

2024 Annual Report to the School Community

School Name: Yarra Junction Primary School (3216)



- 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 20 March 2025 at 02:25 PM by Lisa Rankin (Principal)

- 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

To be attested by the 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

Yarra Junction Primary School is a co-educational Primary School located in the Yarra Valley, 65.8 km North-East of Melbourne CBD. At Yarra Junction Primary School our school's vision is to develop each child's social, emotional, and academic growth by nurturing our students to become creative, curious and critical thinkers within an engaging and connected learning environment. As school staff; "We care, we inspire and we achieve". We hold the belief that all students can achieve personal, social and academic growth. The school values that our school community embraces are: High Expectations, Respect, Resilience and Collaboration. We embed our own learning links that are informed by the Curriculum capabilities; Apply Best Effort, Curious Questioning, Multiple Approaches and Feedback. Our values and learning links provide us with the framework for the way we achieve our vision. Talented and passionate staff work collaboratively from Foundation to Year 6 to provide a rich and varied curriculum to promote children to develop high academic, personal and social skills. Yarra Junction Primary School offers rich Numeracy and Literacy learning, and classes in Visual Arts, Physical Education, Performing Arts and Community Studies (Woiwurrung Language and First Nations Perspectives - Humanities and Science). The instructional model of gradual release - I do, We do and You do, is the teaching and learning approach that teachers use across the curriculum to promote engagement and learning outcomes. Parents strongly endorse the teaching and learning program at Yarra Junction Primary. We are proud to facilitate effective intervention programs within literacy (LEAP), and Numeracy (Tutoring) and High Abilities Classes (Performing Arts & Visual Arts). These classes support meeting the differentiated learning needs of our students and promote growth outcomes. Our emphasis on developing the whole child is promoted through our whole school wellbeing lessons that are informed by; The Resilience Project, Respectful Relationships and our students Wellbeing data. Furthermore, we facilitate peer support programs and Wellbeing targeted sessions with our Wellbeing Coordinator. Teachers are active learners at Yarra Junction Primary School. Professional Learning Communities foster collaborative learning for teachers. Student learning data, observations and professional literature are central elements of these learning communities. Professional learning both internally and externally is engaged with by staff. Yarra Junction Primary School was a lead PLC school in 2023, (and will continue this role in 2024) to support outer east schools with embedding effective PLC practices. Our school has strong structures to monitor and embed effective teaching and learning, to enhance innovation, to welcome staff voice/agency and to set/achieve goals. These structures include: Consultative Committee, School Improvement Team (Curriculum & Wellbeing) Communities of Practice, Professional Learning Communities, Junior School Council and School Council. Community and inclusivity are vital within our school. We have students with a diverse range of disabilities and social/emotional needs who attend our school, and we work to ensure that the learning experiences and environments cater to the needs of all students. We have embedded opportunities for student voice and agency within our school through the development of our Junior School Council, student leadership roles and various clubs facilitated at our breaks. We have beautiful school grounds that include external learning spaces of a Yarning Circle, Sensory Garden and performing arts amphitheatre. Our inside learning spaces are welcoming, organised and resourced to promote learning growth. Staff, students and parent community take great pride in our school. In 2024, the school's end of year enrolment was 218 students, divided into 10 grades. 3% of the student cohort identify as Aboriginal or Torres Strait Islander. 8 students are funded on the Program for Students with Disabilities. Our schools SFO index was 0.4037 which is

in the Low-Medium band. The staffing profile was made up of Principal, 10 classroom teachers, 4 Specialist teachers, 1 Disability & Intervention Leader/Teacher, 2 Intervention/Tutor Education Support teachers, 1 Wellbeing Coordinator, 9 Educational Support Officers, 2 part time Bursars (Finance & HR) and a volunteer Library teacher.

