

# 2024 Annual Report to the School Community

School Name: Sunbury Heights Primary School (5197)



- 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 27 April 2025 at 10:07 AM by Laban Toose (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 08 May 2025 at 09:35 AM by Laban Toose (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’).

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**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

**Vision:** Sunbury Heights Primary School's vision is to ensure that all students thrive socially, emotionally and intellectually. Our goal is to develop literate and numerate lifelong learners who are curious and resilient, so that they will be proactive members of our school, community and society.

**Values:** At Sunbury Heights we believe that every student has the right to learn and feel safe. The school strives to build a positive and inclusive climate for learning, that fosters respect and equality and incorporates our school values of kindness, respect and responsibility. We celebrate diversity, we are culturally informed and inclusive in our teaching practices and differentiated learning experiences that ensure everyone can meet their full potential. At Sunbury Heights, we are deeply committed to working in partnership with parents and the wider community. Together we are united in our common purpose of providing the best learning experiences and wellbeing practices for every child in our school community.

**Profile:** Established in 1981, Sunbury Heights Primary School is located on Charter Road East in Sunbury. Our school grounds adjoin those of Sunbury Downs secondary college. The school supports a large area of Sunbury incorporating the quickly growing Ashfield and Rosenthal estates (Sunbury south). Current enrolment is approximately 500 students with enrolments expected to be maintained at this level in the immediate future. This school comprises a wide socio-economic and increasingly diverse cultural demographic of families and students.

The original School building comprises an attractive and spacious entrance where a central atrium leads off to a well-resourced library, gymnasium/multipurpose room, canteen, and staff administration area. In 2020 a STEAM and upgraded Art room were added to this central design. In 2005, six additional permanent classrooms were built to replace some of the existing portable classrooms. In 2015, under the BER program, six additional classrooms and two flexible learning areas were built to support the growing student population.

Sunbury Heights Primary School is an engaged learning community. Our teaching and learning program is progressive and personalised, catering to individual learning needs, encouraging and promoting active learning. We have high and achievable student expectations with student learning progress being monitored regularly, and this information used to inform teaching practice. The program of instruction focuses upon developing Literacy and Numeracy skills and closely follows that of the Victorian F-10 Curriculum 2.0 and VTLM 2.0 Teaching and Learning model. This includes following the 4 Elements of learning and 4 Elements of teaching, and High Impact Teaching Strategies (HITS) for both teaching and wellbeing.

Our school has a well-established 1:1 computer program for all students in Year 4 to Year 6, with all students allocated their own notebook computer for learning. This program has made a significant impact on the learning/teaching in these year levels and also impacted positively on student engagement. Foundation to Year 2 students have access to banks of ipads. Each classroom has access to a large interactive whiteboard. The use of ICT has been greatly enhanced through student and teacher use of collaborative programs such as Class Dojo, COMPASS, Office 365, and Google classroom. Sunbury Heights staff comprises, 2 principal class officers, 31 classroom teachers and 19 education support staff. The school runs 21 classrooms and Specialist classes in Art, STEAM, PE, Music, LOTE – Italian. A Leading teacher of Wellbeing & Engagement, Leading Teacher of Mental Health & Wellbeing (MHAWL) and 5 Pedagogy

Learning specialists provide school leadership, coaching, and peer observations to support the implementation of a professional learning community for staff to collaborate and work within. Our teachers work collaboratively in teams to plan a consistent curriculum and use student learning data to drive this planning. Our staff are passionate about their teaching and encourage all students to strive to achieve their best with their learning and social skills.

The school promotes a positive climate for learning via the School Wide Positive Behaviours (SWPBS) framework and House Spirit program. We also promote respect, gender equality and building healthy relationships via the Respectful Relationships initiative. In 2024 this ongoing commitment to creating a positive and safe climate for learning has been enhanced via the inclusion of trauma informed practices in the form of the Berry Street Education Model (SBSEM).

Student voice and agency is also a focus at Sunbury Heights. Student leadership opportunities include being able to be part of the Junior School Council or be elected as school captains, class captains, and house captains. The junior school council contributes to school improvement through running special events to promote social improvement and our school captains are directly involved in leading weekly whole school assemblies. Class captains are elected each term by their peers and play a significant role in assisting the class teacher and being a positive role model. Our buddy program allows older students to demonstrate their leadership by working together with a younger student.

