

# 2024 Annual Report to the School Community

School Name: Newlands Primary School (4646)



- 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 06 June 2025 at 01:20 PM by Luke Cripps (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 06 June 2025 at 01:20 PM by Luke Cripps (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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

Newlands Primary School's motto, "Through relationships we build success," reflects its commitment to a nurturing and challenging learning environment for all students. As a Spanish Bilingual Immersion school, Newlands offers a curriculum delivered in both Spanish and English. Since the introduction of Spanish in 2016, students are at varying stages of their Immersion journey, yet all year levels participate in daily Spanish lessons.

The school's core values—Care, Creativity, Curiosity, and Responsibility—form the foundation of its dynamic learning culture. Located in the residential area of Preston West within the City of Darebin, Newlands is directly opposite the new 'Coburg Hill' housing development. The campus is spacious, with an expansive grassed area and landscaped gardens, providing a peaceful space for students to engage in reading, games, or leisure activities. A significant school upgrade has brought two new buildings, housing twelve classrooms, a new administration block, and a full-sized gymnasium. The original main building, consisting of 10 hexagonal classrooms, is scheduled for an upgrade in 2025-26. An additional building accommodates the school's specialist programs and Out of Hours Care program. With an enrolment of 394 students in 2024, the school has a diverse community, with less than 10% of students identified as English as an Additional Language (EAL) and under 7% identifying as Aboriginal or Torres Strait Islander.

The school's staff includes a dedicated team comprising 1 Principal, 1 Assistant Principal, 2 Leading Teachers, 1 Spanish Leader, 1 Student Wellbeing Coordinator, 18 full-time classroom teachers (9 English and 9 Spanish), as well as specialist teachers in Music/Performing Arts, Physical Education, Visual Arts, and STEAM. The administrative team consists of a Business Manager and two office assistants. To support students with additional learning needs, the school employs 2 full-time Educational Support Staff and 2 part-time assistants, working directly in classrooms to ensure every student's success. Teachers collaborate closely in teams, sharing resources, strategies, and expertise to maximize student outcomes, despite the limited resources available.

In 2024, the grade structure includes 4 Foundation classes, 6 Year 1/2 classes, 6 Year 3/4 classes, and 2 Year 5/6 classes. Specialist programs include Visual Arts, Performing Arts (Drama, Dance & Music), Physical Education, STEAM, library, and Community Inquiry. Students also have the opportunity to enhance their musical abilities through extra-curricular lessons in Marimba, Keyboard, Guitar, Recorder, Ukulele, and Drums. The school also encourages students to explore gardening through hands-on experiences, with parents actively involved in planting and maintaining the school's gardens.

Newlands Primary School places a strong emphasis on supporting students at various stages of their educational and social development. With an average class size of 23 students per teacher, the school provides a range of tailored support options, including intervention, small group work, and one-on-one instruction. These strategies help ensure that all students, regardless of their learning needs, thrive academically.

The school's Out of School Hours Care program, operated by the School Council, runs daily before and after school. This nationally approved program is tailored to meet the needs of Newlands families and employs qualified staff to provide a safe, enriching environment. The school benefits greatly from the involvement of its parents, who frequently assist in classrooms and contribute their skills and talents in areas such as music, visual arts, gardening, and cooking. Parents are also encouraged to join the School Council, the Parents and Friends Association (PFA), or participate in the subcommittees that support the school's initiatives.

At Newlands Primary, the partnership between staff, students, and the community creates a vibrant and inclusive learning environment where everyone is empowered to succeed.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Below are Newlands 2024 Annual Implementation Plan goals in relation to learning:

#### **Reduce the percentage of Year 3 students in developing for Writing from 18% in 2023 to 10%.**

While the results show that we didn't meet our goal, we reduced the developing component in writing from 18% to 13%. The school has prioritised Writing Intervention in Term 3 & 4, which we expect to have an impact on Grade 3 & 5 NAPLAN results in 2025.

#### **Increase the percentage of Year 3 students in Exceeding for Numeracy from 23% to 30% in.**

Unfortunately, the results in exceeding went down from 23% to 21%. On a whole our numeracy results have declined with an average mean score of 437 from 443. The school in Semester once seeing these results has moved to incorporating Facts on Fire, Daily Reviews which came from our Whole School Professional Learning Day with Brian Poncy. The school is looking at making relevant changes to its scope and sequence which aims to target the specific needs of students in a more deliberate way utilising Response To Intervention (RTI) approach. The school has also has Maths Club in the mornings that works with 40 students in Grades 2 & 4, who have been identified as high achieving students.

