

# 2024 Annual Report to the School Community

School Name: Botanic Ridge Primary School (5224)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2025 at 02:14 PM by Lisa Vandenbosch (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 25 March 2025 at 04:09 PM by Lisa Vandenbosch (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

Botanic Ridge Primary is a recently built government school in Southeastern Victoria with an early childhood setting which opened Term 1 of 2020. There is provision in the Primary School for children from Foundation to Year Six with facilities for a long-term enrolment of 500 children. An integrated Family and Community Centre caters for Four- and Three-Year-old Kindergarten and Maternal health is also onsite. The Family and Community Centre is operated by the City of Casey, who are the Department of Education and Training's funding partners in the project. The Kindergarten is facilitated by Kids First Australia. In 2024 a total of 415 children were enrolled in Foundation to Year 6. We had an FTE of 30.8 teaching staff including 1 Principal, 1 Assistant Principal, 2 learning Specialists, 22 classroom teaching staff, 1.0 STEM teacher, 0.6 Art teacher, 0.8 Physical education, 1.0 LOTE Indonesian, 0.6 Music, 0.4 tutor, 5 part time Education support staff, 0.4 Library support and 3 office staff. The Student Family Occupation and Education Index was 0.3289. 49.55% of the children were male and 50.45% female. The vast majority, (74.88%) of the children's parents were born in Australia and 9.55% of children speak another language besides English at home.

The facilities have been designed with the following key design principles in mind:

Learning spaces that can support different learning opportunities and recognise that children learn in different ways.

Buildings that are architecturally designed, visually stimulating, inviting to the community and readily accessible to all.

Landscaping which reflects the surrounding area using native plants

There is a full-sized gymnasium, purposefully designed music, art, and STEM facilities.

#### *School values, philosophy, and vision*

Botanic Ridge Primary School Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff, and members of our school community are encouraged to live and demonstrate our core values of Respect, Responsibility, Safety and Growth.

**VISION** Botanic Ridge Primary School's vision is to inspire and empower all children to learn and achieve through building curiosity and collaboration in a challenging and supportive learning environment that inspires growth. To encourage resilience and a positive self-image, with a focus on respecting ourselves, others, and our world.

**MISSION** Botanic Ridge Primary School's mission is to; Create a positive climate for learning where we will develop independent learners and problem solvers through explicit teaching and self-directed learning. To lead the development of dynamic relationships through collaboration, high expectations and opportunity for student and community voice and agency in learning. Where we will develop independent learners and problem solvers through explicit instruction and self-directed learning, who design, develop, and assess their learning through opportunities encompassing voice, agency, and leadership. To develop a viable and rich curriculum that is informed by the Strategic plan, promotes shared evidence based pedagogical approaches and is bound by rigorous evaluation embedded in a cycle of inquiry. Where there is a focus on teacher precision, quality, and consistency of practice, while also fostering differentiation based on student needs. To create a climate for learning that supports an appreciation of different cultures and supports children to deepen their understanding of, and respect for, differences through respectful curiosity and their friendships with other children. A learning community where we teach our children about our environment, Australia, and its past, inclusive of our indigenous people. Our

children will learn about the importance of behaviours that demonstrate, respect and understanding of all people who inhabit our land and our planet.

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

### Learning

2024 marked the third year of our Strategic Plan, which was established following the school review in Term 4 of 2021. The plan outlines our goals and strategies for the next four years, with a particular emphasis on optimizing the learning growth of every student in literacy and numeracy. This year, we intensified our focus on numeracy and student wellbeing.

#### Key Improvement Strategies for 2024:

- **Targeted Support:** We provided scaffolding for students needing additional help, while also challenging those who excel to extend their learning, particularly in numeracy.
- **Professional Development:** We developed a school-wide understanding of the Victorian 2.0 Numeracy curriculum, enhancing our ability to differentiate instruction effectively.
- **Literacy Enhancement:** We strengthened our school-wide approaches to literacy delivery.
- **Morphology Instruction:** We increased teacher confidence in delivering Morphology lessons through professional development with Lynne Stone.
- **Collaborative Learning:** Our commitment to professional learning through the Casey South Principals Network continued to flourish.
- **Data-Driven Insights:** School Improvement Action Teams analysed data to assess our current state, researched best practices, and provided professional learning to staff.

