

2024 Annual Report to the School Community

School Name: Glen Waverley Primary School (5425)



- 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 19 March 2025 at 03:29 PM by Frank Catalano (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 19 March 2025 at 03:29 PM by Frank Catalano (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

Glen Waverley Primary School is located approximately 25 kilometres from the Melbourne CBD adjacent to the intersection of Springvale and High Street Roads, Glen Waverley. 2024 was the third year of our 2022-2025 School Strategic Plan (SSP). Our school's Guiding Statements which consist of our: Purpose, Vision, Mission, Philosophy, Values and Definitions of Interculturalism and Global Citizenship drive all that we do.

- Our Purpose: To develop individuals who

Learn about themselves and the world around them

Grow to become effective members of the community, now and in the future

Achieve personal fulfilment and a love of lifelong learning.

- Our Vision: As global contributors, we are reflective, resourceful, and engaged in a fulfilling life of learning, laughter and success.
- Our Mission: Glen Waverley Primary School develops lifelong global learners. We utilise research, whole school approaches and pursue positivity, resilience, and academic excellence. In partnership with our school community, we nurture a culture of non-judgement and authentic care.
- Our Values: Integrity, Respect, Initiative, and Global Empathy are pivotal means of driving behavioural and attitudinal expectations throughout our thriving learning community.
- Our Definition of Interculturalism: We deliver a curriculum where empathy, equality, open-mindedness, inclusiveness and respect are embedded within all learning areas, to develop strong individuals who take action to promote and defend these values as productive citizens of the world.
- Our Definition of Global Citizenship: An ethical and moral responsibility to actively seek global knowledge and explore diverse perspectives. Thus, we endeavour to form connections locally, nationally and globally to identify our impact on the world and take action for the betterment of our global community.

Glen Waverley Primary School is a school of choice for many families who are seeking outstanding educational outcomes for their children. We commenced 2024 with 948 children enrolled, which included 23 international students. This number increased to 1010 children by the end of the school year, with the number of international students reducing to 21. We did not have any Aboriginal and/or Torres Strait Islander students enrolled at our school. An increase in enrolments throughout the year is very typical for our school. The international (full fee paying) students were provided with the entire curriculum offerings including intervention (particularly EAL support) and extension programs.

In 2024 we implemented a 36 class structure, with four straight classes in Prep, five straight classes in Years One, Two, Three and Five and six straight classes in Years Four and Six. Our school consisted of 38 different cultural groups with Sri Lankan, Indian and Chinese being predominant. All students were provided with a general primary school curriculum. However, as a proactive learning organisation, curriculum offerings also included:

- Core Specialist lessons: Visual Arts, Music, Chinese (Mandarin), Mind, Body and Us (Wellbeing) and Physical Education.
- Innovation (Advanced) learning programs: Mathematics, English, Art, Music, Languages – Mandarin, Sport – Netball and Badminton, Robotics and Coding, STEAM, Virtual Design (New in 2024) and Multimedia - Film and Drama, Gaming, Podcasting, Animation and Radio Committee.
- Intervention programs: Targeted student Learning (TSL) which is equivalent to the Tutor in Learning (TIL) program implementing the MultiLit Tier 2 suite (new in 2024) inclusive of MiniLit and MacqLit. Further intervention was provided in Speech Pathology, Educational Psychology, Counselling, EAL support (MultiLit's Language Lift Program, new in 2024), Canine Comprehension, The I Can Network, Girlosophy, Martial Arts Therapy and Lego Club (Wellbeing Intervention).

As a school community, we continued to focus on improvement in all aspects of teaching, learning and school leadership as well as ensuring all students felt supported and connected to school. We are committed to providing a curriculum that has a global perspective and rich in science, intercultural understanding, service learning, global citizenship and awareness – with the aim to make a difference to the current and future world. English is an additional language for 73% of our students and our Language Background other than English is approximately 98%. We are internationally accredited with the Council of International Schools (CIS).

In 2024 our staff consisted of 76.14 Full-Time Equivalent (FTE) employees, which comprised of 4 Principal Class Officers, 64 teachers, including 6 Learning Specialists, and 23 education support staff which consisted of 10 Integration aides (Learning Assistants), 3 Teaching Assistants, 5 administration staff, 1 school nurse, 1 speech pathologist, 1 counsellor, 1 library assistant, 1 maintenance manager, and 1 school employed cleaner. In 2024 the school did not employ an Aboriginal and/or Torres Strait Islander staff member nor have any Koorie students enrolled in the school. In 2024 the school also catered for 9 students within the Program for Students with Disabilities (PSD) all of whom made significant progress in achieving the goals as outlined in their Individual Education Plans (IEPs) and we did not have any children that were accessing Out of Home Care.