In 2020 a shared community facility, Dulap Wilim hub was established and is situated between both school sites. This facility includes a Community Hubs Australia (CHA) hub, VCAL industrial kitchen, and a two-room kindergarten, facilitated by the Hume City Council. This provides facilities for members of the wider community to utilize as a venue for community engagement activities and the provision of community services.

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

### Learning

In 2024 Sunbury Heights Primary School delivered on our Annual Implementation Plan (AIP) Key Improvement Strategies (KIS) of:

Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment, and instruction.

Actions:

1. Develop and implement a strategic professional learning plan to build SIT members knowledge of a Guaranteed & Viable Curriculum and Victorian Curriculum 2.0
2. Develop and implement a professional learning plan, that includes a review and audit of the current curriculum plan, to support teacher knowledge of a Guaranteed & Viable Curriculum
3. Develop a whole school understanding of Formative Assessment practices to guide development of Individual Student learning goals
4. Review and refine current reporting processes to identify and implement authentic opportunities for student agency in learning (progressive reporting).

As a result of this sharp and narrow focus on Improving numeracy outcomes the following outcomes were achieved.

Students were able to:

1. Know and articulate the Learning Intention & Success Criteria.
2. Know and articulate their personal learning goals in Literacy, Numeracy and Personal Learning
3. Understand what it means to be an effective Sunbury Heights PS Learner.

Teachers were able to:

1. Understand the purpose & features of a Guaranteed & Viable Curriculum.
2. Understand the purpose of Formative assessment and how they are linked to personal learning goals
3. Know how a Guaranteed & Viable Curriculum informs and drives collaborative curriculum planning.

School leaders were able to:

1. Develop a shared and deep understanding of a Guaranteed & Viable Curriculum.
2. Create a plan to establish an agreed school wide approach to implement a Guaranteed & Viable Curriculum.
3. Develop a shared understanding of progressive reporting

The success of our focus on learning outcomes can further be seen in the results achieved in 2024 NAPLAN testing.

1. 72% of Year 5 students were strong or exceeding in NAPLAN Reading which is higher than the similar schools result of 66%
2. 62% of Year 3 students were strong or exceeding in NAPLAN Numeracy which is higher than the similar schools result of 60%

With this ongoing improvement focus we achieved the following successes:

1. Staff completed professional learning that was identified in the Professional learning plan to build knowledge of a Guaranteed & Viable Curriculum
2. Staff completed professional learning that was identified in the Professional learning plan to build knowledge of formative assessment
3. Notes recorded, by members of the school Improvement Team (SIT) during observations and learning walks reflected the use formative assessments and student learning goals.
4. Teacher collaborative planning demonstrates their deeper understanding of formative assessments.
5. The Policy and process for progressive reporting was established and shared with SHPS community.

## Wellbeing

In 2024, we continued our ongoing high-level commitment to create a supportive learning community which nurtures the social and emotional development of all students. Our ongoing work to support the wellbeing of all students at SHPS is based on evidence-based practices. We acknowledge that our ongoing work with School Wide Positive Behaviours, Respectful Relationships, Berry Street Education Model (BSEM) and the House Spirit Program has had a significant impact on staff skills and student outcomes and believe that this underpins our ongoing focus on implementation and embedding of our Social and Emotional Learning Curriculum.

In 2024 Sunbury Heights Primary School delivered on our Annual Implementation Plan (AIP) Key Improvement Strategies (KIS) of:

Developing procedures, protocols and systems as a tiered response to ensure all students are connected to learning.

Actions:

1. Implement Tier 2 features with fidelity
2. Integrate Tier 2 academic, behavioural, and social-emotional interventions and supports.

As a result of this sharp and narrow focus the following outcomes were achieved.

Students were able to:

1. Engage in less inappropriate behaviour.

Teachers were able to:

1. Understand student behaviour referral data along and the connections with academic data
2. Understand the process for students being identified in Tier 2 intervention groups (SEL groups).
3. Identify and establish interventions in the classroom, e.g. - Check in, Check Out (CICO), Teaching additional Bullying Prevention support (small group Expect Respect) – Support of student self-monitoring.

Leaders were able to:

1. Build understanding of Vic SWPBS Tier 2 Course practices.
2. Develop staff understanding of Tier 2 Course and process through whole school PL.
3. Refine the use of ongoing data collection to effectively implement Tier 2 processes and systems.
4. Ensures there is a process to support new staff to understand school's integrated, three tier system and logic.

