

# 2024 Annual Report to the School Community

School Name: Craigieburn Primary School (4770)



- 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 07 April 2025 at 10:48 AM by Bernadette Pizaro (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 07 April 2025 at 10:48 AM by Bernadette Pizaro (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

Craigieburn Primary School (CPS) was established in 1956, the school moved to its current location in 2013. Craigieburn Primary School is located in the City of Hume and is part of the Hume-Meri-Bek Network of schools in the North Western Victoria Region. The school is located in a well-established area and has been rezoned twice since 2021.

The student Family Occupation and Education (SFOE) index is 0.4557 giving us significant equity funding with 29 students supported by the Program for Students with Disabilities (PSD). Our school and region will be transitioning to Disability Inclusion in 2025. Our students are of diverse socio-economic and cultural backgrounds inclusive of 11 Indigenous enrolments and 166 English as an Additional Language students. In 2024 there were 546 students enrolled at the school (Aug) with varying disabilities and requirements. We currently have 178 students with IEPs containing modified learning curriculum, with an additional 59 supported through SSGs. Which represents a total of 43% of all enrolled students. According to our National Consistent Collection of Data (NCCD), there are 251 students with identified additional needs, which represents just under 50% of all enrolled students. This number has increased from 204 the previous year (2023) this includes students with identified sensory, social/emotional disabilities, physical disabilities, and cognitive disabilities. Students require various levels of adjustments both in and outside of the classroom. We are registered to accept International Students and have 8 students enrolled through the International Division.

The school has; 1 Principal, 2 Assistant Principals, 1 Acting Assistant Principal, 1 Leading Teacher, 4 Learning Specialists (LS), 7 PLC leaders (inclusive of LS), 29 Generalist Classroom Teachers and 25 Education Support staff. We appointed the first of our international staff through DET International Teacher Recruitment Initiative in 2023 and have since appointed 7 more at the time of this report, in 2024 we have 7 International Teachers filling classroom positions.

All staff were allocated relevant duties to support improved student learning outcomes and achieve the goals set out in our Annual Implementation Plan. Eight PLCs operate across the school. Other teams in the school include; our Leadership Team, Curriculum Team, Admin Team, Consultative and our School Improvement Teams; Literacy, Numeracy, 21st Century Learning and Student Wellbeing & Engagement, School Wide Positive Behaviour Support (SWPBS) and our Education Support Teams, which are divided into the Administration Staff and the Integration Aides.

We constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies by always adopting reflective practices utilising student learning data and multiple forms of feedback. We are committed to establishing a professional learning community that models life-long learning. CPS is a school where students are constantly exposed to explicit teaching, authentic learning opportunities and high expectations. Students are challenged, excited, curious, engaged and given the skills to take responsibility for their own learning. There has been a large turnover of teaching staff between 2021 - 2023 this has become somewhat more stable from 2024. The staff have played a pivotal role in developing and implementing innovative curriculum practices and school policies. We are committed to the provision of a stimulating learning environment, contemporary teaching strategies, assessment and reporting and ongoing review and evaluation.

The school aims to cater for the needs, abilities, talents and interests of all students in a secure and caring environment. Academic success and personal development demands a high level of self-discipline and respect for learning which teachers encourage, nurture and expect. Our vision is “For all children to reach their full potential and become effective members of society”. This is supported by our school values of Resilience, Responsibility and Kindness.

Our Annual Implementation Plan directed our Learning and Wellbeing programs, Meeting Schedule and Coaching Program. Due to shortage of staff our coaching program was compromised throughout the year as our Leading teachers and Assistant Principals were taking unfilled classes/subjects. The alignment of our AIP, Learning and Wellbeing Programs and Meeting schedule supported the staff to build their knowledge and skills in the areas of Literacy, Numeracy, 21st Century Learning and Student Wellbeing & Engagement, School Wide Positive Behaviour Supports (SWPBS). Meeting Schedules and Timetables were designed to allocate protected time to support all teachers to collaborate in Professional Learning Communities. PLCs plan learning experiences, moderate assessment samples and data, and participate in professional learning activities and conversations to continuously build their curriculum knowledge and practice. Learning Specialists and Assistant Principals are aligned to each PLC and provide focused classroom coaching and support to all teachers to build their capacity in the areas of Literacy, Numeracy, 21st Century Learning and Student Engagement and Wellbeing. The positive climate for learning at Craigieburn Primary School is established through shared and documented school-based ‘non-negotiables’ for all classrooms, a clearly documented and consistent methodology for learning and wellbeing, as well as high quality learning resources across all learning spaces.

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

### Learning

During 2024, Craigieburn Primary School (CPS) continued to refine expectations and maintained student engagement through a high-quality teaching and learning program. Workforce planning continued to be a barrier with staffing and a high level of absenteeism from both staff and students impacting extensively. Even though CPS was faced with these significant challenges, the core work of improving student outcomes was the focus.