Progress towards strategic goals, student outcomes and student engagement

Learning

Students at Yarra Junction Primary School engage in learning across the curriculum areas of: Literacy, Numeracy, Visual Arts, Music, Drama, Physical Education, Geography, History, Civics and Citizenship and Language. Planning across the curriculum is data informed and we embed the gradual release model of 'I do, We do, You do', into our teaching. We are extremely proud of the learning growth of our students through teacher judgement data and student achievements in NAPLAN. NAPLAN Year 5 Reading: 78% in the strong and exceeding bands, 16% in developing and 6% in needs additional support. Our reading results are higher than similar schools, the outer east network schools and the state. NAPLAN Year 5 Writing: 70% in the exceeding and strong proficiency level, 16% in the developing level and 14% in needs additional support. Our writing results are higher than similar schools, network schools and only 3% below state. NAPLAN Year 5 Numeracy: 77% in the exceeding or strong proficiency, 17% in developing and 6% in needs additional support level. Our numeracy results for year 5 are above similar schools, the outer east network schools and state. NAPLAN Year 3 Reading: 19% in exceeding level, 53% in strong level, 25 % in developing level and 3% in needs additional support level. Our Reading results are higher than similar schools, outer east network schools and the state for year 3 Reading. NAPLAN Year 3 Writing: 97% in top two bands, 3% in developing with 0% in bottom two bands. Our Writing results are significantly higher than similar schools, outer east network schools and the state. NAPLAN Year 3 Numeracy: 63% in top two bands, 34% in developing and 3% in bottom two bands. Our Numeracy results are higher than similar schools, outer east network schools and only 2 % below the state. These NAPLAN results are worth celebrating and acknowledging of the high standard of teaching and learning that is offered at Yarra Junction Primary School. Teachers at Yarra Junction Primary have developed their data literacy capacity and use these skills to evaluate and analyse data to inform targeted teaching. To further develop these data literacy skills, teaching knowledge and practice and to promote student growth we embed Professional Learning Communities (PLC). In 2024, Yarra Junction Primary School was appointed as a Lead PLC school for the outer east, this is our schools second consecutive year in this role as a systematic leader. This role gave staff at YJPS the opportunity to refine our PLC practices and work with other schools to implement effective PLC practices and documentation. In 2024, a Literacy and Numeracy learning specialist was appointed. These specialists led the work of monitoring and evaluating our planning documents, assessment schedules and facilitated Professional learning sessions and supported teacher knowledge within these curriculum areas. YJPS, embedded data informed planning for whole class, intervention classes, tutoring and High Ability classes. Furthermore, we embedded our schools learning links: Apply Best Effort, Give, Receive, Apply Feedback, Curious Questioning and Multiple Approaches into our whole school language and goal setting. We embedded our Sunflower Model for improvement that incorporates a Consultative team, Professional

Development Plans for staff, PLC's, School Improvement Team, School Council and Junior School Council. Across the school we embed Teach Like a Champion techniques to improve our practices, these techniques are frequently evaluated and form part of our staff's professional observation expectations. In 2024, we commenced a staff coaching program, where staff could opt in for professional coaching sessions to build their professional capacity. The school Principal completed an accreditation in coaching in 2024.

Wellbeing

Yarra Junction Primary School continued to implement aligned practices with the schools Student Wellbeing and Behaviour Policy to promote the health and wellbeing outcomes of every student. In 2024, we employed a youth worker as our Wellbeing Coordinator to support student wellbeing within individual and small group sessions. The Wellbeing Coordinator trained in, and implemented 'The Tree-House' program with several students and families in semester two. A Wellbeing Learning Specialist was appointed in 2024 also. In semester 2 a Wellbeing School Improvement meeting was implemented on a fortnightly schedule with the Principal, Wellbeing Learning Specialist and Wellbeing Coordinator in attendance and completing actions against an agenda. Students engaged in weekly wellbeing lessons, informed by The Resilience Project and Respectful Relationships lessons. We have embedded the Resilience Project language of Gratitude, Empathy and Mindfulness – GEM into our whole school language. All our staff have completed training in Respectful Relationships and several staff have completed Youth Mental Health training. The wellbeing of students is a priority at YJPS. To support student wellbeing whole school practices of common language, 'soft starts', daily check in's, clear classroom agenda's and self-regulation supports are in place. Classroom teachers and our Wellbeing Coordinator support the development of self-regulation strategies through 1:1 supports in the classroom and in wellbeing sessions. Students progressing from 1:1 support systems can engage in self-regulation practice with or without the support of a staff member within our sensory garden. In 2024 our Annual Implementation Plan set the target of increasing our positive scores in the Attitude to School Survey data against the following element related to optimising health and wellbeing outcomes of every student: Emotional Awareness & Self-Regulation declined from 70% to 59%, Resilience declined from 65% to 51%, Managing of Bullying decreased from 78% to 66%, Sense of confidence decreased from 72% to 67%, Teacher Concern decreased from 72% to 66%. In 2024 our Annual Implementation Plan set the target of increasing our positive scores in the Parent Opinion Survey against the following elements related to optimising health and wellbeing outcomes for every student: Managing Bullying decreased from 76% to 75%, Promoting Positive Behaviour decreased from 97% to 79%, Respect for Diversity decreased from 98% to 81%, Confidence and Resiliency decreased from 97% to 87%. The Parent survey was only completed by 33 families. We will continue to encourage all families to complete the survey in the year ahead to ensure the whole parent communities opinions are collected. The decrease in our percentiles has captured our focus of continued work in 2025, as set out in our Annual Implementation plan goals and actions. Actions include continuing to build the profile and work of our Junior school Council with the inclusion of student forums, using student voice to inform our policies and practices, building upon the leadership skills of our school leaders with the support of teacher leaders, re-setting our Teach Like a Champion techniques with professional learning and teacher feedback, re-setting our Resilience Project and embedding learning into our lessons and whole school vocabulary and re-setting our steps to success program with whole school rewards through a token system.