As a result of this focus on School Wide Positive Behaviours implementation the school achieved Silver accreditation from the SWPBS regional Implementation team. This outcome was achieved 12 months sooner than normally expected.

Student Attitudes to School data also showed that 78.5% of students felt connected to school which is an increase on our 2023 result and also well above similar school results of 70.7%.

Throughout 2024 Student Voice and Agency was a priority, giving students the opportunity to communicate ideas and opinions. Authentic student voice provided opportunities for students to collaborate and make decisions around what and how they learnt and how their learning was assessed.

Evidence of this commitment to this can be seen within our Digital Learning Platform Dojo, where student feedback, voice and engagement were elevated to a higher priority.

Our School Values of Kindness, Respect and Responsibility were an essential element for our success in student engagement in 2024.

## Engagement

In 2024 our school continued its ongoing commitment to improve student attendance. Our tiered approach to improving attendance through information, attendance awards, our attendance

proactive process, attendance SMS system and Individual attendance plans for students at risk is now foundational to seeing attendance rates return too and improve upon the pre-2023 rates.

In 2024 our commitment to improving attendance rates for students expanded to include the use of a Regional Attendance data coach to assist the school to better understand a finer grained and detailed view of attendance data and potential responses.

Engagement at Sunbury Heights Primary School has been a highlight for 2024.

In 2024 Sunbury Heights Primary School delivered on our Annual Implementation Plan (AIP) Key Improvement Strategies (KIS) of:

Developing a whole-school approach to building positive learning dispositions.

Actions included:

1. Developing a professional learning implementation plan to build staff knowledge of Inclusive practices (tier 1 - Universal design for learning)
2. Developing staff capacity and knowledge in catering for students with diverse learning needs.

As a result of this sharp and narrow focus the following outcomes were achieved.

Students were able to:

1. be able to co-create and articulate their personal learning goals
2. be able to understand and engage in Inclusive classroom environments.

Teachers were able to:

1. Develop their knowledge of Inclusive practices including how to document and implement adjustments to support students with diverse learning needs.
2. Develop their capacity to write high quality IEPs and use these to Facilitate Student Support Group discussions (SSGs)
3. Understand the referral process for individual academic supports (expanding in the wellbeing referral process).
4. Develop a consistent and shared language around Inclusion.

Leaders were able to:

1. Develop a shared and deep understanding of Disability Inclusion.
2. Create a professional learning plan to enhance staff understanding of the agreed school wide approach to implementing Disability Inclusion in 2025
3. Developed a shared understanding of the Disability Inclusion Tier 3 process for funding (Disability Inclusion Profile)

With this ongoing improvement focus we achieved the following successes:

Parents and Community made great use of enhanced access to digital technology and our online learning platform Classroom Dojo. By the end of 2024 we managed to have all families connected to and engaged in the use of Dojo.

Throughout 2024 the work of school council continued, with parents actively engaging in School Council Meetings, with members/parents, in the various school sub committees of School Council guiding the school forward in key areas such as, facilities and grounds improvements and finalising the upgrades to the student toilets.

In 2024, the School Wellbeing Team continued to be critically important to ensuring our students, staff and families were supported. Membership of this team has been expanded to included an Assistant Principal, Mental Health and Wellbeing Leader, School Wide Positive Behaviour Support

Leader and School Chaplain, This team worked together to support students and families with daily check in's and other associated actions.

The school continued to deliver a comprehensive transition program for all of its students transitioning from Kindergarten to Foundation right through to year 6 - 7. The program includes an induction program for new students who arrived to the school during the year as well as transition sessions during term 4 for students moving to new year levels in 2025. Future foundation students also received an interview prior to beginning the 2024 school year that enables the teachers to get to know the student's strengths and areas for improvement. Children in years 1-5 also participated in our annual 4 session "step up" transition program. These sessions were used to observe and record the interaction between the students to make the best possible decision about future groupings. These sessions were also used to facilitate the development of the culture of the Learning Community with the production of a matrix that outlined the behaviours required to develop a positive culture.

We continued to develop strong partnerships with external organisations and local secondary schools who add to the depth of our transition programs by working closely with SHPS to ensure our year 6 students had positive experiences at their new Secondary Schools. These partnerships include multiple meetings between the year 6 Learning Community staff and the year 7 staff at the secondary schools.