Progress towards strategic goals, student outcomes and student engagement

Learning

As a high performing and proactive organization, we actively seek ways in which we can enhance and deepen our practice, for the betterment of our students and their learning outcomes.

Highlight 1

Enhancing Student Voice and Student Choice across the school and building the foundations for Student Agency:

- Implemented a whole school approach to the effective utilization of student voice in team planning workshops. The Student Voice cycle involves the following:

- Build Student Capacity
 - Plan for Student Voice collection
 - Share the purpose of data collection with the students
 - Gather Student Voice data
 - Present Student Voice data
 - Implement Student Voice data
 - Communicate with students how their Student Voice data was used to inform learning
 - Reflect on the Student Voice process
- Facilitated a Community Education session to inform parents and carers how we have used Student Choice, Voice and Agency to enhance teaching and learning, school facilities and school-wide decision making; and how they can use some of these Student Voice skills at home
 - Our Student Voice leaders facilitated a school wide competition to design visuals to represent the Success Criteria verbs used in each lesson which were published and are now used in all classrooms.

Highlight 2

Reviewing our Whole School Approaches in Maths:

- Undertook extensive research from both department and external resources including
 - Visited to Templestowe Heights Primary School who have a Science of Learning and explicit teaching approach implemented for Mathematics
 - Engaged with Professional Learning through the “What Works Series Mathematics” to build our understanding of the translation of the Science of Learning evidence into practice in the Primary Mathematics classroom
 - Evaluated possible Mathematics Curriculum Resources against the VTLM 2.0 (Victorian Teaching and Learning Model 2.0) using a criterion that assessed for design that develops student mastery of concepts, inclusive of consistent practice and retrieval to maximise retention
- Tried OCHRE Mathematics curriculum resources
- Developed an implementation plan for a whole school approach to Mathematics aligned with the Science of Learning and VTLM 2.0
- Provided Professional Learning for all staff pertaining to the new Victorian Curriculum 2.0
- Facilitated a Community Education session to inform parents and carers how we are supporting students to access the language of learning in their classroom environment; and ways to support their child at home.

Highlight 3

Enhancing our Whole School Approaches in English:

- Reviewed and improved our EAL Assessment including Specialist subject EAL needs
- Created a bank of GWPS specific visuals to support EAL learners

- Engaged with the AERO (Australian Educational Research Organization) SOLAR Lab research project (Science of Learning and Reading) which enabled all Prep to Year 2 teachers to complete the Beginner and Intermediate SOLAR Lab course through La Trobe University
- Trained all F-2 staff in Initialit; an evidence-based program that enables all teachers in Prep to Year 2 to teach with a consistent, explicit, systematic phonics approach which scaffolds learning for students in the Big 6 areas of reading (Oral language, Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension)
- Implemented Initialit for English instruction in all Prep to Year 2 classrooms
- Reviewed and updated the whole school Assessment Schedule including the addition of PAT (Progressive Achievement Testing) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and built staff capacity to utilise these assessments
- Provided Literacy support for students through the introduction of the evidenced-based targeted teaching programs MiniLit, MacqLit and Langle Lift
- Provided Professional Learning for staff to prepare for the implementation of the Victorian Curriculum 2.0 in 2025
- Created a bank of GWPS specific visuals to support EAL learners
- Facilitated a Community Education session to inform parents and carers about how we have enhanced the learning of reading through our newest Whole School Approach based on the Science of Reading
- Utilised Learning Specialists to conduct collegiate practice to build the capacity of staff to implement the new whole school approach.