We remained committed to our instructional model during the planning and delivery of curriculum content, following a structured approach: review, teach (I do), practise (we do), apply (you do), and reflect. In 2024, we emphasized the teaching and practise phases, supported by ongoing professional development and peer observations. Teachers enhanced their use of formative assessment during the practice phase to ensure responsive teaching based on individual student needs.

#### NAPLAN Results

Our Year 3 reading results were comendable, with 73.6% of students achieving 'Strong' or 'Exceeding' levels, surpassing both similar schools and the state average. However, in Year 5, only 66.7% met these standards, trailing behind both similar and state averages. The two-year average for Year 5 remains above these benchmarks.

In numeracy, 61.1% of Year 3 students achieved 'Strong' or 'Exceeding' results, which was below comparable schools and state averages. Year 5 performance was similarly below average, with only 52.9% meeting the same standards. However, teacher judgments indicated that 89.0% of Prep - 6 students were working at or above expected standards in English, and 87.8% in Mathematics, both exceeding similar and state averages.

## Professional Development and Instructional Strategies

The Numeracy School Improvement Action Team (SIAT) provided comprehensive professional development on evidence-based practices in number topics such as multiplication, division, fractions, and percentages. They developed pre/post assessments to track student progress in these areas, ensuring teachers were equipped to provide tailored support. In late 2024, we refined our Yearly Overview for Numeracy in alignment with the Victorian Curriculum 2.0 launch. The Numeracy SIAT will continue to work with staff to link mathematics strands more effectively to the new curriculum in 2025. Our curriculum Learning Specialist presented professional learning on the Concrete-Pictorial-Abstract framework to enhance student understanding, and we invested in specific resources for classroom use. A staff survey indicated improved teacher confidence in teaching mathematics, particularly in number and place value, division, and fractions. Many teams have adopted PowerPoint review lessons to promote consistency, embedding formative assessment strategies to gauge student understanding effectively. The planning of extension and enabling prompts for numeracy lessons was also a key focus. Enabling support is provided through teacher-led focus groups and regular in the moment assessments to accurately gauge student understanding. In the future, we will prioritize embedding extension opportunities within each lesson to enhance learning outcomes.

## Reading and Literacy Initiatives

At Botanic Ridge Primary School, we emphasize the Simple View of Reading to develop proficient readers. Our approach combines robust language comprehension and proficient word recognition (decoding). We utilize Sounds-Write, a structured linguistic phonics framework, for systematic instruction in reading and spelling. In 2024, our Literacy SIAT focused on enhancing teacher confidence in differentiating literacy lessons, providing professional development on the importance of immediate and corrective feedback to adapt lessons as needed. We adopted Read2Learn instructional materials to enhance reading comprehension within a knowledge-rich curriculum, utilizing Explicit Direct Instruction techniques. Our literacy blocks align with whole-school expectations, emphasizing vocabulary, phonics, morphology/etymology, comprehension, fluency, and writing. In spelling, 64% of Year 3 students and 83% of Year 5 students performed above state and similar school averages. In writing 89%, of Year 3 & 5 students performed above similar schools and the state.

Throughout 2024, we maintained transparent reporting to parents through consistent publication of learning tasks on Compass. These tasks informed our mid-year and end-of-year reports and provided a clear foundation for student progress. Our tutor learning initiative successfully identified students performing below expected levels, enabling targeted assistance to accelerate their growth in reading. The Disability Inclusion approach, led by our new coordinator, focused on personalized learning experiences to meet individual needs comprehensively.

## Wellbeing

In the 2024 school year, we proudly maintained our Silver level School Wide Positive Behaviour Schools (SWPBS) certification, reflecting our ongoing commitment to fostering positive behaviour and nurturing a supportive school environment. To enhance our practices, staff participated in continuous professional learning opportunities throughout the year.

