

2024 Annual Report to the School Community

School Name: Rutherglen Primary School (0522)



- 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 28 April 2025 at 03:15 PM by Karryn Williams (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 30 April 2025 at 12:32 AM by Karryn Williams (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

At Rutherglen Primary School we seek to support the personal and academic growth of our learners through an engaging and supportive learning environment and a balanced school curriculum. Students are at the centre of our F-6 approach to learning as we support and encourage them to be independent learners who can articulate their skills and knowledge, reflect on their learning and be actively involved in future learning aspirations.

Established in 1873, our school with a combination of newer and respectfully renovated historic buildings proudly sits in the Rutherglen town centre drawing students from both within the town, as well as numerous nearby towns and outlying farming areas. The school is part of the Wodonga/Indigo Network of Schools in the North-Eastern Victoria Region and in 2024 the student population was 177 students across 9 classes.

The staff profile in 2024 consisted of a Principal, 1 Learning Specialist, 13 classroom teachers in either full time or part time roles including 4 specialist teachers, 5 Education Support Staff, a 0.2 Administration Officer and a 1.0 Business Manager.

Rutherglen Primary School has specialist teachers that provide programs in PE, Visual Arts, STEM and Languages (French). We are also proud of our own school-established cooking and gardening program which sees students in Years 3 and 4 partake in weekly lessons in the garden and cooking centre, experiencing first-hand the links between growing, harvesting, cooking and sharing fresh, seasonal produce. Opportunities are provided for students to participate in a range of sporting and personal interest activities, along with competition chess and, through external providers, music tuition. Our school and wider community is highly supportive of our school, and our parents are valued and active participants who are engaged in a range of events, student-centred activities and decision-making processes.

With spacious grounds offering a variety of play or quiet options, there is something to meet the preferences of all students. Our grounds are well maintained by contractors and parental support with students having a large turf sports area, under cover play court space, oval, basketball court, open asphalted areas, nature playground, play equipment, quiet area and sandpit.

An Outside School Hours Care and School Holiday program is operated on the school site by Indigo North Health. We also partner with Visiting Teachers and services such as Speech Pathologists, OTs, counsellors and other agencies.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 saw a continued focus on maximising the learning growth of all students in Numeracy and Writing, whilst ensuring we continued to maintain the growth in student Reading achievement that

had been made in previous years. This saw the completion of the 2-year professional learning for our Maths leaders undertaking the PMSS program. They engaged staff in professional learning around our revised instructional model, and within this model an understanding of what explicit teaching looks like and when to teach explicitly, as well as a deeper understanding of data literacy and the ability to use formative and summative assessment data to target specific learning needs.

Staff built their knowledge of the Mathematics Curriculum 2.0 with an emphasis on the curriculum above and below their teaching level to better understand their students' learning pathways and goals. Leaders further supported staff through weekly coaching and attendance at collaborative planning to strengthen staff knowledge and implementation of the mathematics curriculum. Our school continued to embed an emphasis on problem solving to develop mathematics proficiencies and the application of mathematical knowledge to different types of problems and scenarios. Additionally, staff developed their ability to anticipate students' responses, understandings and needs, planning for differentiation using enabling and extending prompts, the asking of strategic and deliberate questions to activate prior knowledge and extend critical thinking and explicitly addressing misconceptions. Regular Number Talks exposed students to other strategies and ways of thinking and remained a valuable source of formative data.

Anecdotally, students have been more engaged in maths lessons and are demonstrating an increased willingness to attempt challenging tasks. 2024 AIP (Annual Implementation Plan) targets - increase the percentage of Year 3 students in Exceeding in NAPLAN Numeracy from 4% (2023) to 6% (2024) and Year 5 students from 10% (2023) to 12% (2024). 2024 results showed 12% of Year 3 students achieved Exceeding which is also the achievement of the 4-year Strategic Plan Target. 69% of Year 3 students achieved at Exceeding or Strong in NAPLAN Numeracy with this being 4% above the State, 6% above similar and 14% above network schools. Whilst the Year 5 target was not reached, we did see the number of students in the bands, Developing and Needs Additional Support decrease from 27% to 23% and 73% of students in Exceeding or Strong, which was above the State 67%, Similar Schools 61% and Network 55%. The 2024 target was to also increase the percentage of students in Years 1 – 6 making at or above expected growth according to teacher judgements in Number and Algebra from 72% (2023) to 75% (2024). 2024 results were 88% which exceeded the 4-year SSP target of 80%.