The above is reflected in our NAPLAN data of which we are extremely proud:

- Reading: Percentage of Year Three students in Strong or Exceeding is 82.6%, which is comparable to the Similar School average of 83.5% and above the State average by 13.9%
- Reading: Percentage of Year Five students in Strong or Exceeding is 86.7%, which is comparable to the Similar School average of 88.2% and above the State average by 13.7%
- Numeracy: Percentage of Year Three students in Strong or Exceeding is 77.3%, which is comparable to the Similar School average of 81.8% and above the State average by 11.8%
- Numeracy: Percentage of Year Five students in Strong or Exceeding is 93.6%, which is comparable to the Similar School average of 87.7% and above the State average by 26.3%

Our Attitudes to School and Parent/Guardian/Caregiver survey also reflects the above in the following results:

- Effective Teaching Time: 81% positive opinion (Attitudes to School Survey)
- High expectations for success: 93% positive opinion (Attitudes to School Survey)
- Stimulated Learning: 82% positive opinion (Attitudes to School Survey)
- High expectations for success: 90% positive opinion (Parent/Guardian/Caregiver survey)
- Effective Teaching: 87% positive opinion (Parent/Guardian/Caregiver survey)
- Stimulating Learning Environment: 94% positive opinion (Parent/Guardian/Caregiver survey)

Wellbeing

Highlight 1

Developing a Whole School Approach to Wellbeing:

- Implemented The Resilience Project (TRP) from Prep to Year 6 through a dedicated TRP session as the first lesson in all classrooms at the beginning of each week to build student understanding and enactment of gratitude, empathy and mindfulness
- Developed, refined and implemented our “Making Better Choices” behaviour approach to guide proactive positive behaviour processes including
 - reminding students of desired behaviours
 - praising the demonstration of positive behaviours
 - providing students with an opportunity to change their behaviour as needed
 - enabling logical or natural consequences as appropriate
 - providing students with an opportunity to reflect on their behaviour choice with a supportive teacher and parent as needed

Highlight 2

Enhanced Allied Health Professional services for our school community:

- Our school’s Allied Health Team (Educational Psychologist, Counsellor and Speech Pathologist) consolidated itself in the school community with the implementation of clear processes for referral, regular intake and case management meetings
- Expanded on our existing relationships with Canine Comprehension and The I Can Network with the introduction of Girlospphy and the Matril Arts Therapy Program to support students with diverse social and emotional needs, with a total of 70 students participating in 2024
- Our school employed counsellor completed the ‘Cool Kids at School’ training for implementation in 2025 to support students to manage anxiety.

This is reflected in our wellbeing data, found in the Attitudes to School Survey as per the following:

- Sense of Connectedness: 87% which is greater than similar schools at 80.6%.
- Student Positive opinion to Managing Bullying: 81.1% which is greater than similar schools at 76.1%.

This is further supported by our families through the Parent/Guardian/Caregiver Survey:

- Student Connectedness: 91% positive parent opinion
- Managing Bullying: 86% positive parent opinion

Engagement

Highlight 1

Further expanding our Innovation (advanced learning programs) provision:

- Expanding our provision to include STEAM (Years 1 to 6) and Virtual Design (Years 4 to 6) classes with over 200 students experiencing advanced learning opportunities in these areas
- Extending Robotics Innovation to our PSD students (Program for Students with Disabilities)
- Extending Music and Gaming Innovation to our Prep students

Highlight 2**Provided further opportunities for our students to extend their learning in the wider community:**

- Three groups of students across Years 5 and Year 6 participated in John Monash Science School's Little Scientists and Mini Mathematicians classes
- Our Year 6 student leaders participated in a series of Leadership Development Days with Mount View Primary, Glendal Primary and Glen Waverley Secondary College
- Our CIS Service-Learning leaders led the whole school Fundraising Program contributing to local, national and international causes
- Our Year 3 and 5 students engaged with our Sister School in Nepal, the Jhapa Model English School
- Our Year 4 students engaged with our Sister School in New Zealand, Araria Springs Primary School
- Our school was selected by the CIS (Council of International Schools) to develop a 'vidbit' demonstrating what intercultural learning means for students, teachers and families at our school

Highlight 3**Enhancing engagement of students as global citizens:**

- Engaged in professional learning with Associate Professor Eeqbal Hassim to review and refine our Inquiry learning units with a focus on transcultural learning
- Developed Assessment Frames from Prep to Year 6 for the four Curriculum Capabilities (Ethical, Intercultural, Critical and Creative Thinking & Personal and Social), defining indicative behaviours to assess students' global citizenship skills
- Needs of students across the school were analysed from both a wellbeing and academic lens.

The above is reflected in our school's attendance data. In 2024 our attendance rate was 90%.

