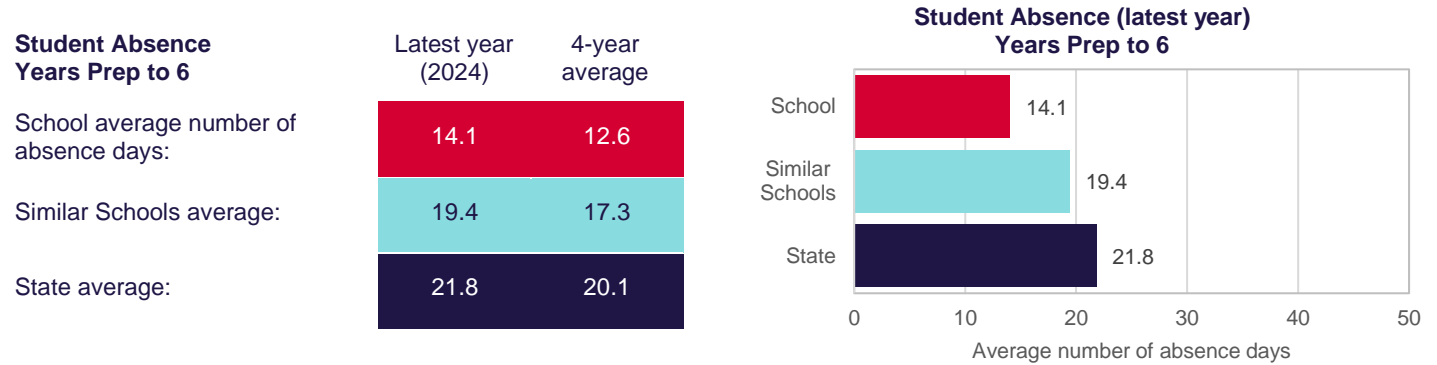


ENGAGEMENT

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):	93%	92%	95%	93%	93%	92%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,459,708
Government Provided DET Grants	\$198,915
Government Grants Commonwealth	\$36,119
Government Grants State	\$0
Revenue Other	\$155,804
Locally Raised Funds	\$223,119
Capital Grants	\$0
Total Operating Revenue	\$2,073,664

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,864
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,864

Expenditure	Actual
Student Resource Package ²	\$1,441,158
Adjustments	\$1,542
Books & Publications	\$1,685
Camps/Excursions/Activities	\$98,991
Communication Costs	\$3,036
Consumables	\$22,665
Miscellaneous Expense ³	\$7,315
Professional Development	\$2,324
Equipment/Maintenance/Hire	\$78,738
Property Services	\$122,775
Salaries & Allowances ⁴	\$48,570
Support Services	\$92,010
Trading & Fundraising	\$40,781
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,837
Total Operating Expenditure	\$1,985,427
Net Operating Surplus/-Deficit	\$88,238
Asset Acquisitions	\$249,331

- (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	\$637,811
Official Account	\$21,230
Other Accounts	\$42,605
Total Funds Available	\$701,647

Financial Commitments	Actual
Operating Reserve	\$90,455
Other Recurrent Expenditure	\$1,545
Provision Accounts	\$0
Funds Received in Advance	\$93,945
School Based Programs	\$266,643
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,471
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$132,834
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$200,000
Total Financial Commitments	\$787,891

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.