We continued our partnership with Real Schools, focusing on the use of affective statements. This approach helps students articulate how specific behaviours make them feel, promoting awareness of the impact of actions on themselves and others. Additionally, we refined our skills in facilitating

circle time—a valuable teaching strategy that allows students to explore and address issues that concern them in a structured manner. Circle time promotes problem-solving, ensuring that all participants have an equal voice. This year, we explored various types of circles, including check-in and check-out circles, preparation circles, response circles, and learning circles.

Positive behaviours were reinforced through our Power Up system, which rewards students for demonstrating SWPBS behaviours and upholding school values. This system has been highly effective, with easy recording processes in Compass providing immediate visibility to parents. Our "Hour of Power" sessions, particularly the "Mighty Minds" lessons, further strengthened emotional literacy by incorporating mindfulness practices and promoting a positive growth mindset in the face of challenges. These sessions introduced the Zones of Regulation framework, fostering emotional self-awareness and regulation skills. The Respectful Relationships component of the Hour of Power offered students invaluable opportunities to explore social awareness, reinforcing a culture of respect and equality within our school community.

To ensure consistency and clarity, all classrooms are equipped with visual reminders outlining school expectations, processes, and strategies for creating positive classroom climates.

According to the Student Attitudes to School Survey, the sense of connectedness among students in Years 4 to 6 received a 72% positive endorsement, aligning with similar schools but falling below the state average. Similarly, the survey item on the management of bullying in the same year levels recorded a 71.5% positive endorsement, just below comparable schools and below the state average.

The Wellbeing School Improvement Action Team (SIAT) utilized Compass Pulse to track both minor and major behaviours school-wide, using this data to direct targeted wellbeing supports. Our Botanic Buzz wellbeing newsletter, published biweekly, was well-received by the community and served as an effective platform to communicate our school behaviour expectations and processes.

We remain committed to enhancing the wellbeing of our students and fostering a positive school culture as we move forward.

## Engagement

In 2024, the average number of absence days for students in Prep to Year Six was 24.2, which was 2.7 days above the state average and 2.9 days above the average of similar schools. Attendance rates varied across year levels, with students in Prep to Year Four having attendance rates ranging from 81% to 89%. The Year Six cohort had the highest number of absence days, with an attendance rate of 81%, followed closely by the Year Five cohort at 86%.

We closely monitor attendance through our COMPASS system, which enables us to quickly address any attendance concerns. When necessary, we take proactive steps to ensure communication, such as sending morning text messages to parents for unexplained absences, followed by direct contact if needed. To support our staff, we have implemented clear attendance guidelines to help identify and report any family-related issues promptly, ensuring that timely intervention by our leadership team can take place.

Our commitment to promoting regular attendance and punctuality remains strong. Throughout 2024, we consistently reinforced the importance of these values through various channels, including COMPASS newsfeeds, Botanic Buzz posts, and school assemblies. Additionally, we



offered learning plans for students who were absent due to extended holidays or illness, ensuring that their education continued seamlessly.

At the heart of our school's mission is a focus on maintaining a robust core curriculum, paired with a strong emphasis on fostering student engagement through meaningful connections with both teachers and peers. We actively worked to build a vibrant school community through initiatives such as lunchtime clubs, regular whole-school House activities, assemblies, and the involvement of parents in learning summits and special events.

In 2024, we hosted three memorable camps for different age groups, catering to a range of interests. Our Year Three students experienced their first camp at the Briars for two nights, where they developed their independence. Year Four students participated in a three-day adventure at the Phillip Island CYC camp, engaging in team-building activities. Meanwhile, our Year Five and Six students attended a three-day adventure camp at Gilwell Park. Other year levels also enjoyed unique experiences, such as the Year Two sleepover at school and a Year One dinner and games night.

Beyond the classroom, our curriculum extended through exciting and relevant excursions, aligned with our curriculum. These included wildlife encounters at Moonlit Sanctuary, theatre experiences with the Alpha show, participation in Kaboom sports, and various incursions related to our Read2Learn topics. We also prioritized sporting opportunities, with students taking part in events like Hooptime, inter-school sports, athletics, and cross country, contributing to a well-rounded educational experience.