Although the above data is commendable, as a multicultural school community with approximately 95% of parents being first generation migrants, our families are expected to maintain a connection with their families by attending cultural festivals and significant family events such as marriages, births and the passing of loved ones throughout the year.

Our Attitudes to School Survey data indicates the students have an overall 91% positive attitude to attendance. Which truly depicts the culture of stimulating and inclusive learning at Glen Waverley Primary School.

Other highlights from the school year

As a school dedicated to building a sense of community, we held numerous school events such as:

- Alumni evening
- Twilight Sports
- Prep Family Picnic
- Prep Prom (Year Prep Graduation) and
- Year 6 Graduation.

In 2024 we held three overnight camps:

- Year 4 students attended camp at Silverband Lodge in Halls Gap to experience adventure activities designed to build social interaction, self-confidence, teamwork, independence, and problem-solving life skills
- Year 5 students attended camp at The Old Priory in Beechworth to experience a historical camp with activities designed to develop their understanding of factors that have contributed to the forming of Australia's identity as a nation
- Year 6 students attended camp at Adanac in Yarra Junction to experience activities designed to extend and challenge the children's skills in problem solving and collaboration, whilst strengthening their confidence, persistence and independence
- Year 3 students attended a one day camp experience in Toolangi to participate in typical adventure camp activities, explore rooms, and experience a day at camp.

Another standout achievement was the continued success of our school chess teams. The Open Team (boys and girls) secured first place in the Victorian Championships, earning the opportunity to represent our state at the Australian Chess Championships in Perth (Western Australia), where they achieved an impressive fourth-place finish. Meanwhile, our Girls' Team performed exceptionally well, placing second in the Victorian Chess Finals, narrowly missing out on a spot in the national competition.

Other notable achievements include some of our students qualifying for the state athletics and cross-country events.

Financial performance

In 2024, our school remained committed to delivering on our Strategic and Annual Implementation Plans by strategically allocating funds to professional learning, resources, and infrastructure, all while maintaining a financial surplus. Our investment in school improvements included:

- Expanding our technological resources with additional iPads, notebooks, virtual reality and robotics equipment
- Expanding our reading resources by purchasing additional decodable texts

- Successfully completing the extensive window replacement project for Blocks A and B
- Installing additional shelter on the school oval, between the Year 4 & 6 portable and the school's front entrance
- Painting the interior of the Early Learning Centre
- Enhancing sustainability by installing additional solar panels
- Improving comfort in the gymnasium with the installation of cooling fans
- Upgrading safety and accessibility by resurfacing the asphalt and updating line markings in the bottom car park
- Enhancing learning spaces with operable walls in selected classrooms
- Refurbishing the student bathrooms in the gymnasium
- Beginning development of the new Year 6 learning area
- Updating the flooring in the art room
- Strengthening security with upgraded fencing at the front of the school
- Enhancing school identity with new banners at the entrance and
- Resurfacing the basketball court to improve student engagement in sports.

Beyond infrastructure, we strategically allocated funds to enhance teaching and learning. This included providing dedicated learning spaces and ensuring all programs were well-resourced for success. Our investment in professional learning remained a priority, with continued funding for a leadership coach to develop our senior and middle leaders. Additionally, all senior leaders participated in a coaching program facilitated by Gwen Pinnington and Associates, focusing on Compassionate Leadership.

Staff were also given opportunities to engage in world-class professional development by attending leading conferences, including:

- The Australian Primary Principals Association Conference (New Zealand)
- The Monash-Manningham Network Conference (Victoria)
- The Victorian Principals Association Conference (Victoria)

These conferences were instrumental in keeping Glen Waverley Primary School at the forefront of educational research, fostering international and local networks, strengthening sister-school relationships, and bringing expert speakers to engage with our school community.

Through strategic financial planning and targeted investments, we have continued to enhance both our learning environment and professional capacity, ensuring Glen Waverley Primary School remains a leader in education.

All of the above were funded through the Student Resource Package (SRP) as the school did not receive additional State or Commonwealth Government funding. Considering the above investment, the school continues to remain in a very healthy financial position.

**For more detailed information regarding our school please visit our website at
<https://www.glenps.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 957 students were enrolled at this school in 2024, 478 female and 479 male.