In 2024 the goals were to increase the number of students across Years 1 to 6 assessed as working above the expected level in Writing, shift students' dispositions toward and engagement in writing and implement a school wide explicit teaching approach. Staff continued to build on the 6+1 Writing Traits Masterclass completed in 2023 by building and aligning their understandings with a deeper knowledge of the Victorian Writing Curriculum, and the use of NAPLAN Scoring Guides and Key Qualities of Writing to identify strengths in students' writing and plan for explicit teaching aimed at targeting students' needs. PLCs provided a strong platform for collaboration both within and across year levels, supporting a continuous approach to writing instruction. Staff worked together to ensure that students' learning built on prior knowledge, avoiding unnecessary repetition and promoting ongoing development as writers. Learning goals for each genre were clearly mapped in a sequenced progression across the school, and regular moderation of student writing data within and across year-level teams enabled staff to develop a consistent and accurate understanding of student achievement. High quality mentor texts and writing examples were used to support the explicit teaching of writing, which translated into growth in the quality of students' writing and increased engagement through greater voice and agency. Students were able to use anchor charts, annotated mentor texts, Bump It Up walls and rubrics to support their learning and ability to self-assess and set goals.

The AIP target in 2024 was to increase the percentage of Year 3 students in Exceeding in NAPLAN: Writing from 0% (2023) to 4% (2024) and Year 5 from 3% (2023) to 6% (2024). Neither of these targets were met, and whilst we sat above the network in students Exceeding or Beyond, we were below that of the State and Similar schools. With NAPLAN being undertaken in March,

we acknowledge that these results are not reflective of the targeted work that was undertaken throughout the 2024 year, with the Semester 2 teacher judgements painting a more accurate result of student growth in writing. The 2024 goal was to increase the percentage of students in Years 1-6 making at or above expected growth according to teacher judgements in Writing from 63% (2023) to 67% (2024). The 2024 result was 80% of students making at or above expected growth according to teacher judgements which sat comparative to the State, 5% above Similar and 9% above Network schools. This also saw a 4% increase of students above expected level in writing from 14% (2023) to 18% (2024). Other connected AtoSS data – ‘Stimulated Learning’ 93% positive endorsement, ‘Learning Confidence’ 84% and ‘Student Voice and Agency’ 85% with sub question in this factor, ‘I Have a Say in the Things I Learn’ 91%

Wellbeing

2024 saw the continuation of a dedicated focus on supporting students' wellbeing and mental health with several initiatives including the appointment of a Mental Health Leader who undertook the Mental Health in Primary School training with a capacity-building focus to support staff understanding and implementation of multi-tiered wellbeing approaches. This included professional learning around Mental Health Literacy and identifying changes in students' behaviours, a focus on the High Impact Wellbeing Strategy 7: Promote Coping Strategies and Facilitate Referrals, the Be YOU Mental Health Continuum and Strengths and Difficulties Questionnaire to increase staff capacity to support students' mental health and wellbeing.

Support was provided through consolidating the practices already in place, and identifying and providing timely, targeted interventions to specific cohorts and at-risk students. This included access to counselling services, utilising our School-Based Chaplain, engagement in opportunities such as Creative Lands, Elephant Ed, Boys to the Bush and Art Therapy, alongside RRRR - Resilience, Rights and Respectful Relationships being taught on a weekly basis and complemented with elements from Social Stencil, and the introduction in 2024 of ‘The Zones of Regulation’. Regular inclusion of SWPBS focus lessons and a fortnightly Foundation-Year 6 wellbeing hour supported our approach to fostering the wellbeing and positive behaviour of students. Professional learning relating to disability inclusion and individualised adjustments within the classroom was also undertaken by all staff. Through a focus on ‘The Zones’ students began to develop a better understanding of their triggers, emotional responses and positive coping strategies that they can apply across different contexts. They developed individual profiles to assist staff in better understanding and supporting them in a personalised and effective approach.