#### **Increase the percentage of Year 5 students in Exceeding for Writing from 10% in 2023 to 15%.**

While we didn't meet the 15% target, we did improve our results to 14%. Through the work in refining out instructional model in Literacy, making amendments to the organisational model ensuring more English Writing has moved our mean score from 493 in 2023 to 512 in 2024. This is the first time our NAPLAN results have been at a similar level with similar schools and above both network and state schools. We expect through our Writing Intervention morning program our results will continue to improve.

#### **Increase the percentage of Year 5 students working in Exceeding from 3% to 23% in Mathematics.**

We did not meet our goal from moving from 3% to 23%, but it has moved to 17%. The school changed instructional model which was formally focused on teaching all the proficiencies in both English and Spanish, in Semester 2 of 2023, the school made a deliberate change which focused on the Spanish teaching fluency and understanding of Number concepts which then allowed the English team to utilise these learned concepts through Problem Solving and Reasoning. As previously discussed, the school has had Maths Club before school 3 days a week for over 40 students, which has had a significant impact on student outcomes based on summative data (Essential Assessment). We expect the addition of facts on fire and daily reviews to further develop students understanding and improve overall numeracy results.

#### **Staff seek feedback' to improve practice will increase to 80% in 2024.**

#### **Have time to share pedagogical content knowledge' will increase to 70% percent in 2024**

Newlands met this goal in 2024. The school's organisational structures allowed for teachers to collaboratively lplan together each week with support from a leading teacher in literacy, numeracy and or Spanish. The school has implemented peer observations in 2024 allowing teachers to observe each other across teams and the school allowing teachers to give and receive feedback about pedagogical practices. The school has taken feedback during this process making refinements to ensure teachers are finding value in the process. In Term 3, to coincide with the development of our Wellbeing Handbook, teachers were observing the

implementation of different wellbeing strategies that are expectations in each class at Newlands including Circle Time and Berry Street relationship strategies.

The school utilised the following actions as a way to meet our Key Improvement Strategies.

### **1. Rubrics**

The school has implemented Rubrics in Literacy and Numeracy which has allowed teachers to reflect on their practices and identify the strengths of learning experiences based on the growth of a sample of students. This change has meant teams are bringing in work samples regularly to planning where the conversation is specific to strengths and opportunities of growth that summative assessments don't provide. The changes to our Team Planning allows for teachers to bring in initial data, mid and post data recognising the impact a sequence of learning experiences will have on a group of students with varying abilities. The school has experimented with providing the rubrics to students, unfortunately it hasn't had the impact and has lost traction with staff as they prioritise the areas that will have the most impact on student growth. This has been through the use of rubrics during workshops and conferences allowing students to see their strengths and their next focus of learning within the concept. The creation of rubrics become the entry point for learning and as the school strengthens the use of these practices, it has identified further opportunities including creating formative assessments, P-8 continuums and adaptations to our scope and sequences. As the school will move to an RTI approach in 2025 (Please note this will begin in Numeracy), we expect the purpose and use of rubrics will have further impact.

### **2. Consistent Data Collection(Spanish (Reading), English (Writing, Numeracy))**

The school has moved to Sharepoint this year as its main hub for documentation, planning and data collection. Graeme has created new data sets through PowerBI which has allowed teams to easily identify strengths of cohorts, grades, groups and individuals in both Spanish and English Literacy and Numeracy. This has allowed both language teams to work together and take ownership of their grades outcomes. This data set has also had a positive impact on the planning sessions as it leads the conversation and the identification of professional learning that is needed. The data also allows to quickly identify learning intention and success criteria for the whole class, workshops and individual conferences.

A big change in 2024 has been the creation of mentor texts in Spanish that has allowed for deliberate teaching in relation to our continuums and this then connects to our rubrics start, mid and post assessments. This has allowed for a shared language, vocabulary and allows for our Spanish progression of learning. These mentor texts are connected to our school created Spanish reading assessments allowing for a stronger understanding of the impact of our Spanish program which has allowed for more rigorous and robust conversations when discussing the effectiveness of our Spanish program. The school is still only able to utilise end of semester and year reports to measure Spanish growth, but in 2024 we have started to track reading data from assessments which will allow us to measure impact in the years to come.