We invited all families to participate in the Parent Opinion Survey, with 52 responses received. Of these, 69.6% of respondents expressed satisfaction with the school overall. Additionally, 74% were pleased with the level of communication from the school, demonstrating our commitment to transparency and engagement. Furthermore, 82% of families felt positively about how we promote positive behaviour and uphold high expectations for success, reinforcing our efforts to create a collaborative, supportive, and aspirational learning environment.

## Financial performance

Funding under the 2024 Student Resource Package was based on an increased number of children attending the school from 340 to 410 in 2024. We also accepted an international student for whom we received full fee payment. This funded twenty classes and five specialist programs for 2024 and enabled us to increase our education support staff. We were able to supplement our cash budget in 2024 by drawing down on our 2023 surplus.

The 2024 School Resource package included funds to continue to employ a tutor through the Departments Tutor Learning Initiative and Mental Health funding that enabled us to employ a Wellbeing Coordinator, with this funding also contributing towards our continued partnership with Real Schools. Tier 3 Disability Inclusion Funding was introduced in 2024, and we were able to employ a Disability Inclusion Coordinator to manage and implement funding applications which saw additional funding secured at the end of the year.

Voluntary parent contributions for essential student learning items were collected in during term four of 2023 and term one 2024 for the 2024 school year. Approximately 50% of families contributed. We continued to be able to provide all student resources in the classrooms without asking parents to purchase book packs. Donations towards ICT were utilised to purchase additional robots for STEM.



Successful fundraising for the year included \$13,000 raised from the Colour Run and \$7,400 from the Community Day, with funds also raised through events at Easter, the disco and Subway and hot dog lunches. Together with funds held over from 2023, these funds were utilised towards the purchase of playground additions to the value of \$48,000, with remaining funds being kept aside for future plans. Other fundraising events included a successful Bookfair and Bookclub purchases raising \$3,500 for our library and events that contributed to towards the Kitchen Garden.

Two Sporting Schools Victoria grants enabled us to purchase athletics, basketball and gymnastic equipment. The continuation of the hiring of the gymnasium to Theircare for the before and after school program provides additional funds whilst maintaining a good relationship with the provider, including them utilising the space for holiday programs throughout the year.

Careful monitoring of the cash budget enabled us to be able to fund the whole school activities of Harmony Day Drumming, the Alpha Show and Mothers and Father's Day events for the students and their families, as well as bringing in Bully Zero programs for all students. We were able to support professional development for our staff with the hosting of a joint Morphology Professional Development day with Cranbourne Park PS and purchase additions to our classroom literacy resources. We were also able to fund capital works including the installation of new gates and pathway at the rear of the basketball court, the addition of doors to staffrooms in the learning communities, and the installation of air conditioners in the Music and LOTE rooms. The Casual Relief budget was our largest area of expenditure covering staff illness and absences and funding additional education support staff throughout the year.

The School Savings Bonus program was introduced in late 2024, and these funds were deposited in the school account in November and are held on behalf of families. The finances at Botanic Ridge Primary School are closely and regularly monitored. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were informed of the school's financial position by the Business Manager's monthly report and the availability of the Finance reports to facilitate the monitoring of the school's finances. All financial decisions were linked to the Strategic Plan and the AIP, with a focus on supporting teaching and learning.

**For more detailed information regarding our school please visit our website at  
<https://www.brps.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 408 students were enrolled at this school in 2024, 214 female and 194 male.

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

Overall Socio-Economic Profile

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

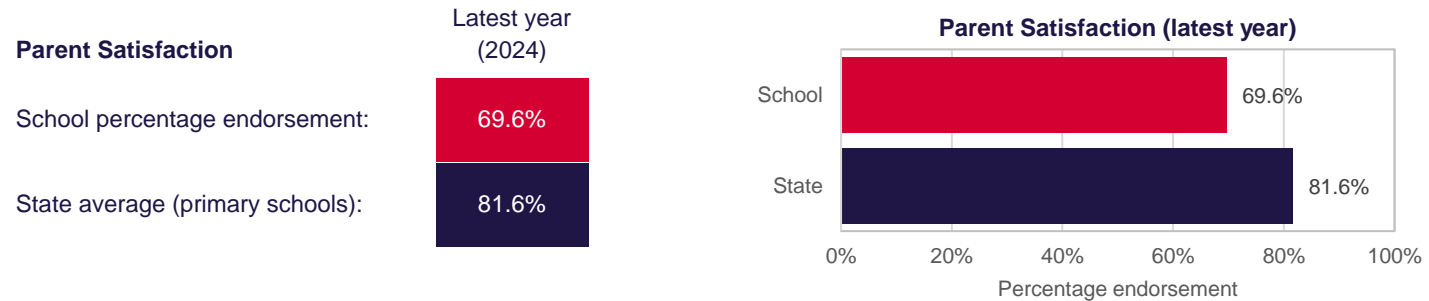
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