In 2024 the involvement of the school in Community Hubs Australia further enhanced our school community wellbeing program through the implementation of a number of initiatives designed to support the whole family in the school community.

## Financial performance

At the end of 2024 the school recorded a small budget deficit of \$88 916. This deficit was planned for and absorbed in the surplus funding carried over from the 2023 year of \$516 781

The school spent funding on a number of projects to enhance and develop the school facilities and infrastructure.

In 2024 the school council invested in approximately \$120,000 of Interactive Whiteboards for all classrooms to ensure the students and teachers had access to advanced learning technologies to support learning throughout the day. As part of the schools ongoing commitment to developing the professional capacity of its workforce approximately \$40,000 was allocated for staff professional development in areas such as Growth Coaching for School Leaders and Berry Street Education Model (BSEM). The Parents Group had a very successful year raising @\$9000 via Mother's and Father's Day stalls, and other fundraising initiatives. This fundraising activity allowed the school council to invest @\$50,000 in our new "Musical Garden" and upgrades to school grounds with edging to all garden beds.

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

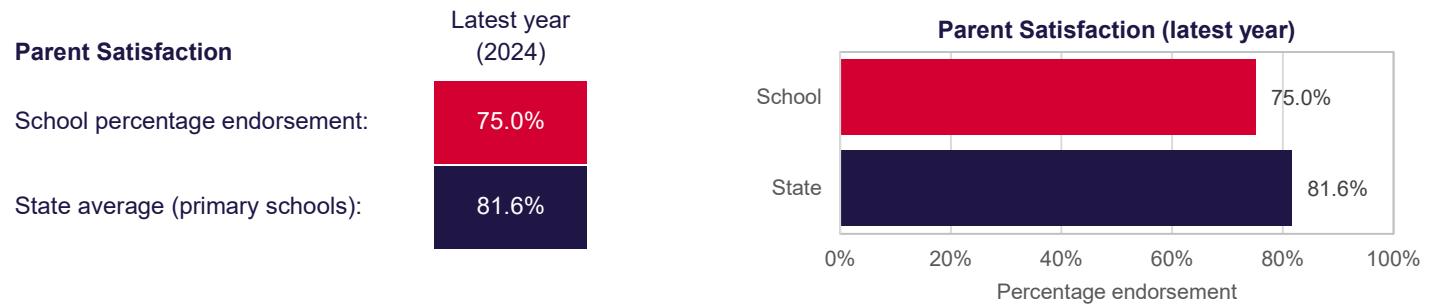
A total of 443 students were enrolled at this school in 2024, 217 female and 226 male.  
7 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

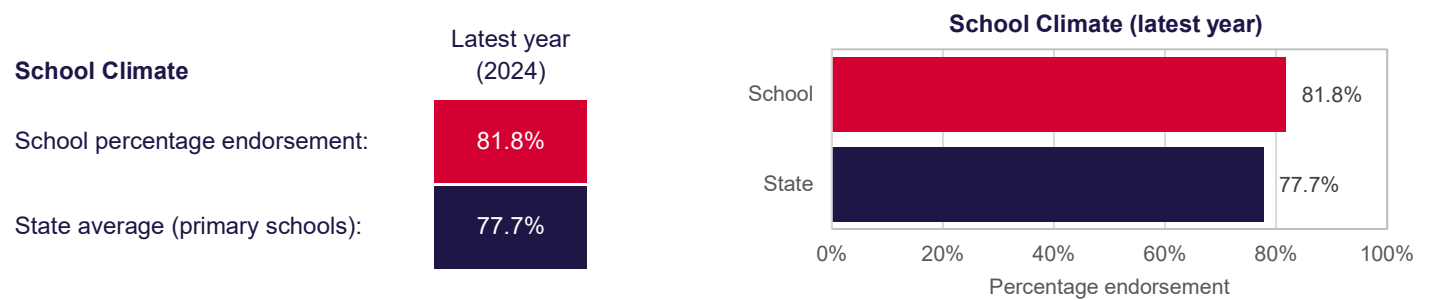
### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.  
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