Engagement

We are proud of the school culture at Yarra Junction Primary School that is built upon our school values and Wellbeing Programs (resourced by Resilience Project and Respectful Relationships). Our core values are : Respect, Resilience, High Expectations and Collaboration. We reviewed our Wellbeing and Behaviour Policy informed by staff and school council to create a whole school approach to wellbeing, engagement, inclusion and positive behaviour. Our behaviour management process - "Steps to Success", promotes students to develop personal and social skills through accepting responsibility for their actions and engaging with restorative communication. In 2024 our Annual Implementation Plan set the target of increasing positive scores in the Attitude to School Survey data against the following elements that align to optimising student engagement in their learning: Stimulated Learning increased from 71% to 82%, Respect for diversity decreased from 78% to 69%, Student Voice and Agency decreased from 63% to 58%, Attitudes to attendance decreased from 87% to 81%, Motivation and Interest decreased from 71% in 2023. In 2024 our Annual Implementation Plan set the target of increasing positive scores in the School Staff Survey data against the following elements that align to optimising student engagement in their learning: Seek feedback to improve practice decreased from 89% to 88% in 2024, Promote student ownership of learning decreased from 100% to 88% in 2024, Focus learning on real life problems increased from 78% to 88% in 2024. In 2024 our Annual Implementation Plan set the target of increasing positive scores in the Parent Opinion Survey data against the following elements that align to optimising student engagement in their learning: Stimulating Learning environment decreased from 86% to 80% in 2024, School connectedness decreased from 86% to 84% in 2024, Student Voice and Agency decreased from 88% to 79% in 2024, Effective Teaching decreased from 81% to 68% in 2024. The Parent survey was only completed by 33 families in 2024. In 2023 our attendance data was impacted by health related issues and family holidays. Student absence in 2024 (Foundation to year 6): 2% of students (4 students) were attended below 70%, 6% of students (14) attended 70 to 80%, 15% of students attended 80 to 90%, 26% of students attended 90 to 95% and 50% of students attended 95 to 100%. To promote attendance in 2024 the Wellbeing School improvement team reviewed the Attendance Policy and shared this with the community. Attendance was celebrated with attendance tickets at weekly assemblies. To promote student engagement High Abilities classes for students in years 3-6 were embedded. These classes include; Talent Masters (learning capability curriculum + science, arts, humanities), Show Stoppers (Performing Arts curriculum), Art Sparks (Visual Arts curriculum). Our Art Sparks created a mural for our school grounds. Our Junior School Council lead several events throughout the calendar year, including a school disco and fundraising. Our student, parent and staff community were involved in the planning and facilitating of our schools 130th Birthday event. We commenced Camp fire yarns for our first nations students and parents twice during the school year in addition to Student Support Group meetings. Our 2024 School Council was an actively engaged group of parents and staff members who collaborated to support our school finances and raise funds for a newly installed Ninja playground, grounds maintenance, internal motivation signage, installation of internal storage and seating.