AIP targets for 2024 relevant to the AtoSS included increasing the positive endorsement of Emotional Awareness and Regulation from 84% (2023) to 86% (2024). In 2024 this regressed to 78% overall. This was an average of the total positive responses across 5 questions within this framework factor. In breaking these 5 questions down we identified that the results of two of these, ‘I know the emotions I feel - 91%, and ‘I know when my feelings are making it hard for me to focus’ - 94%, affirmed the work we were doing through RRRR, Social Stencil and other targeted supports, however the questions ‘I know ways to calm myself down’ - 74%, ‘I know how to be patient, even when I’m really excited’ - 58% and ‘I know how to get through something even when I feel frustrated’ - 74% directed us to planned a targeted approach toward these aspects, thus the introduction of The Zones of Regulation from the beginning of Semester 2. The implementation of this will remain a focus across 2025.

Additional targets from 2023-2024 included maintaining a high level of positive endorsement in ‘Sense of Connectedness’ of 88% or greater, which in 2024 was achieved with 89%, sitting 12%

above the State and 15% above Similar Schools. Managing bullying progressed from 91-92% positive endorsement, 17% above the State and 15% above Similar Schools, which across the past 4 years has seen an increase from 76%-92%.

Other notable data in 2024 indicating students' positive endorsement included; 'I feel proud about being a student at this school' - 91% and 'I'm happy to be at this school' 95%, as well as Parent/Carer survey 'Sense of Connectedness' increased from 85% (2023) to 90% (2024), above both State and Similar Schools and Managing Bullying progressed from 72-83%, 17% above the State and 15% above Similar Schools, which across the past 3 years has seen an increase from 76%-92%, a 16% improvement and 7% above State and Similar Schools. 'Not Experiencing Bullying' increased from 58% to 69% a shift of 14% over the past 3 years, and above both State and Similar schools. Overall parent satisfaction sat at 89%, 7% above the State and 9% above Similar Schools and an increase over the past 3 years of 13%. Similarly, the School Staff Survey overall satisfaction average was 86.8%, more than 8% above the State average.

Engagement

Our school continued to focus on improving student attendance rates in 2024 through the tracking of student attendance and the implementation of several tiered approaches to support individual students and their families. These included building positive connections at an individual staff-student-family level, undertaking daily check-ins, developing attendance plans, acknowledging and celebrating attendance and a schoolwide focus on being at school and the associated benefits. External agencies were engaged with to support students and families with factors associated with chronic absenteeism. There was a substantial improvement in data relating to the percentage of students with less than 20 days' absence from 57% in 2023 to 71% in 2024, exceeding our 4-year Strategic Plan target of 67% by 2027. These results also sat 10% below the State and 12% below Similar Schools. An attendance rate of 95% or higher increasing from 23% in 2023 to 31% in 2024. Extended family holidays, medical/illness and unapproved absences remain contributing factors to absences. AtoSS - Attitudes to Attendance increased by 2% in 2024 to 93%, a shift of 10% over the past 3 years, 5% above the State and 11% above Similar schools.

A continued strategic approach to developing a school-wide approach to improving student engagement was achieved through building strong and meaningful relationships with all students and their families, fostering the belief that at our school everyone belongs and is a valued member of their class, school and wider community. We embraced opportunities that prioritised and valued the positive social and personal growth of all students, including inter-school sports, camps, excursions and incursions, such as theatre performances, The World of Robotics, Questacon Road Show, and Boys to the Bush Community Engagement Day. Families were invited to and welcomed at events such as, Assemblies, Cross Country and Aths Day, Easter Parade, Grandparents' Day, Book Week activities, Learning Celebrations, and other events along with assisting at activities or in their child's classroom.

The role of student leaders across the school were supported through Year 6 Foundation Buddies, Reading Buddies Program, Youth Ambassadors, Chess Captains, School and House Captains and the Student Leadership Team, all providing authentic opportunities for leaders to take on roles of responsibility and provide their voice and actions in matters that were student-centred. Targeted opportunities were provided through the Victorian High Ability Program, Boys to the Bush, Indigo Shire Youth Ambassadors, art mural projects, and mentoring with our School-based Chaplain.