### **3. Initiate Spanish Language Assessments (Cervantes) with selected students**

The school was ready to trial the Cervantes assessments with a trial group in 2024. The school looked at what the program was assessing and it identified areas that the school were not covering including specific grammar concepts. This meant that our students wouldn't have success and the school made the decision to refine its continuum to target the areas. This means in 2025 we will have a goal of utilising this assessment. In 2025, our grade 6s will be our first cohort of students to start and complete their primary in our Bilingual program. Instead the school is implementing in Term 4, PAT Spanish Assessments in Listening and Reading. These scores indicate the grade level based on the Spanish LOTE continuum. Newlands understands that this assessment will not tell us the effectiveness of the program, but is a way for us to track over long term until CERVANTES is implemented.

The 2024 NAPLAN results in relation to percentage of students considered strong & exceeding are as follows:

\* Newlands, Similar Schools, Network Schools, State

### Grade 3

- Reading 88%, 82%, 76%, 69%
- Writing 83%, 88%, 81%, 78%
- Spelling 71%, 66%, 65%, 61%
- Grammar & Punctuation 76%, 69%, 63%, 55%
- Numeracy 82%, 79%, 72%, 65%

Our Grade 3 data shows that our students are above in all areas besides writing where we are 5% lower than similar schools.

### Grade 5

- Reading 90%, 87%, 79%, 73%
- Writing 83%, 83%, 77%, 73%
- Spelling 79%, 75%, 70%, 67%
- Grammar & Punctuation 76%, 78%, 71%, 64%
- Numeracy 72%, 81%, 72%, 67%

Our Grade 5 data shows that we are above in all areas besides Grammar and Punctuation (2% lower than Similar Schools) & Numeracy (9% lower than Similar Schools)

## Wellbeing

Below are Newlands 2024 Annual Implementation Plan goals in relation to Wellbeing:

**To embed a whole-school approach to health, engagement, and wellbeing.**

**Decrease in students reporting low 'Resilience' from 38 percent to 20 percent.**

While the school had a decrease from 38% to 35% in relation to low resilience, the school's actions has not had the impact it was hoping to achieve. The school was deliberate in adding a Wellbeing hour focus for each class which provides the opportunity for teachers to target identified class needs. While this has had an impact in general wellbeing, it hasn't in relation to resilience. In Term 4, the school is involved in the Rockin' Resilience forum which aims to provide strategies for parents and students. The school has had a focus on the wellbeing handbook, we expect with a more deliberate implementation in 2025, we will see further improved results.

**Increase in 'Confidence and Resilience' from 68 percent to 80 percent in the Parent Guardian Caregiver Opinion Survey**

The school met its goal of 80, moving to 83%. Families feel as though the school is providing opportunities to build their confidence through our Tier 1 Wellbeing support strategies. Parents also feel that the school is encouraging students to persist when learning is difficult, most notably through our conferences and our intervention program.

**Creation of a Wellbeing Team of teachers**

In 2024, Newlands formed a dedicated Wellbeing Team of teachers, led by the Wellbeing Coordinator, to



focus on supporting the mental and emotional health of students and staff. The primary task of the team was to create the Newlands Wellbeing Handbook, which consolidated key wellbeing practices into a comprehensive resource for teachers. Alongside this, the team delivered professional learning sessions to ensure consistent implementation of these practices across the school. A significant outcome was the development of a rubric matrix, designed to guide peer observations by focusing on key wellbeing strategies, enabling teachers to give and receive targeted feedback in this area.

The school also produced a Wellbeing Procedures for Parents Handbook, aimed at engaging the wider school community in wellbeing efforts. To further involve parents and celebrate the success of this initiative, an official unveiling evening is planned for 2025, where both handbooks will be formally introduced. The event will include workshops led by the Teacher Wellbeing Team, providing parents with insights into the wellbeing strategies in place and equipping them to support these efforts at home.

## **2) Improve parent capacity to develop and support their child's resilience**

In 2024, Newlands recruited external wellbeing professionals including a Child Psychologist, Behavioral Analyst and Art Therapist. These professionals have supported students and their families. Our Wellbeing Coordinator has attended many professional learning sessions including the Resilience Project Conference and attending Wellbeing Network Meetings. The Wellbeing Coordinator provided sessions for Foundation students and families who were struggling with their transition into school. This was successful and will continue to be a focus in Term 4 for 2025 foundation families. The Wellbeing Page in the newsletter has provided many resources for families to access in relation to Resilience amongst other wellbeing supports. Students were involved in Road to Respect (Carlton Respectful Relationships and Resilience), to coincide with this session, students were provided with additional resources to provide to their families, resources were also provided to teachers. The school aims to set up multiple sessions in Term 1.