Teacher judgement of student achievement against the Victorian Curriculum Standards show the percentage of students in Foundation to Year 6 working at or above the expected level for Mathematics (74.4%) and English (73.9%). This was below similar schools by 4% but highlighted that a 6% gain was made in comparison to last year. At a school level there was a 4.2% growth in Mathematics and 1.8% growth in English. Naplan results highlighted that 50% of Year 3 and 50.6% of Year 5 students were strong or exceeding in Reading. Compared to similar schools our Year 3 students were 10.8% below, whilst our Year 5 students 15.1% below. In the area of Mathematics, Year 3 students had 54.8% of students strong or exceeding and Year 5 had 46.0% achieving these levels. Compared to similar schools, Year 3 was 0.6% higher and Year 5 students were 12.9% below.

Maintaining consistent school wide structures, processes and documentation were foci. The collaborative work around the CPS Instructional model continued, with teachers building their

knowledge and practical application skills. Students' understanding of the model was also developed through our T.E.A.M Program. The environment non-negotiables were refined and the development of calm orderly learning environments through School Wide Positive Behaviour Supports, continued to reinforce the learning culture at CPS. The introduction of the 'Bring Your Own Device Program' strengthening 21st Century Learning opportunities across the school.

The work to develop the data literacy of teachers continued, with dedicated PLC time to explore Reading, Writing and Mathematics data sets. Attendance data and the correlations to these key learning areas was also investigated. Collaborative planning practices were also a continuing focus with more books of knowledge added to the dedicated PLC planning space. The protected time in our timetable allowed all year level and specialist teams to meet regularly, engage in weekly data discussions, analyse research and create strong teaching and learning programs.

CPS worked with a maths consultant in 2024. Dr Ange Rogers worked with our team to develop teacher practice in teaching Place Value. She engaged teachers in a series of workshops. It was a highly successful professional learning series that teachers could implement effectively in their classrooms.

Research was undertaken in preparation for the new direction in Literacy teaching and learning. After careful consideration Sounds-Write was identified as the most suitable option. Staff Foundation to Year 2, will be undertaking training in 2025. This will be a staggered approach starting with Foundation and intervention.

Students supported through the Program for Students with a Disability show satisfactory progress in achieving their individual learning goals identified in their Individual Education Plans. Significant work was undertaken to include more student voice and agency through the process to generate goals which has improved engagement in this area.

Once again, learning walks were impacted by staff shortages. The walks that took place in Term 1 enabled leadership to observe and celebrate the wonderful work happening in classrooms and the feedback provided enabled teams to create purposeful goals to drive improvement at CPS. We look forward to a more full and robust learning walk program in 2025.

## Wellbeing

In 2024, the school continued to prioritise student wellbeing, inclusion and engagement. The Wellbeing Team consisting of our Assistant Principals, a Director of Wellbeing, a Wellbeing Learning Specialist, and a Mental Health and Wellbeing Co-ordinator, alongside a speech therapist and other DET supports including a Student Support Services Officer (SSSO) played a significant role in supporting our students. This team has worked tirelessly around the preliminary lead up to the Disability and Inclusion Reforms and has dramatically increased the funding our school receives for students with additional needs. Students' academic, social and emotional development needs were supported through our Wellbeing team who met weekly enabling members to review students needs, prioritise student cases and identify/review appropriate interventions. A range of new student support plans were developed including updated behaviour support plans, escalation cycle management plans, student health plans, and individual student break timetables. Student Support Group meetings have successfully continued with all staff and relevant families becoming well versed in the procedure and understanding the importance it places on improving student wellbeing.

The staff have received specific professional learning to cater for the wellbeing of all students. 'Calm at the Forefront' presented professional learning to staff that equipped them to further understand



neurodiversity and support our students using respectful adjustments and regulation strategies. Education Support staff were also provided with professional learning focusing on understanding and identifying the functions of behaviour. Student regulation was a focus throughout the school with the creation of our Sensory Room and the implementation of Calm Kits. The sensory room is a quiet, calm space for students that contains a range of sensory elements and activities to support emotional regulation and proactive student breaks. Each classroom received a Calm Kit containing a variety of sensory and fidget tools along with visual prompts to support emotional regulation.

In 2024, staff continued to explicitly teach Social and Emotional Learning lessons using the Resilience, Rights and Respectful Relationships curriculum. The Social and Emotional Learning (SEL) program was also expanded to include the Canine Comprehension program. Throughout the year 83 students participated in small group activities supported by a therapy dog and mentor. Groups focused on friendship and responsibility with students learning empathy by understanding the needs of dogs and forming meaningful relationships with them, and communication on the inside and out with students learning the art of effective communication, including verbal and non-verbal cues by exploring body language, facial expressions, and tone of voice. In 2025, the SEL program will be further expanded to include additional small group intervention for students from Foundation to Year Six.