73 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

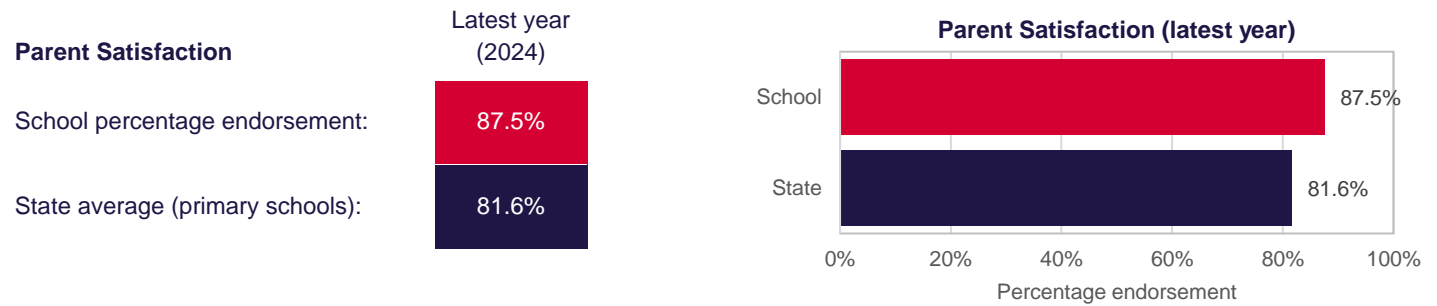
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

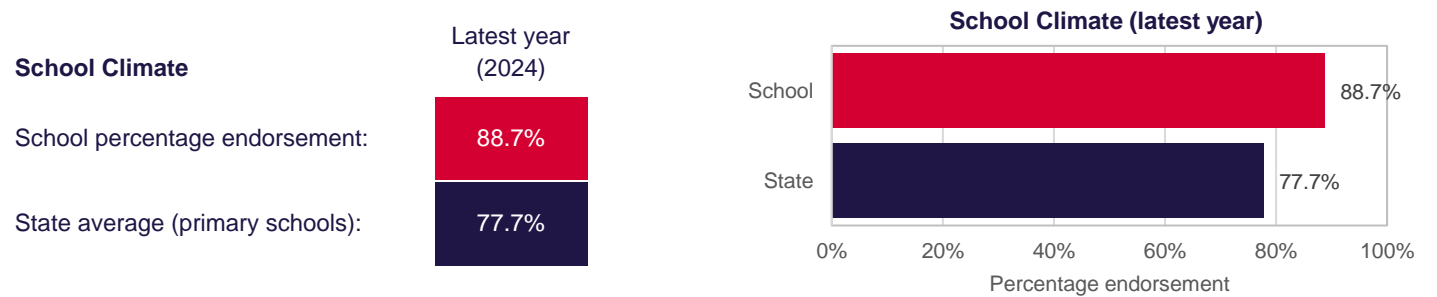


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

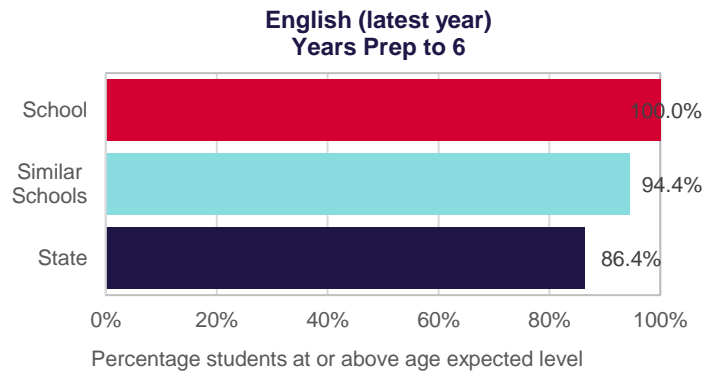
100.0%

Similar Schools average:

94.4%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

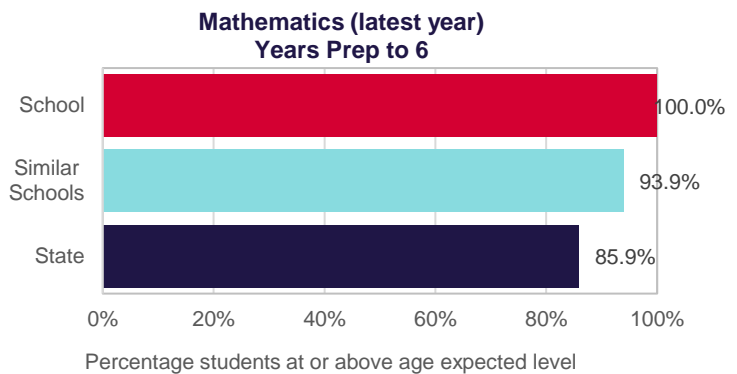
100.0%

Similar Schools average:

93.9%

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.