### School Staff Survey

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



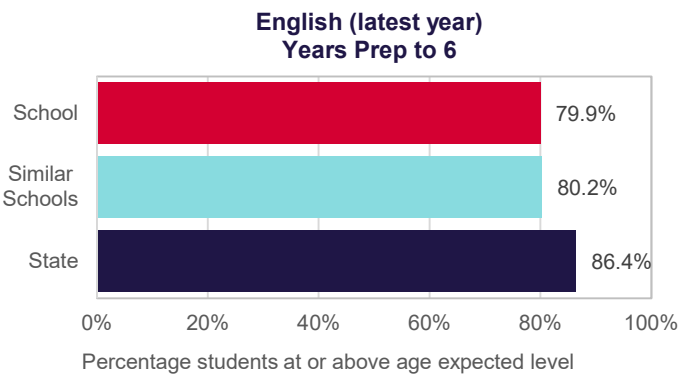
LEARNING

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

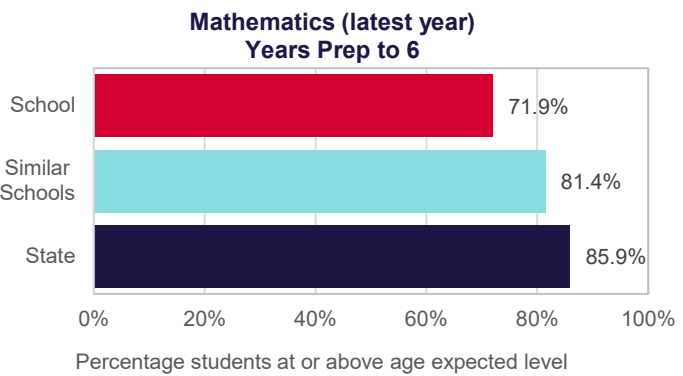
Teacher Judgement of student achievement against the Victorian Curriculum

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

| English<br>Years Prep to 6                                        | Latest year<br>(2024) |
|-------------------------------------------------------------------|-----------------------|
| School percentage of students at or above age expected standards: | 79.9%                 |
| Similar Schools average:                                          | 80.2%                 |
| State average:                                                    | 86.4%                 |



| Mathematics<br>Years Prep to 6                                    | Latest year<br>(2024) |
|-------------------------------------------------------------------|-----------------------|
| School percentage of students at or above age expected standards: | 71.9%                 |
| Similar Schools average:                                          | 81.4%                 |
| 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.

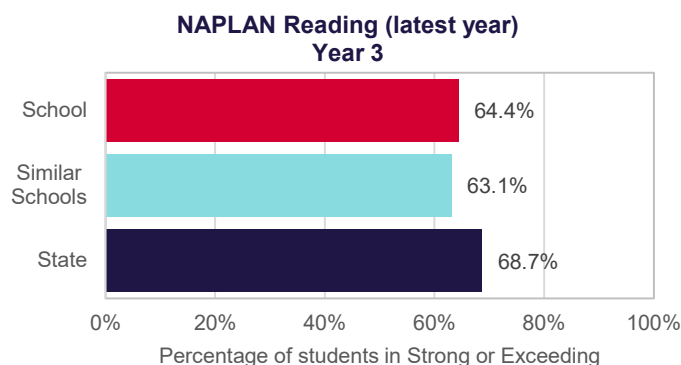
### NAPLAN

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.

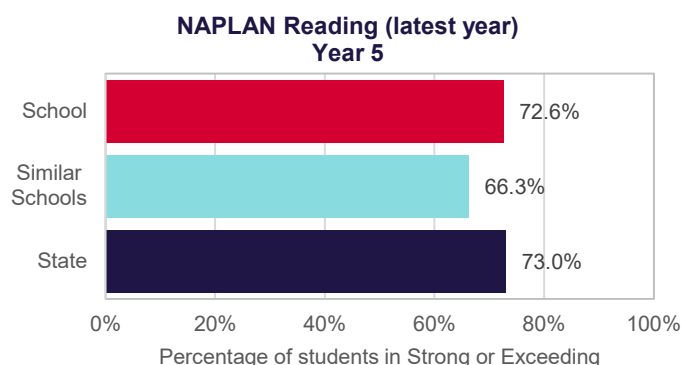
#### Reading Year 3

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 64.4%                 | 61.7%             |
| Similar Schools average:                              | 63.1%                 | 62.9%             |
| State average:                                        | 68.7%                 | 69.2%             |