Craigieburn Primary School began to implement School Wide Positive Behaviour Supports (SWPBS), an internationally recognised approach with an extensive evidence base that is shown to improve behavioural, wellbeing, and academic outcomes for children and young people. The school was supported by a Schoolwide Positive Behaviour Support Coach who worked with the SWPBS Team to complete Tier 1 Foundations training, create an implementation action plan, and develop whole staff understanding of the essential features of universal behaviour prevention. Throughout the year staff collaborated to create a range of Tier 1 SWPBS practices including the development of a whole school matrix of expectations, documentation to support the consistent identification of minor and major behaviours of concern, data collection procedures for recording and tracking behaviours of concern, a flow chart to support staff responding to behaviours, a play area map displaying correct play spaces and out of bounds areas, a range SWPBS lessons focusing on our school expectations, and a whole school system to acknowledge, and reward expected behaviours using 'Positive Points'. These documents and practices were finalised and ready to implement for the beginning of Term 1, 2025. The SWPBS team will continue to collaborate with staff and students to further develop the 'Positive Points' system to include a rewards menu that allows students to redeem their points for experience-based rewards.

In 2024, our Student Attitude to School Survey (AtoSS) indicated 65.5% of positive responses to a sense of connectedness to our school with similar schools showing 76.6% of positive responses. Within the category of management of bullying, the data displayed 60.2% of positive responses with similar schools indicating 75% of positive responses. Alongside the various research-based approaches taken by educators to further improve the data, the school began to implement planned break time clubs with the goal to minimise behaviours that negatively impact the wellbeing of our students, unfortunately staffing constraints necessitated a reduction in this program to recess only throughout Semester 2. In 2025, we are looking to further support our students during break times with the reintroduction and expansion of this program to include a range of structured indoor activities throughout the week including sports, STEM, visual arts and performing arts activities.

## Engagement

At Craigieburn Primary School, we are actively engaging our students through a range of initiatives aimed at improving attendance, fostering strong community connections, and enhancing student leadership and transition experiences. In 2024, we emphasized the importance of attendance with our 'Every Day Counts' initiative as part of our Network Community of Practice. This involved targeted strategies such as maintaining critical attendance lists, sending out attendance letters to parents, and requesting Attendance Support Meetings to discuss attendance concerns and offer supportive strategies with PLC teams analysing attendance data. Parents are also required to sign students in and out via the Compass Kiosk when arriving late or leaving early, with automated SMS notifications sent to parents when their child is absent. To further boost attendance, we moved our school assembly to Friday afternoons to encourage full-week participation. In 2024, our average absence days per student was 29.4 (with similar schools at 24.6) taking our 4-year average to 24.5 (with similar schools at 22.6). Attendance rates varied across the school from 84% to 86%.

Our commitment to community engagement extends to ensuring a smooth and supportive transition for Kinder to Foundation students. Throughout Semester 2, kindergarten children participated in transition days on-site, allowing them to familiarise themselves with our learning environment while providing valuable data for our teachers. We strengthened our relationships with new parents via Compass communication, school tours and a dedicated 'Parent Information' session. Local Kinders were also encouraged to visit our site numerous times in less formal sessions to build familiarity, awareness and excitement for the environment. For Year 6 students, we facilitated their transition to secondary school through a day visit to Craigieburn Secondary College, allowing them to experience a high school setting. Additionally, our teachers facilitated numerous transition meetings between secondary school teachers and students, with extended transition sessions for students with disabilities. Students with additional needs received further support through Student Support Groups (SSGs) to ensure a smooth transition.

Student voice is a key priority at our school, with students regularly sharing their learning experiences in our fortnightly newsletters. Leadership opportunities are also an integral part of our school culture, with School Captains, House Captains, 21st Century Captains and Environment Captains selected through a formal application and interview process to provide real-world experience. Art and SWPBS captains were added (for 2025) after a review of our student leadership profile. Our student leaders attended the Dream to Lead conference in the city to further develop their leadership skills and also played an active role in running assemblies, fostering strong communication between students, staff, and the wider community. To enhance student agency, we conduct Student Led Conferences, allowing students to share their current learning progress and goals with their families. Through these initiatives, Craigieburn Primary School continues to create an inclusive, supportive, and engaging environment where every student is encouraged to thrive.

## Other highlights from the school year

In 2023 we were successful in our grant proposal for an Inclusive Playground. The demand for an inclusive playground space at Craigieburn Primary School is driven by our diverse student population and their specific needs. The funding will help to create an engaging and vibrant space



that caters to the diverse needs of all students at Craigieburn Primary School. The works will be completed in 2025 (Term 3) the project is managed by Josh Smith from Ed Ewers Architecture. Planning, design and community consultation were completed in 2024. It will offer accessible equipment, inclusive pathways, and sensory elements such as tactile surfaces, to cater to all abilities. The playground space will foster inclusivity, promote social interaction, physical development, and imagination. It will help foster a sense of belonging for students, giving them a playground that places no limits on who may participate and enforces our school mission of assisting all students to develop positive social skills so they may actively participate in the wider community.