## **3) Support teachers' to strengthen and develop their students' resilience**

In 2024, we have continued to support consolidate wellbeing practices through whole school professional learning and peer observations. Part of our peer observations involved teachers observing each other's circle time practice. Teachers utilised the wellbeing handbook, specifically the tier 1 support strategies, to implement new ideas into their circle time to build resilience. Throughout the year, the wellbeing team members have provided learning support resources for teachers within their cohort.

## **Success Indicators**

### **1) Creation of a Wellbeing Team of teachers**

Professional learning is delivered (PL calendar)

The Wellbeing Team has met fortnightly all year. The big piece of work has been the creation of the Wellbeing Handbook.

Professional learning documents

This handbook is underpinned by research from Positive Behaviours (PBIS), Berry Street and Respectful Relationships.

### **2) Provide parent information sessions/workshops, run/supported by a professional, to develop parents supporting their child's resilience**

The school ran several sessions over the year, there was a range of attendance at these workshops. Organisations include 'Talking the Talk', The Preston Police on Internet Safety and the Resilience Project. The Wellbeing Page was frequently accessed by families in the newsletter which provided articles, information as well updates on school practices.

### **3) Support teachers' to strengthen and develop their students' resilience**

The school during its whole school professional learning developed a bank to support our Tier 1, Tier 2 & Tier 3 behaviours which supports teachers in developing plans for students when needed as well as resources to support the teachers in the classroom.



## Engagement

**Below are Newlands 2024 Annual Implementation Plan goals in relation to Engagement (Attendance & Absences):**

**Students being absent from school for over 20 days in a calendar year will have decreased from 36 percent to 25 percent.**

We did not meet our goal but have reduced the amount of days absent from 36% to 31% in 2024. While the school focused on its Wellbeing processes, the school was unable to dedicate a sufficient amount of time to dissecting our current attendance policy and processes. Our results are stronger in comparison to similar schools (35%), Network (37%) and State (39%). Newlands had 30% of its students attend school 95% of the time or higher. Once again these results are stronger in comparison to Similar (27%), Network (27%) and State (26%).

## Other highlights from the school year

Throughout the year, Newlands Primary School celebrated a range of exciting highlights. Term 1 kicked off with our vibrant Spanish Fiesta, a festive celebration of our bilingual program. Our Whole School Production, *El Viaje Mágico*, was a massive success, showcasing the incredible talent of our students. School camps, interschool sports competitions, and a variety of incursions and excursions provided enriching experiences for all involved.

The Parents and Friends Association (PFA) hosted a series of memorable events, including the Welcome Back Picnic, the Outdoor Cinema, and the Comedy Gala. One of the biggest highlights of the year was our hugely successful School Fete, which brought the entire community together in celebration.

Our school thrives on the active engagement of our community, offering numerous opportunities for involvement in educational, social, and fundraising activities. With a calendar full of upcoming events, there's always something exciting for our families to participate in and contribute to, making Newlands a true community hub.

## Financial performance

- Provide an explanation of the schools' overall financial position

Newlands is currently in a managed deficit of 137 748.00. At the end of December 2024, the school had a total of all reconciled bank account balance of 860 088.99 demonstrating that Newlands in a healthy financial position moving into 2025.

- **2024 extraordinary revenue items**
- Our School Council Out of Hours Care program generated \$721, 914.00

- School Saver Bonus (\$400 dollars per child) and the Camp, Sports and Excursion Fund (CSEF) has added an \$186 283.00 to our accounts which will be utilised by families ongoingly.
- The Parents & Friends Association (PFA) generated \$48 845.00
- **2024 extraordinary expenditure items**
- Building Works - \$184 067 which included the staff room, the bag racks, doors for the gym
- Furniture - \$85 514.00 which included staff room furniture & learning world furniture
- The school spent 176 244.00 on Casual Relief Teachers in 2024.

### Contracts

- Newlands went into 3-year contract with both Coburg & Darebin Basketball Association in 2024 which commenced on 15/07.
- The school was in a contract with TeamKids to run our holiday program. In 2025, OSHClub will take over the role.

### School Resource Package (SRP)

\$499 757.00 was received in 2024.

**Section 2 - Cash**

\* Please refer to the [Cash Report](#) for your school for a detailed breakdown.