Other highlights from the school year

In 2024 we continued to review and refine our systems and structures at Yarra Junction Primary School. This included focus on our curriculum School Improvement team, implementing a Wellbeing School Improvement team, Implementing regular disability and intervention meetings, embedding our PLC process and commencing implementation of staff coaching. Some highlights of our year included: Year 5 /6 five-day camp to Canberra, Year 3 /4 three-day camp to , Junior school excursion to The Royal Melbourne Zoo, Whole school production of Tangled at Mt Lilydale Mercy College, Whole school disco facilitated by Junior School Council, Festival of the Arts evening, Grandparents Day, Parent trivia night, end of year Christmas Concert and activities, Whole school Swimming program/carnival, Whole school Olympic day event opened by our Area Director, Student attendance in district sporting events, supporting other schools by hosting Professional Learning Workshops and hosting our schools 130th Birthday event.

Financial performance

Yarra Junction Primary School maintained a sound financial position throughout 2024. The 2021-2025 School Strategic Plan, 2024 Annual Implementation Plan and 2024 School Budget provided the framework for school council allocation of funds to support programs and priorities. All funds received from the Department of Education have been expended to support the achievement of educational outcomes and other operational needs of the school, consistent with Department of Education policies, School Council approvals and the intent/purposes for which funding was provided. The impact of staff health continued to create unpredictable expenditure in relation to teacher replacement and casual replacement teacher costs. Within 2024 some of our major purchases included: Art supplies, whole school maintenance, sleeper retaining wall installed in front of our Memorabilia garden, student mural, purchase and installation of a Ninja playground. We were able to maintain three Learning Specialist roles within our Student Resource Package; Literacy and Numeracy. These leaders provided effective professional learning for staff, monitored/evaluated whole school documentation and support effective teaching practice. Our school received Equity funding of \$35,298 which contributed towards the employment of an experienced teacher to fulfill the role as a Disability and Intervention leader. The intervention teacher lead an intervention team with two Education Support Staff members to facilitate small group explicit teaching and learning within Literacy and Numeracy. The Education Support officer positions were supported with the funding of the tutor budget of \$27,441. Tier 2 and Equity cash budget funding, enabled the purchase of resources for students, including decodable readers and student novels. We received funds under the National Student Wellbeing program and Mental Health fund. These funds were used to access wellbeing lesson plans, community and staff professional learning through the Resilience Project. Furthermore these funds purchased resources to support a values token system that will be implemented in 2025 to promote positive behaviour and embed our values through student actions. The funding allocation under swimming in schools provided free swimming lessons to students from foundation to year 6 and free attendance to our annual swim carnival. Funding was received for students on the disability and inclusion program, these funds were strategically used to employ Education Support Officers with skills and knowledge to promote student engagement and learning. Yarra Junction Primary School received Primary Wellbeing funds of \$71,824 which were used to employ a youth worker as our schools Wellbeing coordinator and to fund a Wellbeing Learning Specialist. We received funds

from the Bush Fire grant which funded works in our school grounds including; tree lopping, branch maintenance, removal of debris, gutter cleaning, native shrub planting and installing of stones around our shelter in place. At the end of 2024, Yarra Junction Primary School had a school resource package with a surplus. This surplus has been strategically managed to ensure that the school can accommodate financially for the return of staff members on our staff register who are on leave and forward plan for a role out of the classroom to support the work of the Principal and Wellbeing Coordinator.

**For more detailed information regarding our school please visit our website at
<https://www.yjps.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 210 students were enrolled at this school in 2024, 105 female and 105 male.

NDP 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).

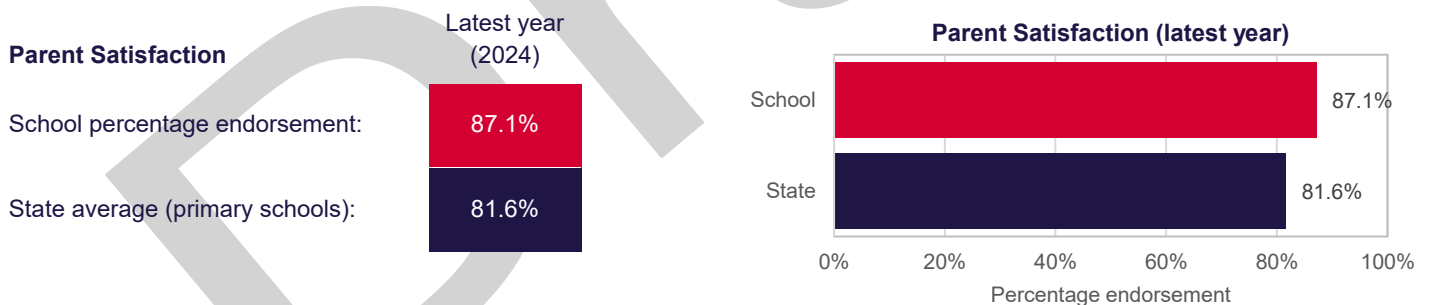
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