There was continued growth in 2024 AtoSS factors - Motivation and Interest 90%, Sense of Inclusion 94%, Advocate at School 95% and Peer Relationships 82% (2024).

Other highlights from the school year

We began the 2024 year with our 4-year School Review, providing all members of our school community with the chance to reflect on our shared journey and contribute valuable insights to shape the next phase of our school's direction. The feedback from the review was overwhelmingly positive and served as a meaningful acknowledgement of the work undertaken over the past four years. Our focus on a collaborative approach to planning and delivering a differentiated curriculum, alongside the implementation of consistent whole-school instructional models, has had a significant impact on teacher practice and student outcomes.

Strengthening the roles of our leaders to collaborate regularly with teachers has built staff capacity to identify and respond to students' learning and wellbeing needs through tiered approaches of support. This work has ensured that all students have engaged in stimulating learning experiences, leading to strong growth in both their academic learning and wellbeing capabilities.

The whole school event for 2024, our school production 'Mudpoo and the Secret of the Rainforest', was a collaboration with the Royal Children's Hospital and NESAY and was led by writer and performer Peter Klein. The event included performances by all students and was positively received, both from our school and wider community; in addition to being a fundraiser for the school. Students in Year 3-6 enjoyed camp experiences to the Outdoor School at 15 Mile Creek. Our whole school engaged enthusiastically in the RPS Mini Olympics, Robotics, Student Led Showcase and our French Celebration and Poetry Recital days. The Student Leadership Team were integral in working with staff to organise events such as Book Week celebrations, themed dress-up days, the Easter Parade and Raffle, Colour Run and the whole school rewards stemming from our focus on School-wide Positive Behaviour Support. Education Week was celebrated with a week of STEM focused events open to all students and families, with an enthusiastic and positive turn out. Various students across the school took part in events such as the Primary Schools Public Speaking and Australian Maths Competitions, as well as the Alliance Francaise Berthe Mouchette Competition in which 3 students were announced as a state winner or runner-up in their category. Our lawn bowls team were runners-up in the State Finals and a group of Year 3-4 students presented at the River Reflections Conference in Wodonga as part of our school's involvement in the River Detectives program.

Financial performance

The school maintained a strong financial position at the end of 2024. Revenue associated with Parents and Friends fundraising and school events such as the Mother's/Father's Day stall, street stall and raffles, running the Community Debutante Ball, catering of Rotary Club dinner meetings, School Production, and the Colour Run all contributed to this. Equity funding was expended on wellbeing and intervention staffing costs including additional time for our school-based chaplain and wellbeing leader, literacy intervention staff and the purchase of decodable readers. Professional Development included 5 staff training in Sounds Write Phonics instruction and casual replacement teacher costs to allow leaders to support staff in coaching and mentoring. In addition

to ES staffing, Disability Inclusion funding enabled all staff to engage in professional development around Disability Inclusion, the engagement of speech and OT services and the purchase of a range of sensory resources.

Major expenses for the year included Stage 1 repairs to the roofing and external painting works of the historic school building, installation of new and repairing of existing shade sails, new ovens for the cooking centre and the purchase and set-up of our new wellbeing dog, Coco.

A net operating surplus was a rollover of un-expended funds due to less staffing costs. This was attributable to the unavailability of a replacement teacher in Term 3 which was covered by the Principal and then filled in Term 4 by a Permission to Teach level teacher. Term 4 saw the successful outcome of DI Funding. Additional funding was retained for 2025 to enable scheduled works which includes internal and external painting and re-carpeting of classrooms in all buildings, water supply upgrades and grounds works, along with the employment of staffing to support learning and program needs and the requirement of ES staff to support student need as DI funding is sought.

All funds received from the Department, 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.

For more detailed information regarding our school please visit our website at
<https://www.rutherglenps.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 177 students were enrolled at this school in 2024, 90 female and 87 male.

NDP percent of students had English as an additional language and 3 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).