Cash Budget Items	Budget	Cash Grants	Grants Paid YTD	Project to EC
Years Prep - 1 Students	78,078	Cash Grant Total	442,474	442,474
Year 2 Students	34,680	LT Leave Premium - Cash	80,070	80,070
Years 3 - 6 Students	87,422	Leave Reimbursement	-17,062	-17,062
Enrolment Linked Base	3,578	Early Years Koorie Literacy and	-640	-640
Tier 2 School Level Funding	15,139	Teaching Excellence Program	-700	-700
Grounds Allowance	13,765	Literacy – Grade 1 EOI	-4,385	-4,385
Utilities	16,150			
Maintenance and Minor Works Funding	93,059			
Annual Contracts	7,719			
Bilingual	103,870			
Swimming In Schools	7,755			
Respectful Relationships	2,200			
Early Years Koorie Literacy and	1,060			
Student Excellence Program	9,115			
Schools Mental Health Fund	13,244			
Equity (Social Disadvantage)	12,924			
<b>Total</b>	<b>499,757</b>	<b>Total</b>	<b>499,757</b>	<b>499,757</b>

**Section 3 - Centrally Administered**

Cash	Project to EC
2018 Centralised Contract Cleaning	5,000
<b>Total</b>	<b>5,000</b>

For more detailed information regarding our school please visit our website at  
<https://newlandsp.s.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 397 students were enrolled at this school in 2024, 196 female and 200 male.

7 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

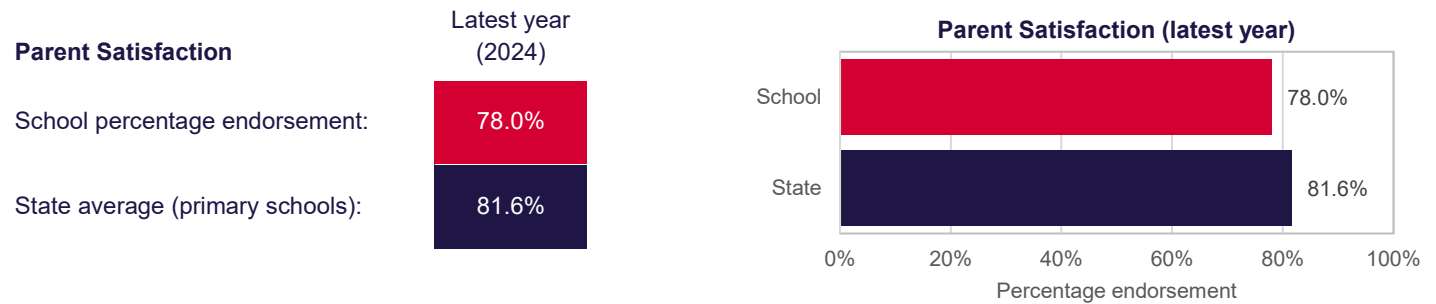
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

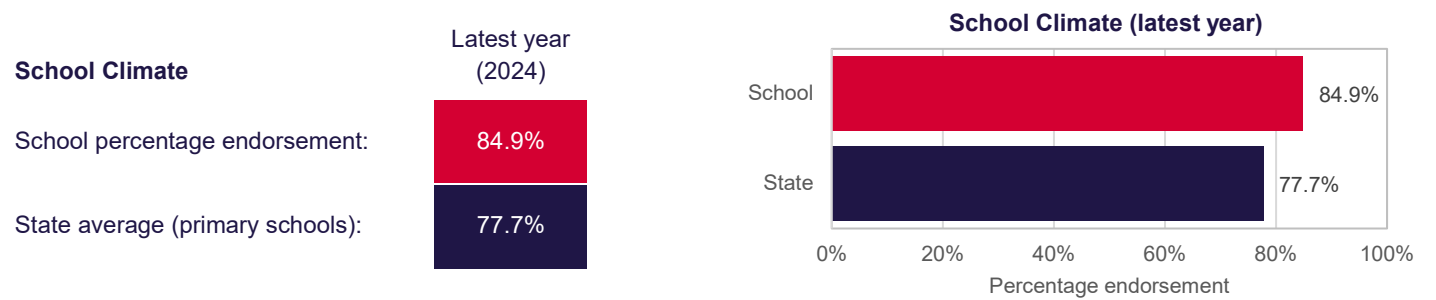


### School Staff Survey

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:

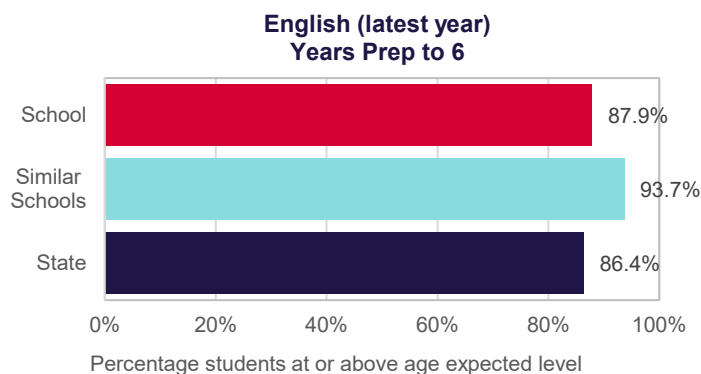
87.9%

Similar Schools average:

93.7%

State average:

86.4%



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

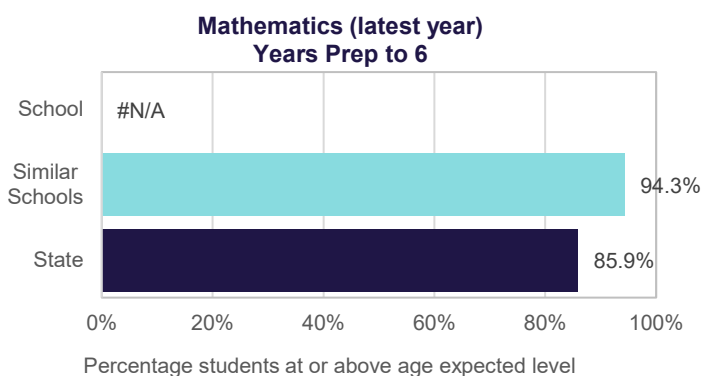
NDA

Similar Schools average:

94.3%

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.

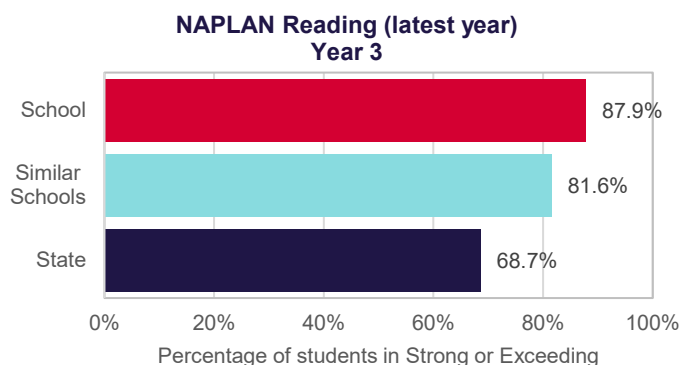
### NAPLAN

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.

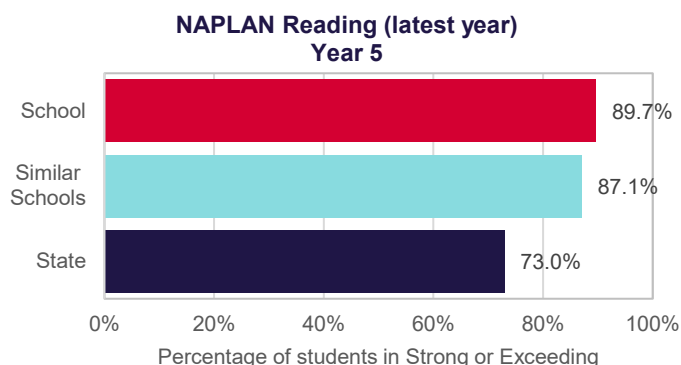
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.9%	85.2%
Similar Schools average:	81.6%	82.4%
State average:	68.7%	69.2%



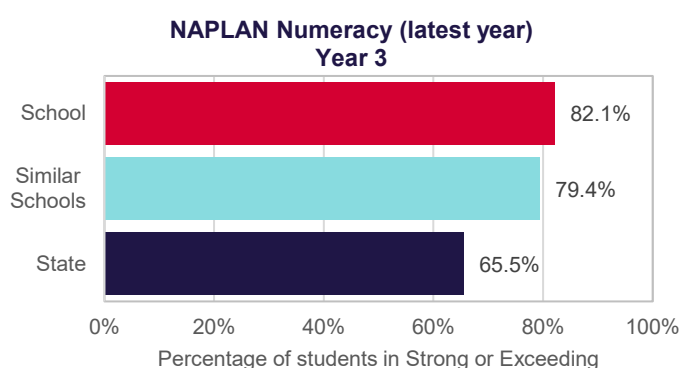
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.7%	86.4%
Similar Schools average:	87.1%	88.4%
State average:	73.0%	75.0%