We continued to promote and engage in whole school Open Days/Evenings, special celebrations and events. Including whole school sports carnivals (Cross Country), Athletics Day Y3 – 6 at Meadow Glen Athletics Track, F- 6 Excursions/ Incursions, Easter Bonnet Parade, Book Week - Dress Up, Science Week, Education Week, Ride2School day, Harmony Week/day, Colour Run, Mothers Day stall, card making & raffle, Fathers Days stall, card making & raffle, Christmas Performance as well as Grade 6 Graduation. Our Community Events and Fundraising Committee play an active role in running and supporting many of these events. All events build a positive culture and partnership between home and school.

Our Community Hub continues to operate with the support of our Learning Specialist, Assistant Principal 4 -6 and Multi-Cultural Aids (MEAs), booking and planning events for our parent community to connect and encourage a sense of belonging and inclusion particularly within our EAL families. We continue to engage with Foundation House as an external provider to promote community engagement. We held a range of engaging sessions in the Hub, Foundation House hosted specific topics including, parenting in Australia, English classes, visit to Botanical Garden, Computer classes and much more. Other planned events included our Parent Volunteer Program and Compass information sessions, including how to access student reports. We are very excited for the future of our Community Hub and the strong connections between school and home it provides to our school community. On the weekend this space is hired out to a local church group.

In 2024 we restructured our leadership team to include an Inclusion and Wellbeing Leader. Our Inclusion and Wellbeing Leader and Principal class team engaged in DI PL ARC sessions, as well as observations of DIP meetings in readiness for the 2025 rollout of Disability Inclusion.

We have continued to develop staff capacity with Trauma informed practice - EAL Learning and Wellbeing - Neurodiverse and typical brain development - School Wide Positive Behaviour. This PL provides support for staff to understand, record and implement IEPs for those students who need scaffolding and those that have thrived. Student Led Conferences has supported the focus on student learning and wellbeing, this is ongoing work.

We have continued with our SWPBS work, with our main focus on establishing our Major and Minor behaviours and developing our Matrix. This work has been completed with the support of the SWPBS team and ready for 2025 school year. This also supports the introduction of our STEPS School Wide Behaviour Management. Moving forward to 2025 we will look at introducing Positive Points across the school with trade in incentives for consistent display of our school values and positive behaviours.

Our school student leaders made a fantastic effort leading our school assemblies each week. They have shown confidence and enthusiasm presenting to our school community. Our student leaders along with our Leading Teacher and Classroom teacher attended during Term 1 the YLAA (Youth Leadership Academy Australia) Deam and Lead Conference at the Convention Centre in Melbourne. This is the third year our School student leaders have attended, we value the experience it offers them. The event is highly engaging and designed to support primary school

students in discovering their leadership potential, whilst providing them with strong foundations to succeed.

Lunch Clubs have been implemented outside with ES staff- this was limited to drawing during 2024. Our plan for 2025 is to have teachers /ES run Lunch Clubs and provide a greater range of activities for our students e.g Art Club, Lego/ boardgames , Chess club, Sport games, utilising learning spaces e.g. Art room, Library, Gym and STEM room

The refurbishment of our Community Hub, School Library, Classrooms rooms 3 - 20 includes new carpet and painting for classrooms 3 - 20/Art room, Admin front offices, entrance office foyer and gym, Staffroom and Out of School Hours Care spaces. Removal of all furniture, fixtures and fitting within the classrooms, upgrade of bag boxes. Removable of wet areas in the classroom has created an enlarged open space for students. New furniture has been purchased for all classrooms including a teacher chair per class, bookshelves for classroom libraries, (moveable upright) whiteboards for explicit teaching, pin boards and fixed whiteboards replacing old blackboards/whiteboards. The learning spaces are fresh, modern, orderly and organised providing our students with a space to enjoy and engage in their learning.

## Financial performance

Craigieburn PS maintained a sound financial position throughout 2024 with a surplus in our high yield account. The high number of staff absences throughout the year contributed to an overspend in our casual relief teacher budget. School Council approved international application for VISA sponsorship to support the recruitment process there were 7 International Teachers appointed as classroom teachers in 2024. Some budgeted items were not fully expensed due to staff shortages including Tutor Learning Program and Swimming. The school was holding Swimming funds of \$33,000 for students from 2023 we ran an intensive 10-day swimming program in 2024 for P -6. The Tutor Learning Program was directed to the Literacy Intervention Program, however, the staff leading this were repositioned into the classroom roles throughout the year to support the challenges we were facing with staffing our unfilled classroom positions. Student Excellence Program funding supported the Victorian High Abilities Program and development of extension activities. Mental Health in Primary Schools funding was directed to employ Inclusion and Wellbeing co-ordinator to engage in professional learning and support staff with the delivery of school-wide positive behaviour support (SWPBS) approach to student wellbeing. While equity funding was directed to welfare initiatives, Sensory Room, Canine Comprehension and professional learning.