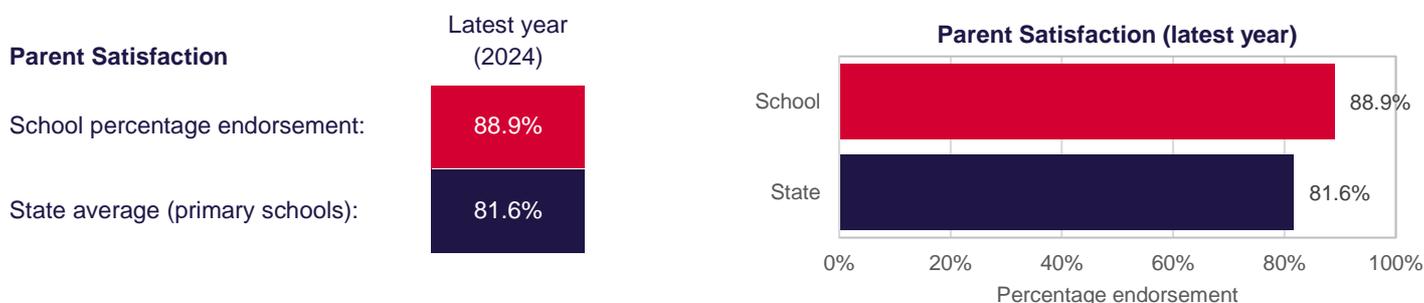
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

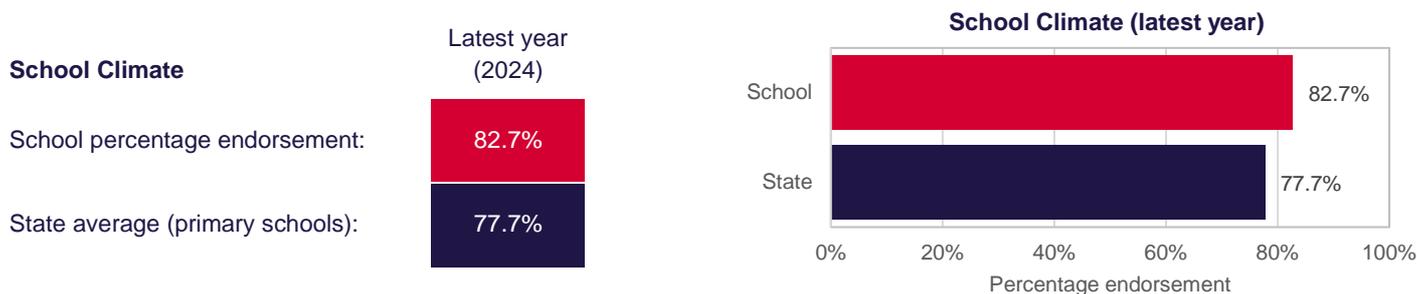


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2024)

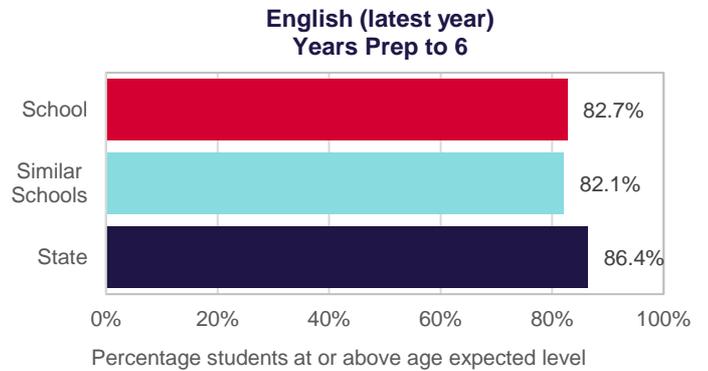
82.7%

Similar Schools average:

82.1%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

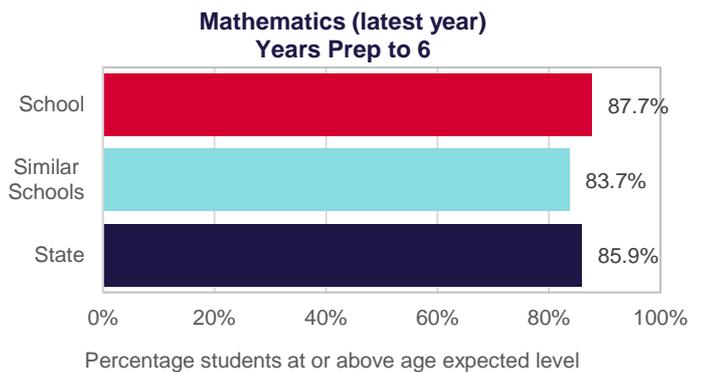
87.7%

Similar Schools average:

83.7%

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.