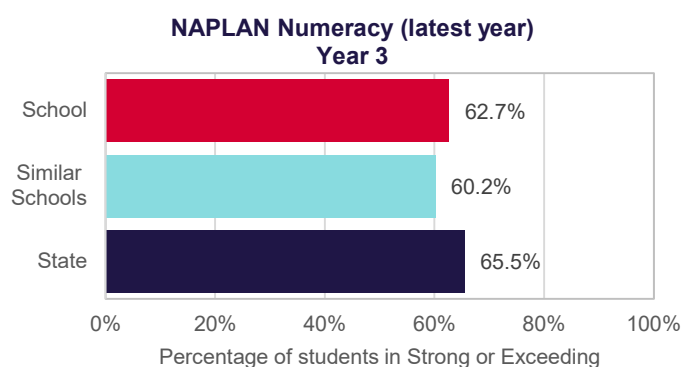
#### Reading Year 5

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 72.6%                 | 80.0%             |
| Similar Schools average:                              | 66.3%                 | 69.4%             |
| State average:                                        | 73.0%                 | 75.0%             |



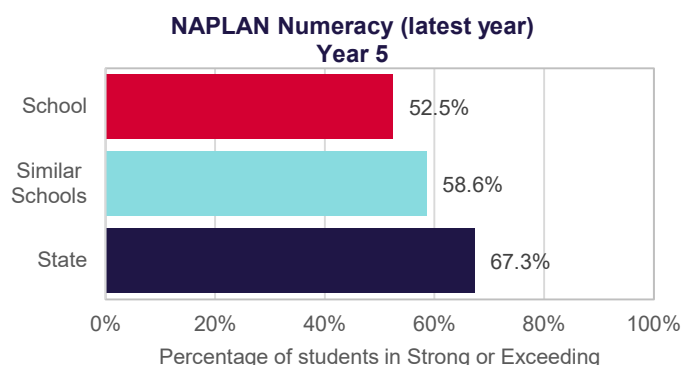
#### Numeracy Year 3

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 62.7%                 | 57.4%             |
| Similar Schools average:                              | 60.2%                 | 60.5%             |
| State average:                                        | 65.5%                 | 66.4%             |



#### Numeracy Year 5

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 52.5%                 | 58.8%             |
| Similar Schools average:                              | 58.6%                 | 57.0%             |
| 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:

69.6%

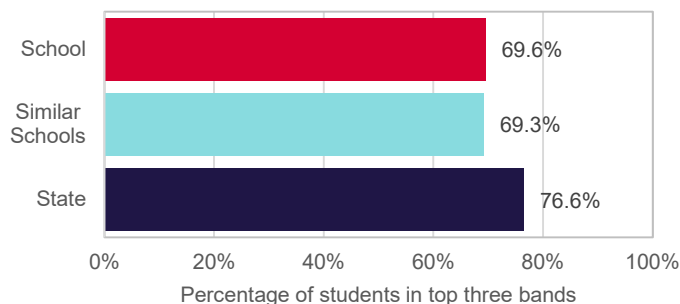
Similar Schools average:

69.3%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

67.2%

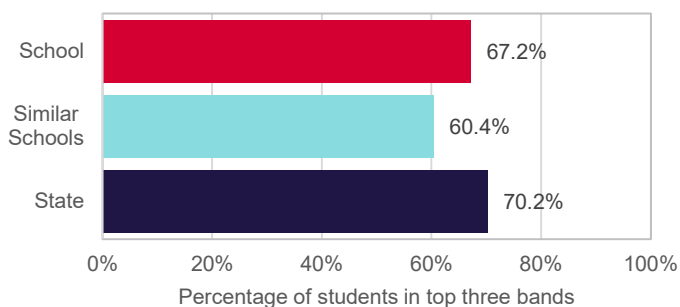
Similar Schools average:

60.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

46.4%

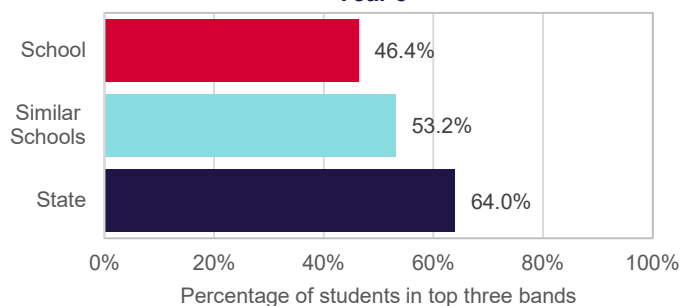
Similar Schools average:

53.2%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

36.8%

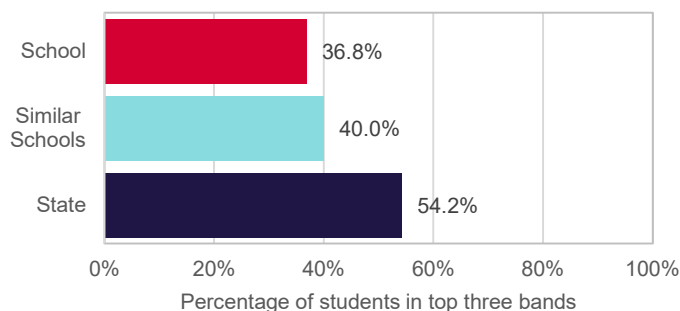
Similar Schools average:

40.0%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

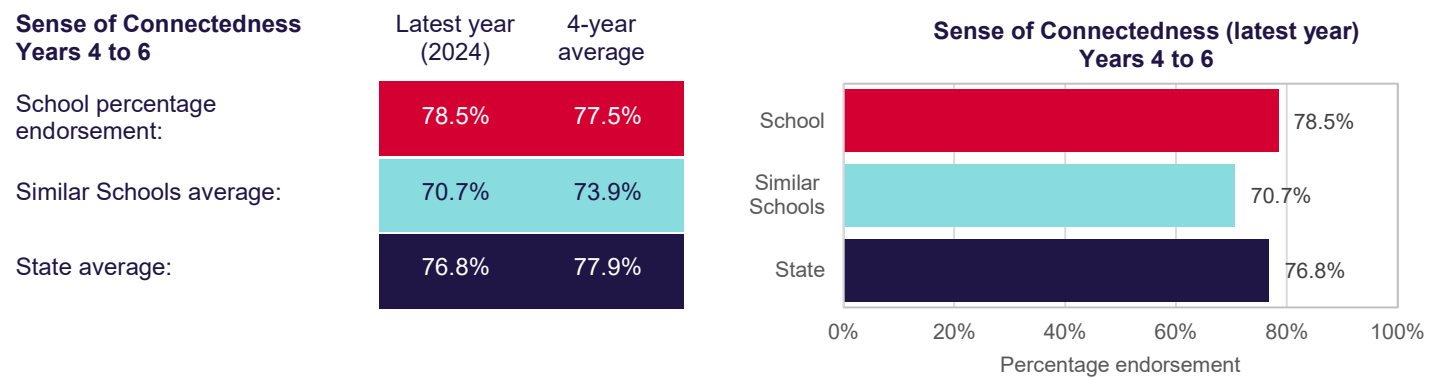


WELLBEING

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

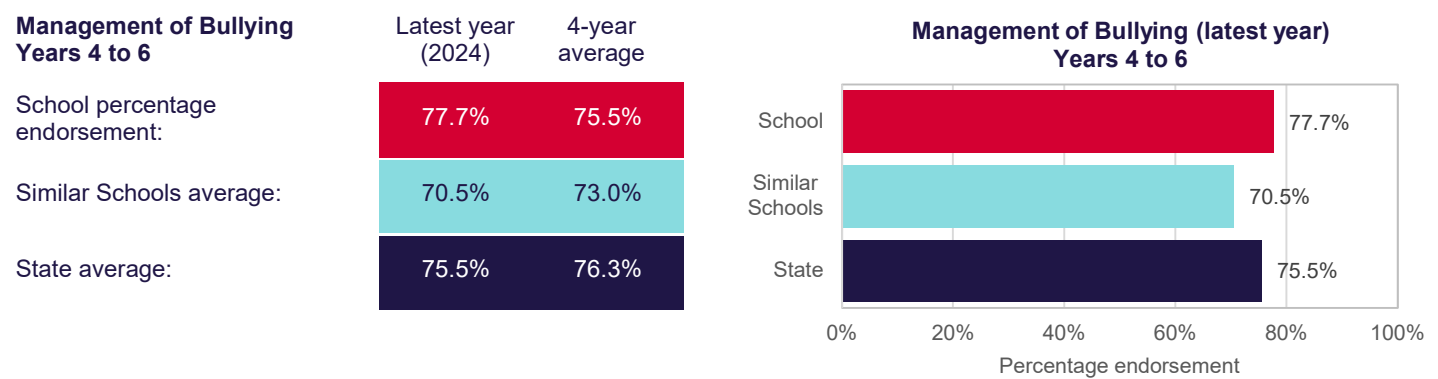
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