An inclusive playground grant was awarded late in 2023, to the school works will be completed during Term 2 2025 in the upper playground area. The 2024 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Targeted funding supported our Speech Pathologist oral language program, Director of Wellbeing and sensory resources for the classrooms and learning spaces.

Each year we ensure money is kept in reserve for planned future maintenance, extenuating circumstances that may arise e.g. staff with long-term illnesses or maintenance issues with our building and grounds. In 2024 we refurbished our Community Hub space, School library, admin offices spaces and classroom rooms 3 -8 & 14 -20. While the school is in a surplus position at the end of 2024 it is anticipated that our PSD funding will increase our SRP although our student enrolment continues to decline (x1 class per year).

Overall, while the school is in a surplus position with \$211,000.00 as an operating reserve. In 2024 the community events and fundraising raised approximately \$6200.00.

**For more detailed information regarding our school please visit our website at  
<https://www.craigieburnps.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 546 students were enrolled at this school in 2024, 263 female and 283 male.

47 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).

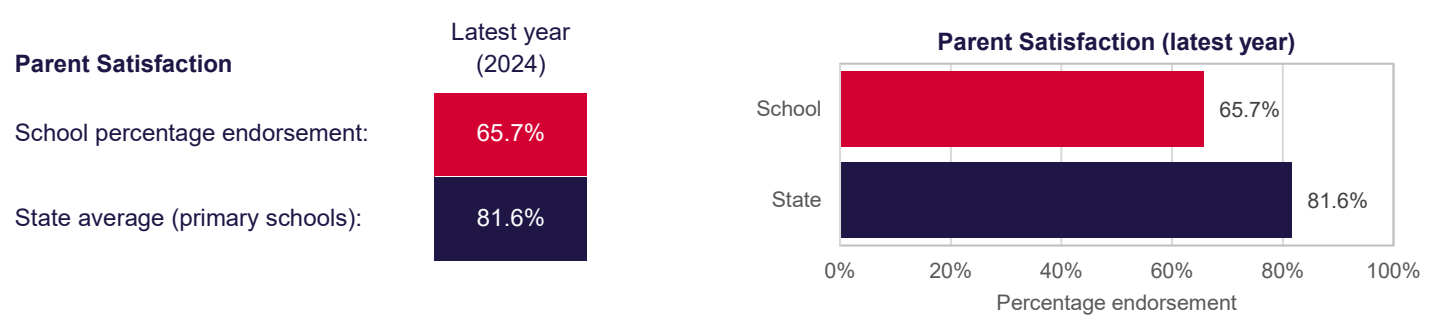
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