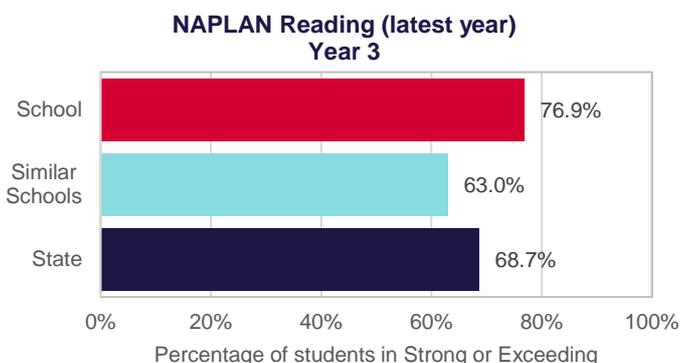
NAPLAN

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.

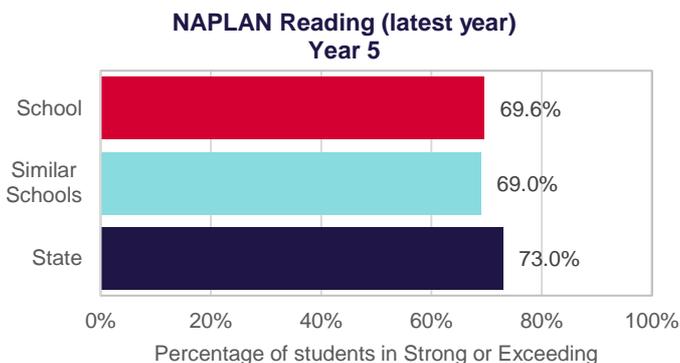
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.9%	77.6%
Similar Schools average:	63.0%	62.9%
State average:	68.7%	69.2%



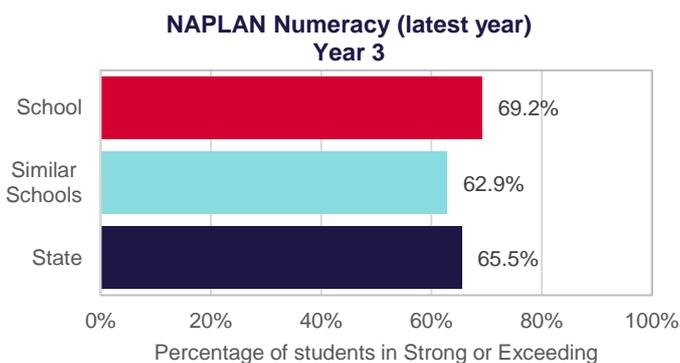
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.6%	79.2%
Similar Schools average:	69.0%	69.6%
State average:	73.0%	75.0%



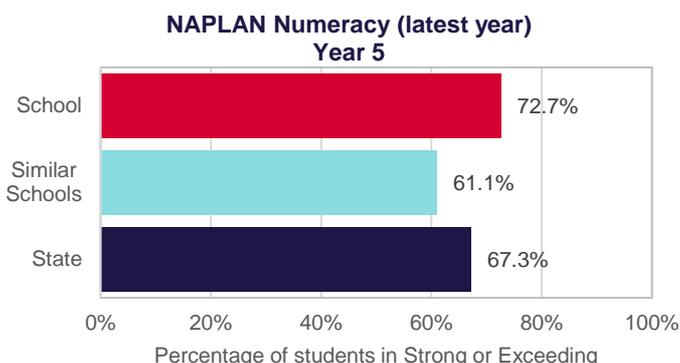
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.2%	77.6%
Similar Schools average:	62.9%	63.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.7%	73.1%
Similar Schools average:	61.1%	61.1%
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:

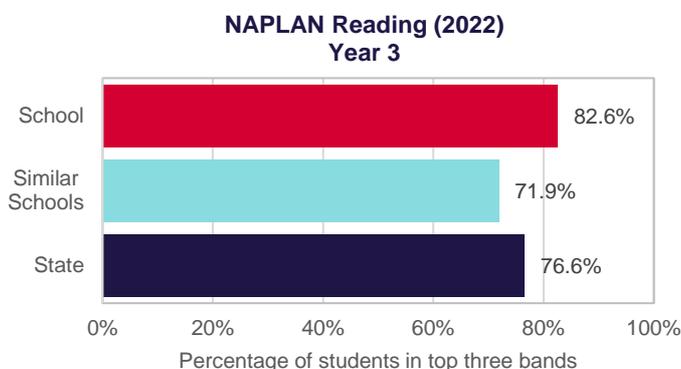
82.6%

Similar Schools average:

71.9%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

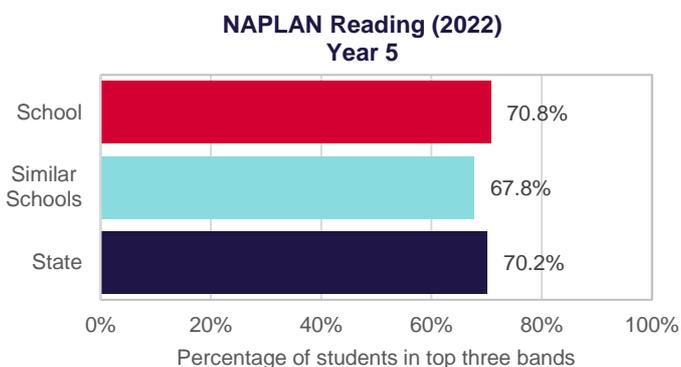
70.8%

Similar Schools average:

67.8%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

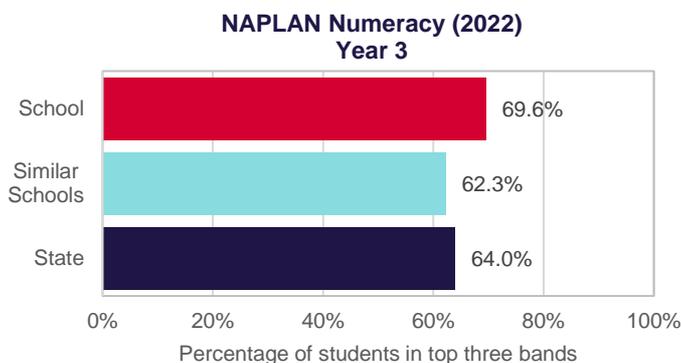
69.6%

Similar Schools average:

62.3%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

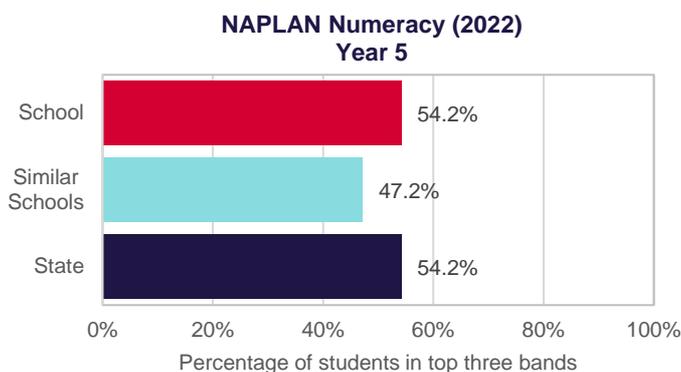
54.2%

Similar Schools average:

47.2%

State average:

54.2%



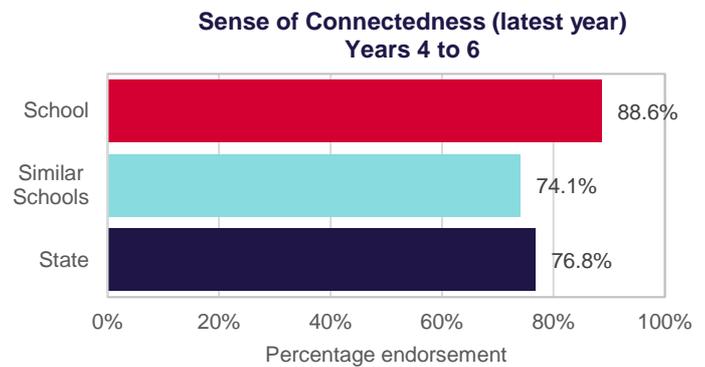
WELLBEING

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).