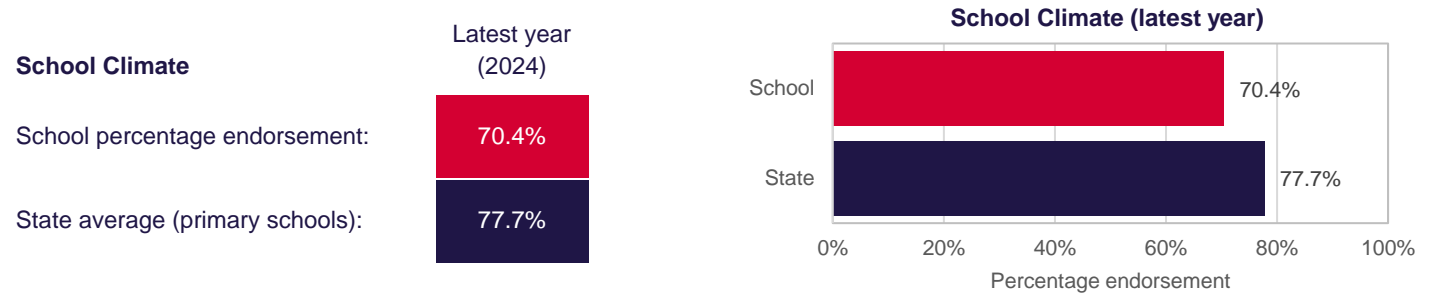


School Staff Survey

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.

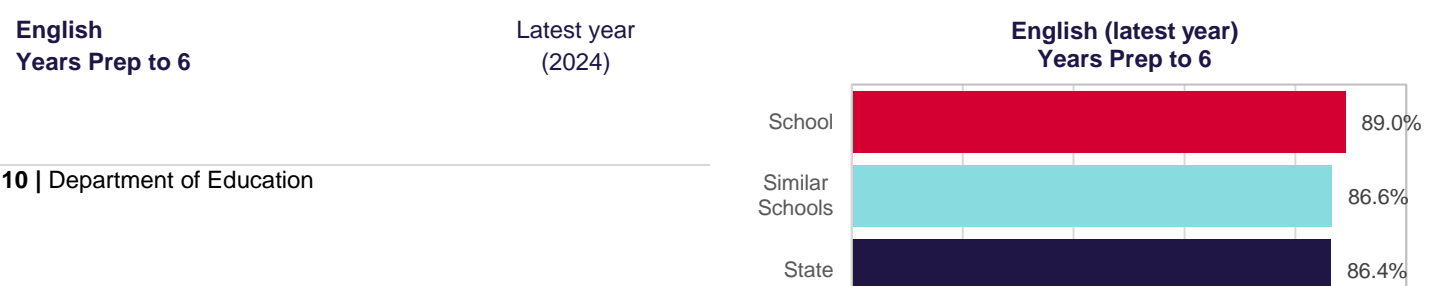


LEARNING

**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.*

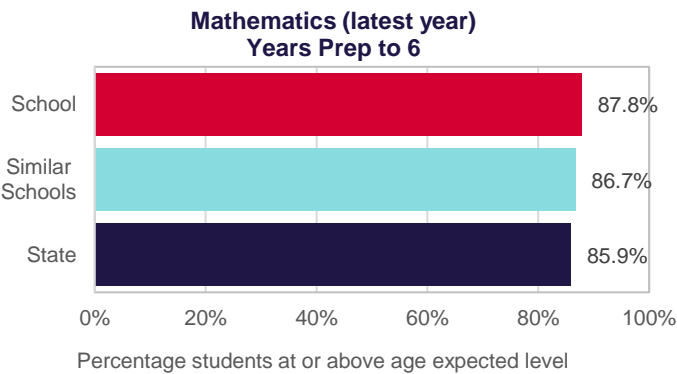
Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above age expected standards:	89.0%
Similar Schools average:	86.6%
State average:	86.4%

<b>Mathematics</b> <b>Years Prep to 6</b>	Latest year (2024)
School percentage of students at or above age expected standards:	87.8%
Similar Schools average:	86.7%
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.