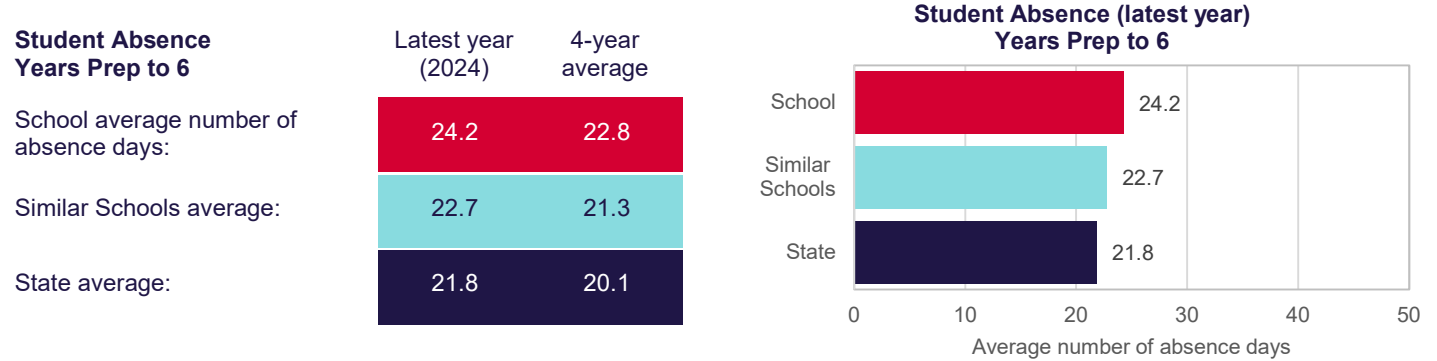


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

|                                          | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level<br>(2024): | 90%  | 90%    | 86%    | 87%    | 88%    | 86%    | 89%    |



# Financial Performance and Position

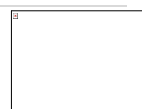
## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$5,100,831        |
| Government Provided DET Grants | \$629,288          |
| Government Grants Commonwealth | \$41,967           |
| Government Grants State        | \$21,598           |
| Revenue Other                  | \$30,973           |
| Locally Raised Funds           | \$368,808          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$6,193,466</b> |

| Equity <sup>1</sup>                                 | Actual           |
|-----------------------------------------------------|------------------|
| Equity (Social Disadvantage)                        | \$362,097        |
| Equity (Catch Up)                                   | \$0              |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0              |
| <b>Equity Total</b>                                 | <b>\$362,097</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$5,139,338        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$6,280            |
| Camps/Excursions/Activities           | \$88,479           |
| Communication Costs                   | \$6,556            |
| Consumables                           | \$164,706          |
| Miscellaneous Expense <sup>3</sup>    | \$73,283           |
| Professional Development              | \$56,381           |
| Equipment/Maintenance/Hire            | \$146,448          |
| Property Services                     | \$192,113          |
| Salaries & Allowances <sup>4</sup>    | \$247,692          |
| Support Services                      | \$40,491           |
| Trading & Fundraising                 | \$48,257           |
| Motor Vehicle Expenses                | \$1,015            |
| Travel & Subsistence                  | \$277              |
| Utilities                             | \$71,066           |
| <b>Total Operating Expenditure</b>    | <b>\$6,282,382</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$88,916)</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 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 | \$453,581        |
| Official Account              | \$75,773         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$529,353</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---------------------------------------------|------------------|
| Operating Reserve                           | \$191,232        |
| Other Recurrent Expenditure                 | (\$133)          |
| Provision Accounts                          | \$7,780          |
| Funds Received in Advance                   | \$0              |
| School Based Programs                       | \$141,900        |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$0              |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$0              |
| Capital - Buildings/Grounds < 12 months     | \$0              |
| Maintenance - Buildings/Grounds < 12 months | \$10,000         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$350,779</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.*