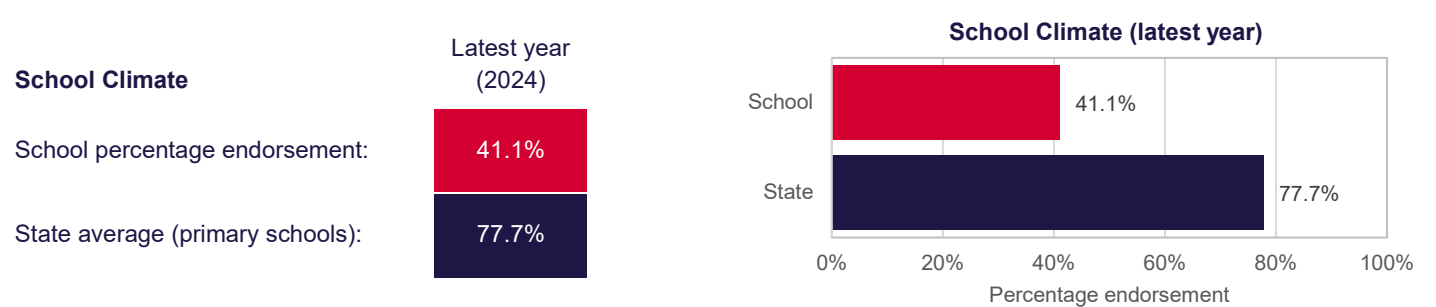


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



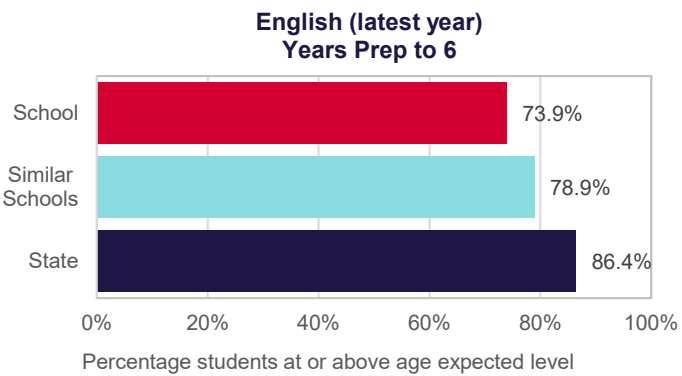
LEARNING

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

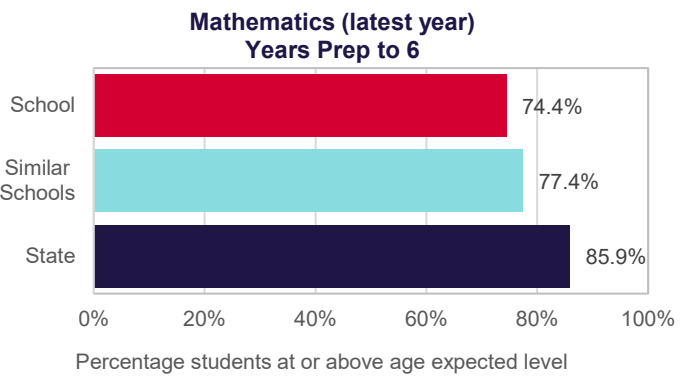
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	73.9%
Similar Schools average:	78.9%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	74.4%
Similar Schools average:	77.4%
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.

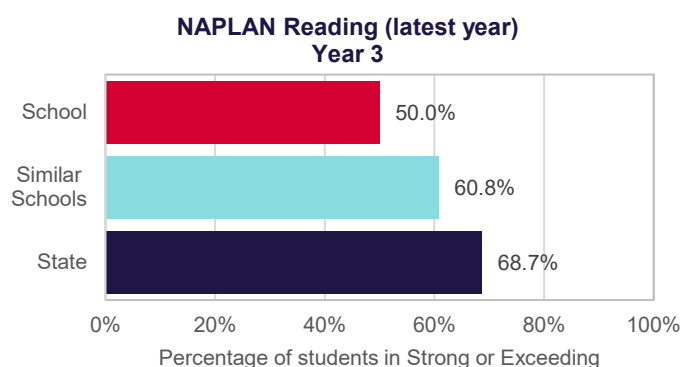
### NAPLAN

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.

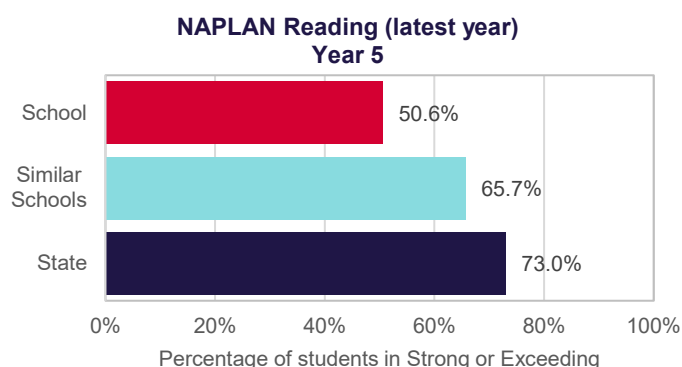
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	53.1%
Similar Schools average:	60.8%	61.1%
State average:	68.7%	69.2%



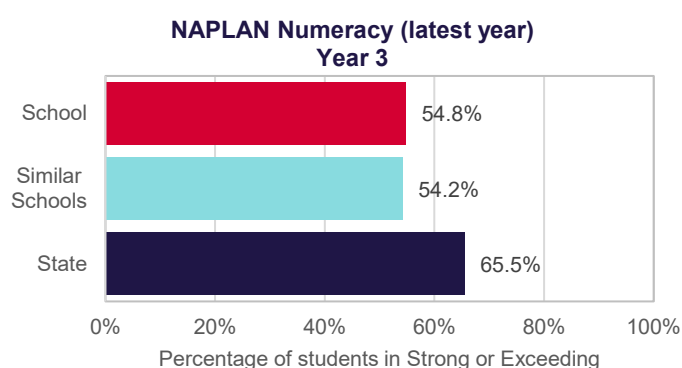
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.6%	59.9%
Similar Schools average:	65.7%	68.6%
State average:	73.0%	75.0%



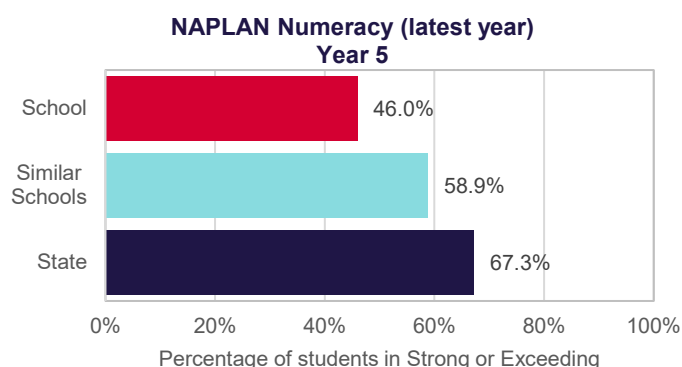
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.8%	49.1%
Similar Schools average:	54.2%	55.5%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.0%	48.0%
Similar Schools average:	58.9%	58.9%
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:

69.6%

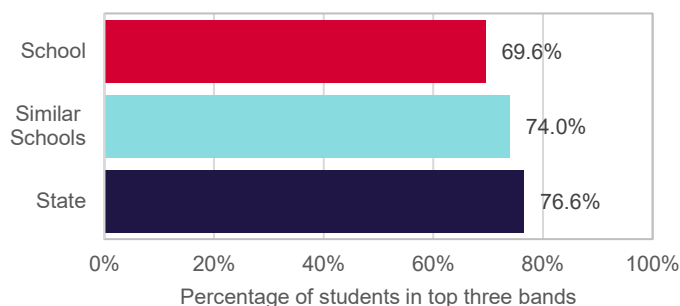
Similar Schools average:

74.0%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

57.6%

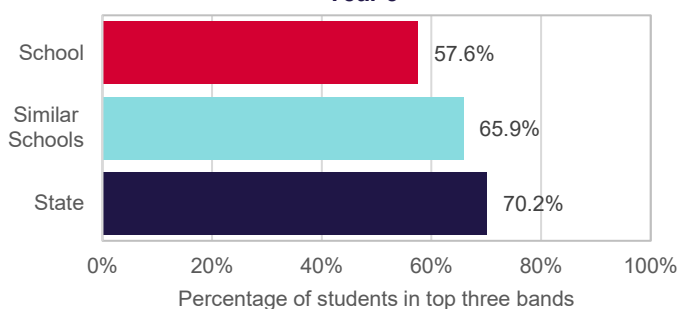
Similar Schools average:

65.9%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

47.8%

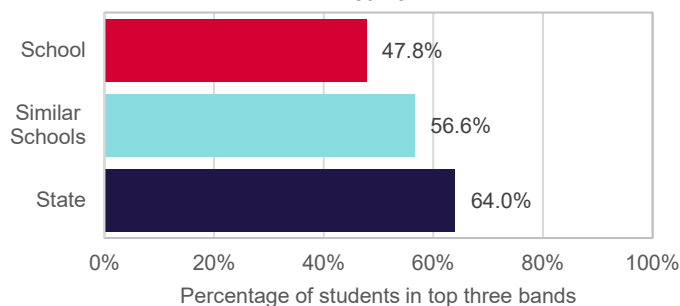
Similar Schools average:

56.6%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

32.3%

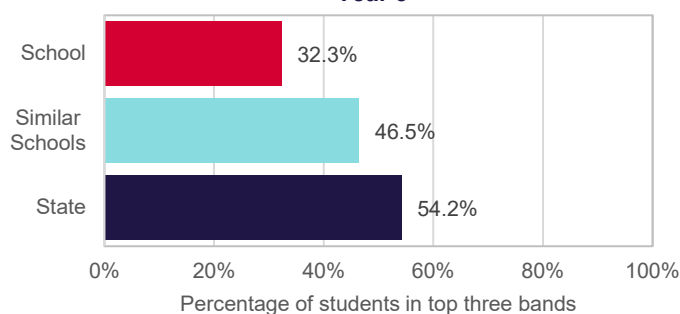
Similar Schools average:

46.5%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

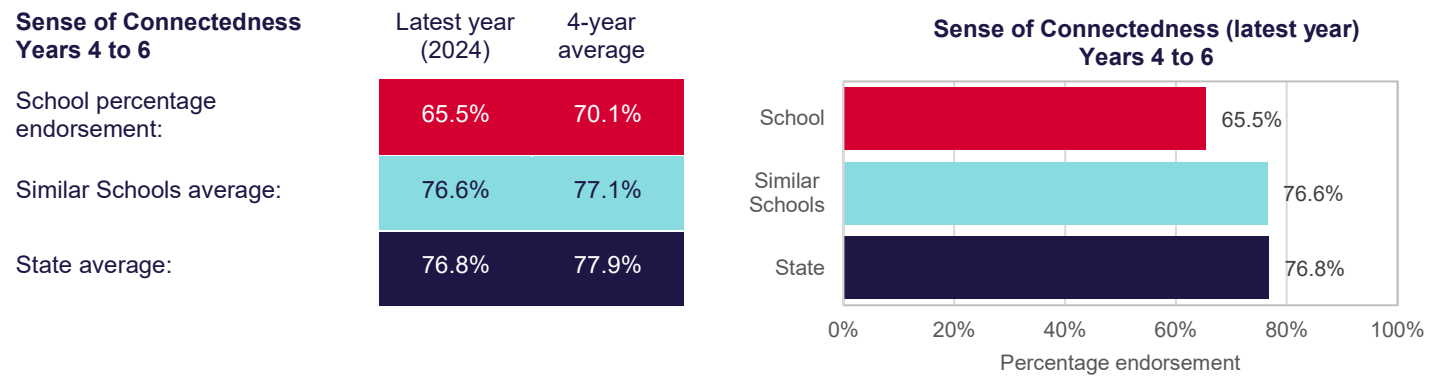


WELLBEING

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

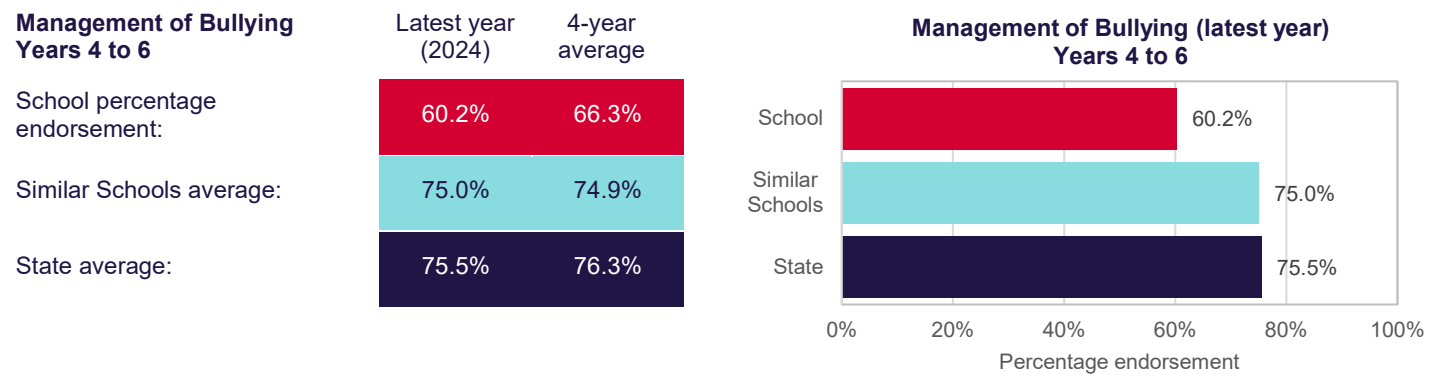
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

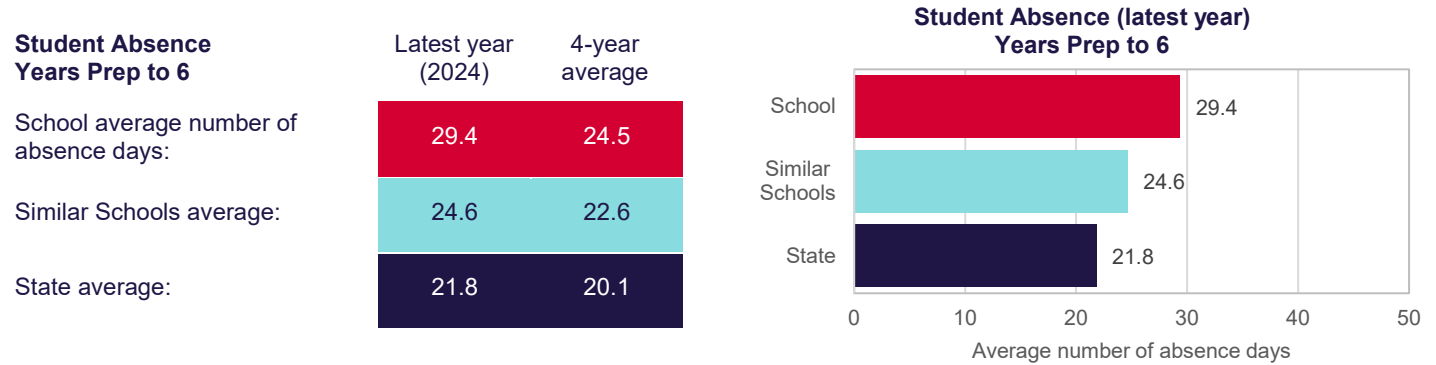


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	85%	85%	84%	86%	86%	84%	85%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,400,876
Government Provided DET Grants	\$1,311,773
Government Grants Commonwealth	\$2,785
Government Grants State	\$0
Revenue Other	\$66,339
Locally Raised Funds	\$161,574
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,943,347</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$444,763
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$444,763</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,848,301
Adjustments	\$0
Books & Publications	\$5,068
Camps/Excursions/Activities	\$92,714
Communication Costs	\$9,669
Consumables	\$94,078
Miscellaneous Expense <sup>3</sup>	\$114,627
Professional Development	\$23,832
Equipment/Maintenance/Hire	\$114,023
Property Services	\$242,095
Salaries & Allowances <sup>4</sup>	\$162,928
Support Services	\$386,015
Trading & Fundraising	\$17,991
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,276
Utilities	\$87,754
<b>Total Operating Expenditure</b>	<b>\$7,204,371</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$738,977</b>
<b>Asset Acquisitions</b>	<b>\$301,508</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	\$1,379,047
Official Account	\$30,100
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,409,148</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$226,524
Other Recurrent Expenditure	\$1,716
Provision Accounts	\$0
Funds Received in Advance	\$20,188
School Based Programs	\$63,562
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$48,570
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$29,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$689,560</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.*