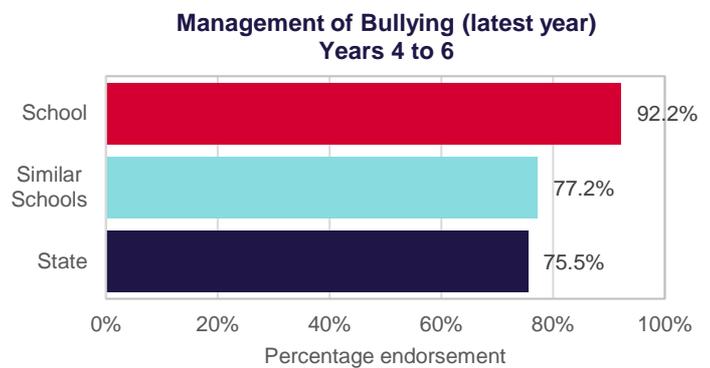
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	88.6%	83.8%
Similar Schools average:	74.1%	75.5%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	92.2%	85.6%
Similar Schools average:	77.2%	76.9%
State average:	75.5%	76.3%



ENGAGEMENT

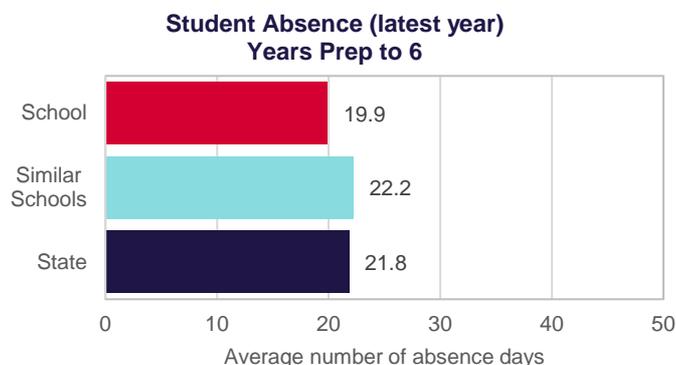
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	19.9	20.9
Similar Schools average:	22.2	20.9
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	91%	91%	92%	90%	91%	85%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,055,190
Government Provided DET Grants	\$585,322
Government Grants Commonwealth	\$13,867
Government Grants State	\$5,473
Revenue Other	\$39,640
Locally Raised Funds	\$109,605
Capital Grants	\$0
Total Operating Revenue	\$2,809,097

Equity ¹	Actual
Equity (Social Disadvantage)	\$72,691
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$72,691

Expenditure	Actual
Student Resource Package ²	\$1,874,922
Adjustments	\$0
Books & Publications	\$640
Camps/Excursions/Activities	\$30,231
Communication Costs	\$2,572
Consumables	\$20,991
Miscellaneous Expense ³	\$14,080
Professional Development	\$4,385
Equipment/Maintenance/Hire	\$28,778
Property Services	\$118,401
Salaries & Allowances ⁴	\$134,526
Support Services	\$6,972
Trading & Fundraising	\$30,638
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,254
Total Operating Expenditure	\$2,291,391
Net Operating Surplus/-Deficit	\$517,706
Asset Acquisitions	\$12,926

- (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

Funds available	Actual
High Yield Investment Account	\$810,955
Official Account	\$56,750
Other Accounts	\$0
Total Funds Available	\$867,705

Financial Commitments	Actual
Operating Reserve	\$69,836
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$87,824
School Based Programs	\$76,218
Beneficiary/Memorial Accounts	\$4,714
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,544
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$500,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$757,136

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.