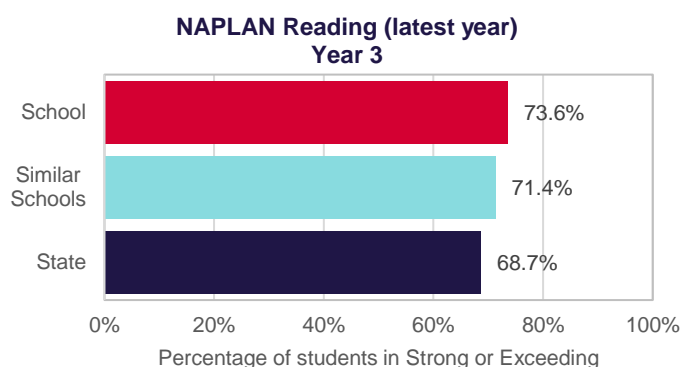
### NAPLAN

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.

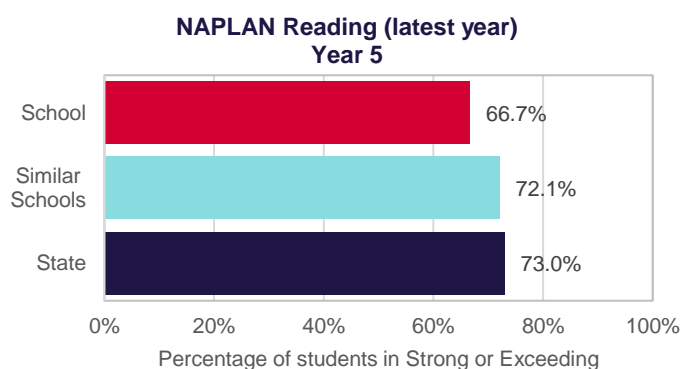
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.6%	68.2%
Similar Schools average:	71.4%	71.3%
State average:	68.7%	69.2%



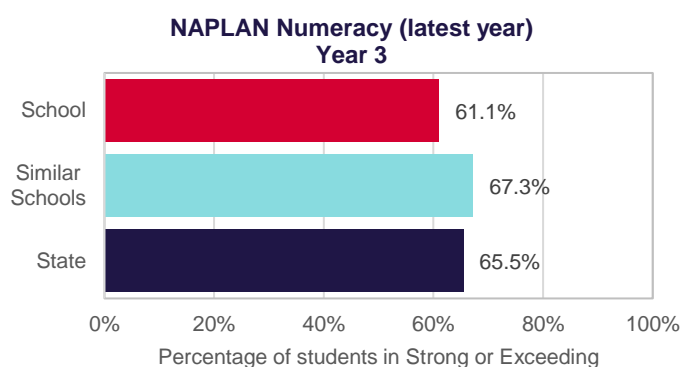
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	75.6%
Similar Schools average:	72.1%	75.4%
State average:	73.0%	75.0%



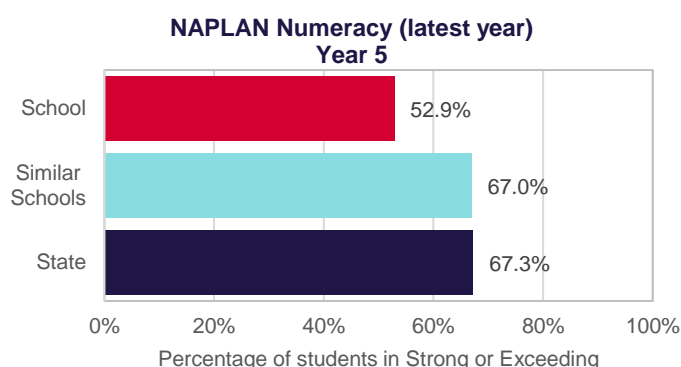
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.1%	58.2%
Similar Schools average:	67.3%	67.1%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.9%	59.1%
Similar Schools average:	67.0%	67.4%
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:

94.7%

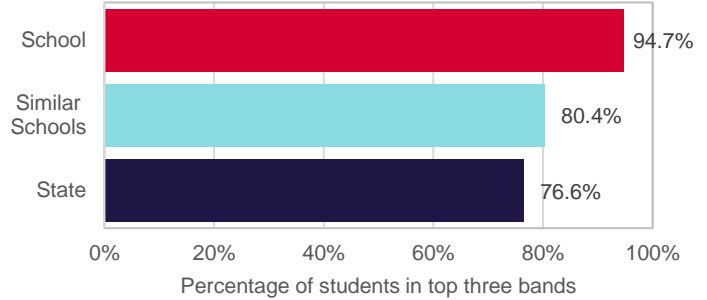
Similar Schools average:

80.4%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

64.7%

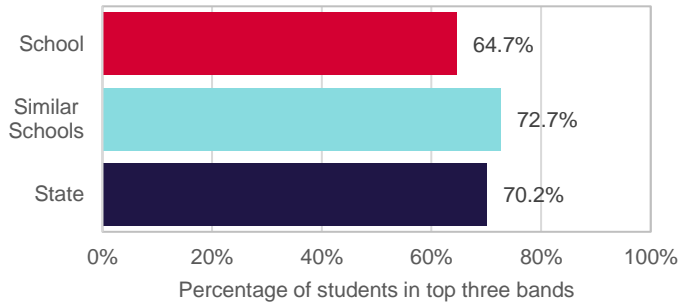
Similar Schools average:

72.7%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

58.8%

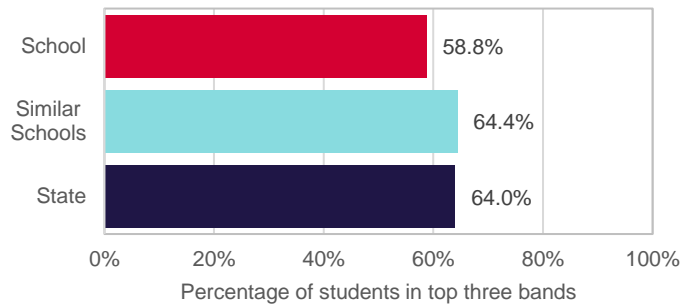
Similar Schools average:

64.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

25.0%

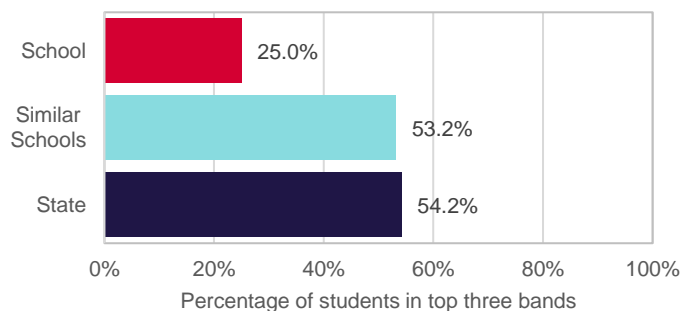
Similar Schools average:

53.2%

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.

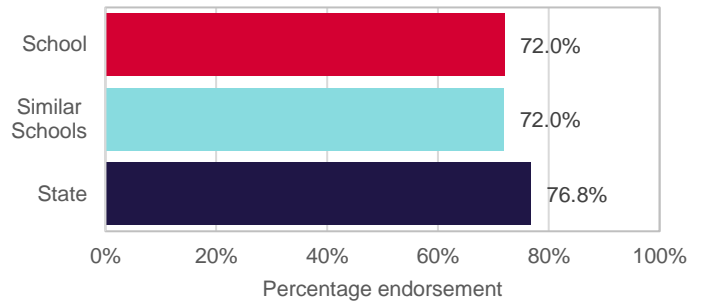
### Student Attitudes to School – Sense of Connectedness