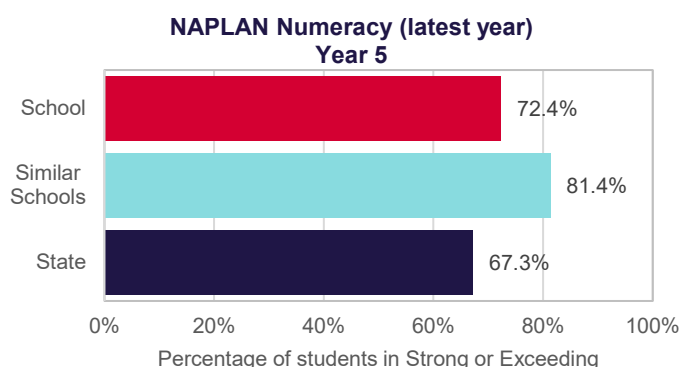
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.1%	84.7%
Similar Schools average:	79.4%	80.7%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.4%	76.3%
Similar Schools average:	81.4%	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:

73.5%

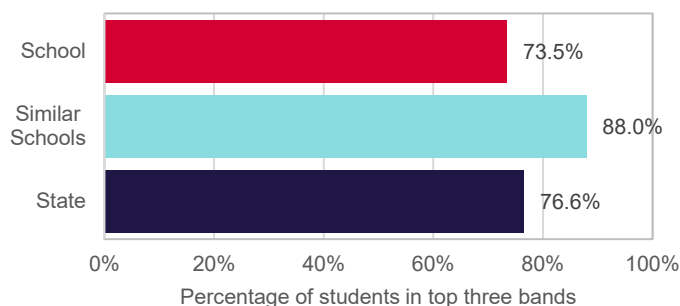
Similar Schools average:

88.0%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

70.8%

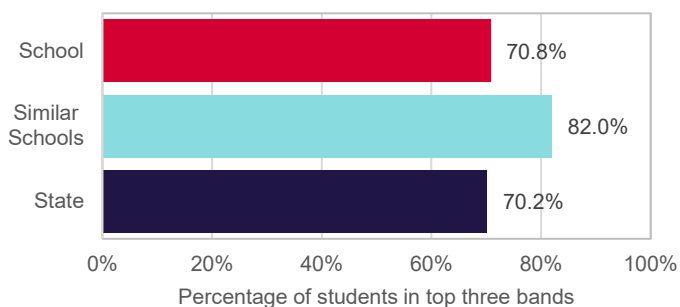
Similar Schools average:

82.0%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

69.4%

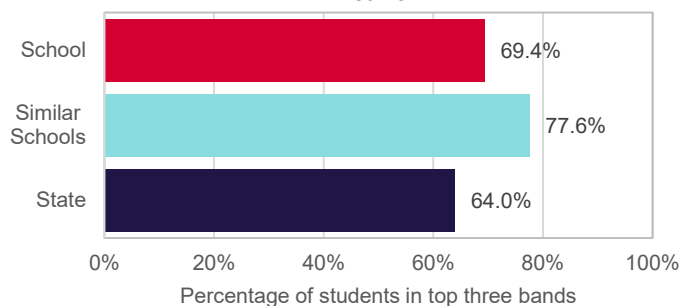
Similar Schools average:

77.6%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

65.4%

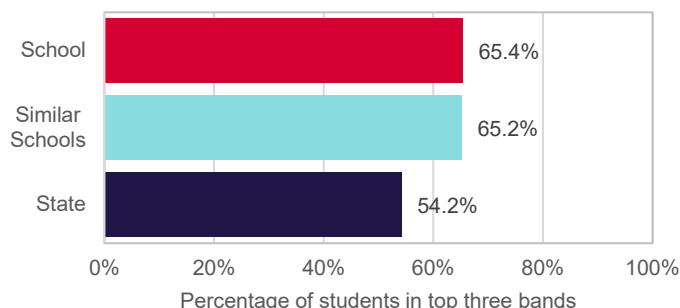
Similar Schools average:

65.2%

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.