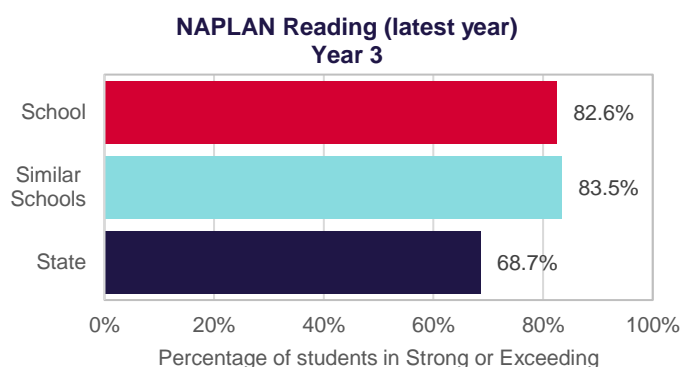
NAPLAN

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.

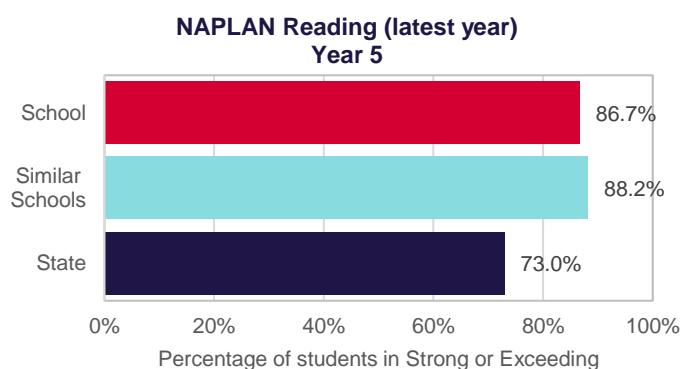
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.6%	84.0%
Similar Schools average:	83.5%	84.7%
State average:	68.7%	69.2%



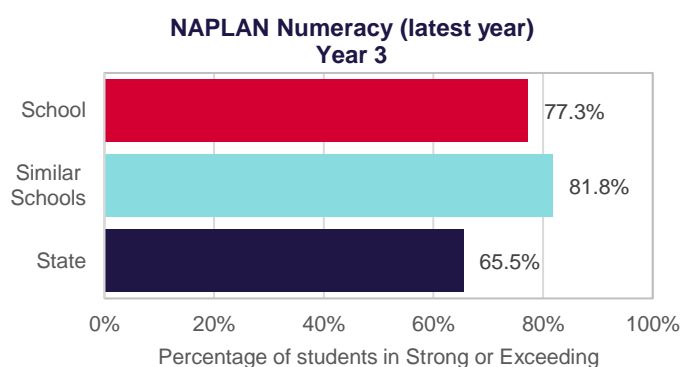
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.7%	87.8%
Similar Schools average:	88.2%	88.9%
State average:	73.0%	75.0%



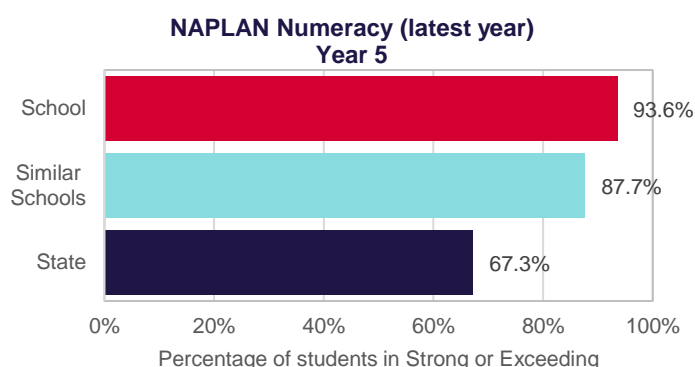
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.3%	79.3%
Similar Schools average:	81.8%	83.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.6%	90.5%
Similar Schools average:	87.7%	87.6%
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:

90.2%

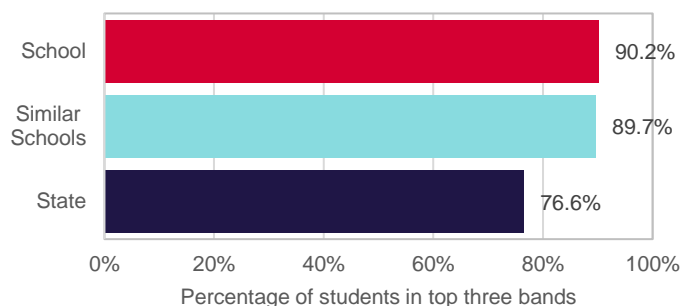
Similar Schools average:

89.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

81.9%

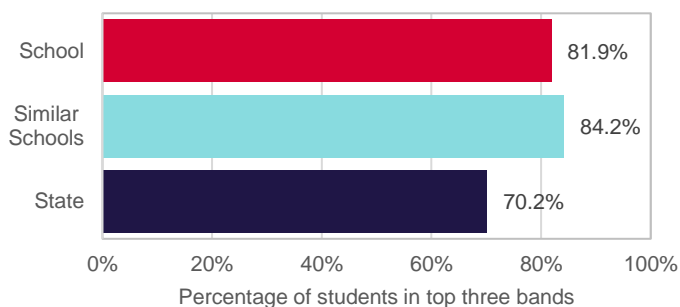
Similar Schools average:

84.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

80.3%

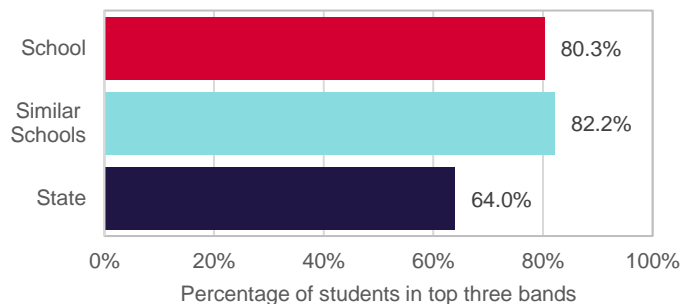
Similar Schools average:

82.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

77.2%

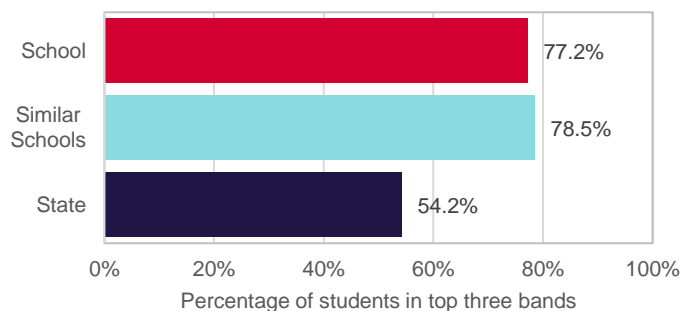
Similar Schools average:

78.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

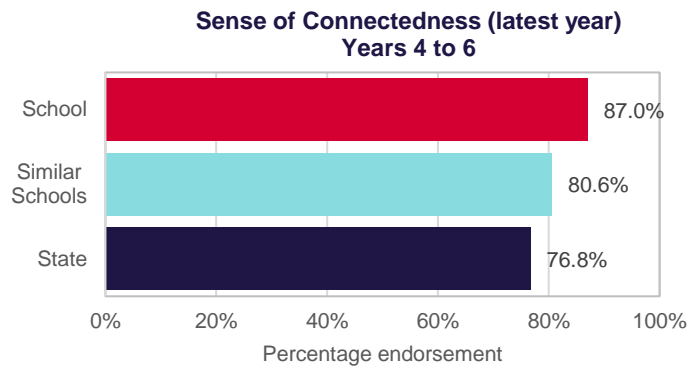
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	87.0%	88.1%
Similar Schools average:	80.6%	82.1%
State average:	76.8%	77.9%