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:	72.0%	72.9%
Similar Schools average:	72.0%	75.0%
State average:	76.8%	77.9%

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



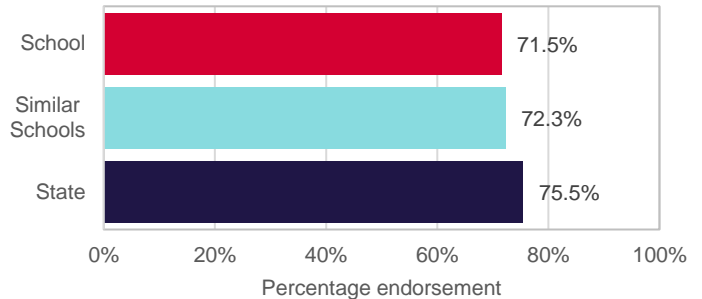
### Student Attitudes to School – Management of Bullying

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:	71.5%	69.3%
Similar Schools average:	72.3%	74.8%
State average:	75.5%	76.3%

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



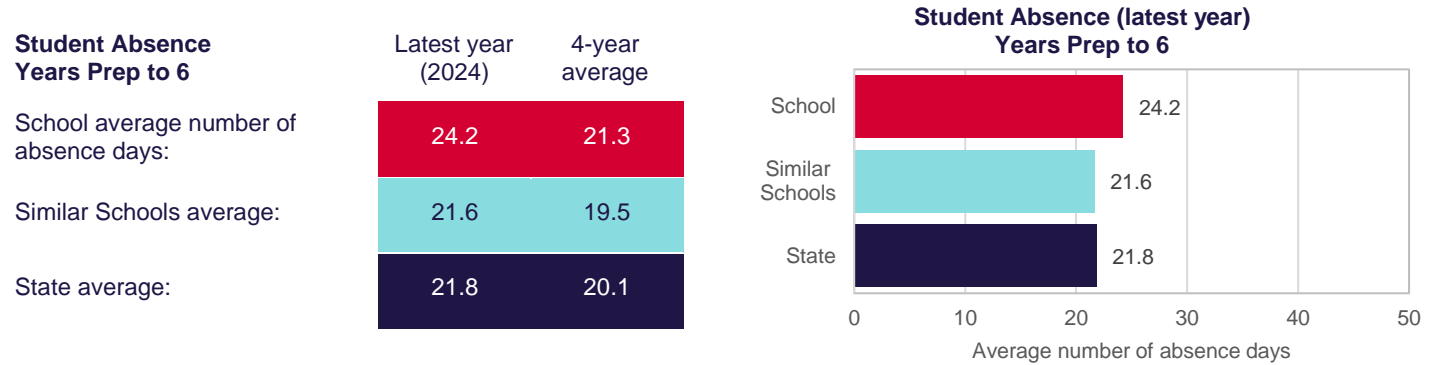


ENGAGEMENT

**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):	89%	89%	89%	87%	87%	86%	81%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,089,221
Government Provided DET Grants	\$589,547
Government Grants Commonwealth	\$13,904
Government Grants State	\$0
Revenue Other	\$32,053
Locally Raised Funds	\$200,418
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,925,144</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$31,761
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$31,761</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,956,416
Adjustments	\$0
Books & Publications	\$8,193
Camps/Excursions/Activities	\$102,557
Communication Costs	\$2,645
Consumables	\$74,192
Miscellaneous Expense <sup>3</sup>	\$13,713
Professional Development	\$17,049
Equipment/Maintenance/Hire	\$106,743
Property Services	\$124,157
Salaries & Allowances <sup>4</sup>	\$1,593
Support Services	\$294,608
Trading & Fundraising	\$7,546
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,293
<b>Total Operating Expenditure</b>	<b>\$4,758,704</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$166,440</b>
<b>Asset Acquisitions</b>	<b>\$47,960</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$191,862
Official Account	\$19,012
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$210,874</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$134,694
Other Recurrent Expenditure	\$1,402
Provision Accounts	\$0
Funds Received in Advance	\$179,729
School Based Programs	\$767
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,302
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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>\$334,893</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.*