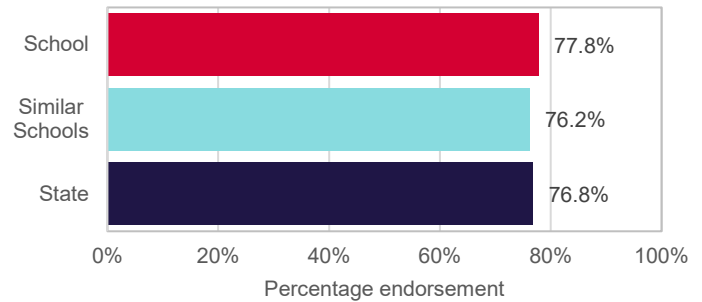
### Student Attitudes to School – Sense of Connectedness

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:	77.8%	78.9%
Similar Schools average:	76.2%	76.2%
State average:	76.8%	77.9%

#### Sense of Connectedness (latest year) Years 4 to 6



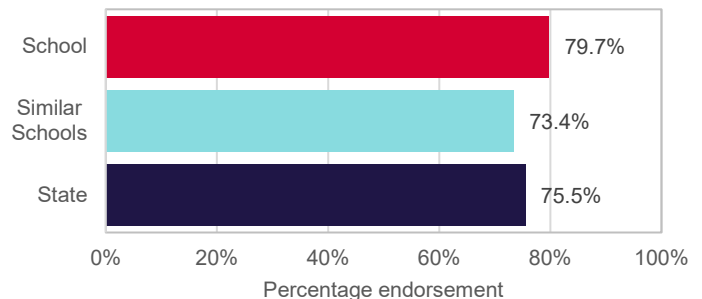
### Student Attitudes to School – Management of Bullying

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:	79.7%	78.8%
Similar Schools average:	73.4%	74.3%
State average:	75.5%	76.3%

#### Management of Bullying (latest year) Years 4 to 6

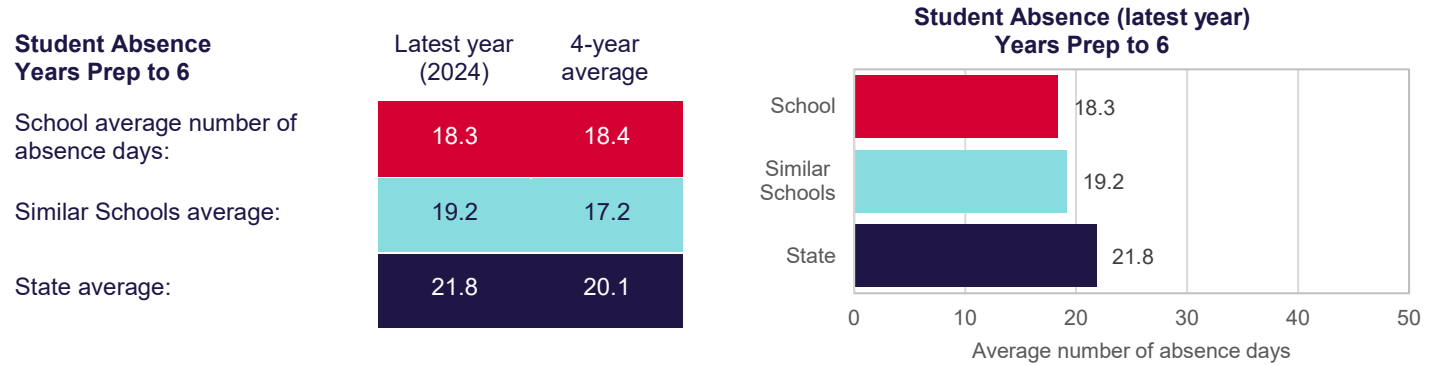


ENGAGEMENT

**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):	92%	90%	90%	92%	90%	92%	88%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,170,295
Government Provided DET Grants	\$495,049
Government Grants Commonwealth	\$482,348
Government Grants State	\$5,000
Revenue Other	\$38,025
Locally Raised Funds	\$655,713
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,846,429</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$26,357
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$26,357</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,340,678
Adjustments	\$0
Books & Publications	\$1,783
Camps/Excursions/Activities	\$9,530
Communication Costs	\$4,252
Consumables	\$214,775
Miscellaneous Expense <sup>3</sup>	\$7,442
Professional Development	\$1,555
Equipment/Maintenance/Hire	\$165,397
Property Services	\$370,101
Salaries & Allowances <sup>4</sup>	\$175,122
Support Services	\$671,577
Trading & Fundraising	\$40,722
Motor Vehicle Expenses	\$1,088
Travel & Subsistence	\$0
Utilities	\$73,855
<b>Total Operating Expenditure</b>	<b>\$6,077,878</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$231,450)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$788,097
Official Account	\$71,992
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$860,089</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$289,533
Other Recurrent Expenditure	\$640
Provision Accounts	\$0
Funds Received in Advance	\$180,164
School Based Programs	\$186,238
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$63,066
Repayable to the Department	\$137,748
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$65,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$947,390</b>

*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.*