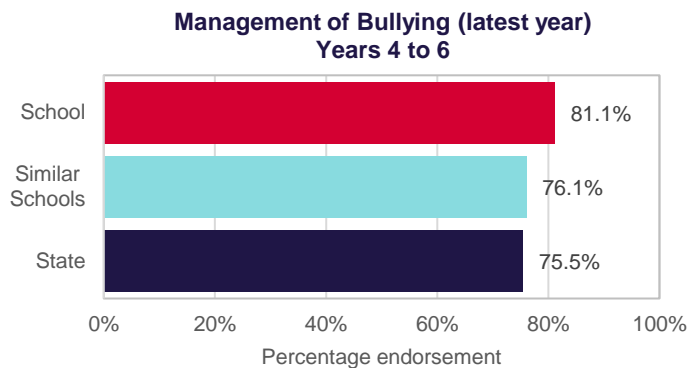


Student Attitudes to School – Management of Bullying

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:	81.1%	80.8%
Similar Schools average:	76.1%	77.3%
State average:	75.5%	76.3%

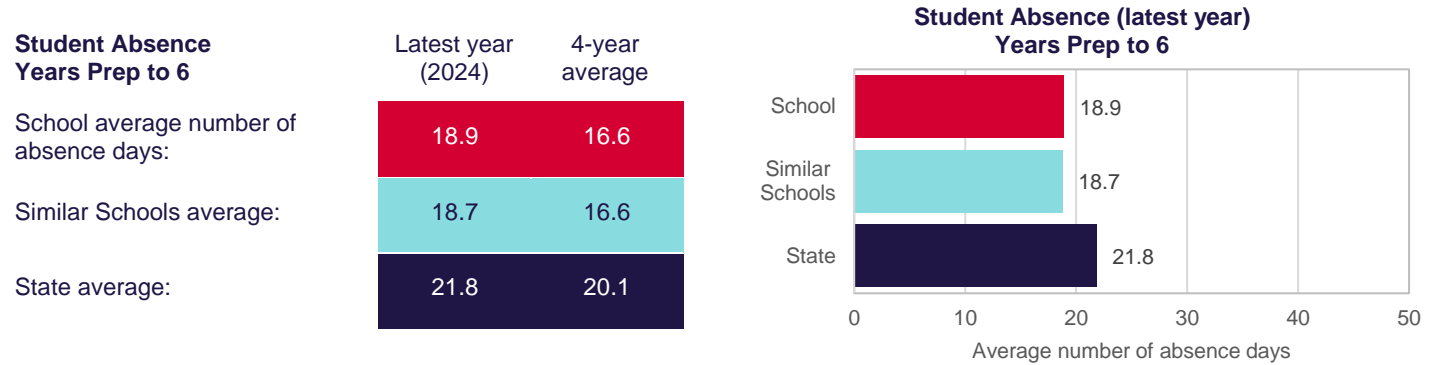


ENGAGEMENT

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.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	89%	89%	91%	91%	90%	91%	90%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,642,529
Government Provided DET Grants	\$1,276,191
Government Grants Commonwealth	\$9,200
Government Grants State	\$0
Revenue Other	\$68,479
Locally Raised Funds	\$809,415
Capital Grants	\$0
Total Operating Revenue	\$10,805,814

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,482
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,482

Expenditure	Actual
Student Resource Package ²	\$8,323,410
Adjustments	\$0
Books & Publications	\$13,487
Camps/Excursions/Activities	\$325,904
Communication Costs	\$6,159
Consumables	\$251,732
Miscellaneous Expense ³	\$54,343
Professional Development	\$64,423
Equipment/Maintenance/Hire	\$112,733
Property Services	\$611,515
Salaries & Allowances ⁴	\$6,316
Support Services	\$319,432
Trading & Fundraising	\$26,095
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,271
Utilities	\$61,155
Total Operating Expenditure	\$10,181,977
Net Operating Surplus/-Deficit	\$623,837
Asset Acquisitions	\$546,502

- (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

Funds available	Actual
High Yield Investment Account	\$1,335,157
Official Account	\$32,837
Other Accounts	\$11,695
Total Funds Available	\$1,379,689

Financial Commitments	Actual
Operating Reserve	\$311,406
Other Recurrent Expenditure	\$91,108
Provision Accounts	\$188
Funds Received in Advance	\$99,476
School Based Programs	\$171,000
Beneficiary/Memorial Accounts	\$793
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,339
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$437,015
Maintenance - Buildings/Grounds < 12 months	\$495,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,659,325

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.