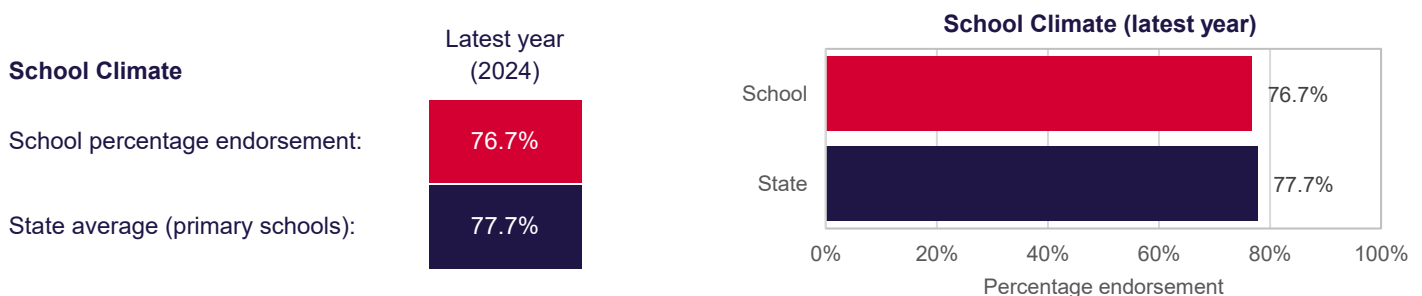


School Staff Survey

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

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

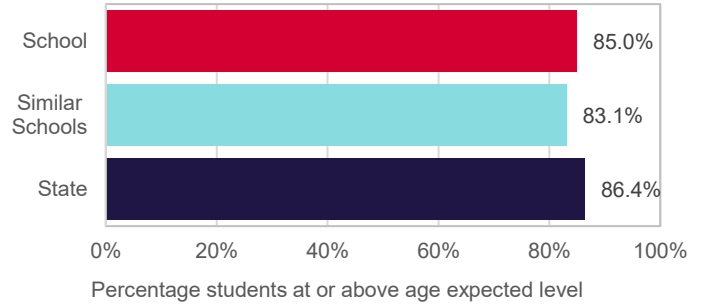
Latest year
(2024)

85.0%

83.1%

86.4%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

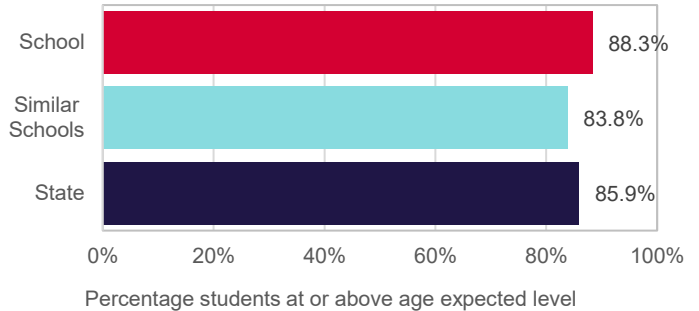
Latest year
(2024)

88.3%

83.8%

85.9%

Mathematics (latest year) Years Prep to 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.

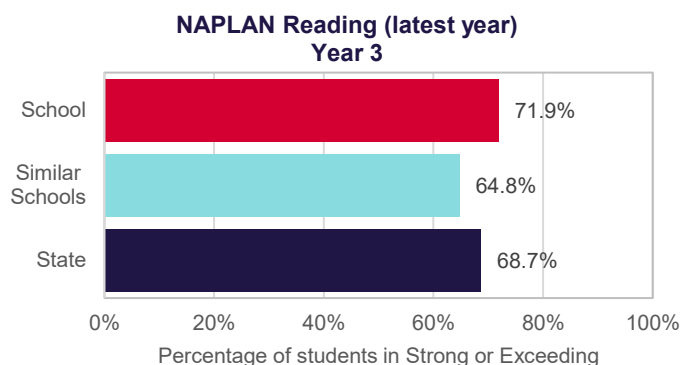
NAPLAN

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.

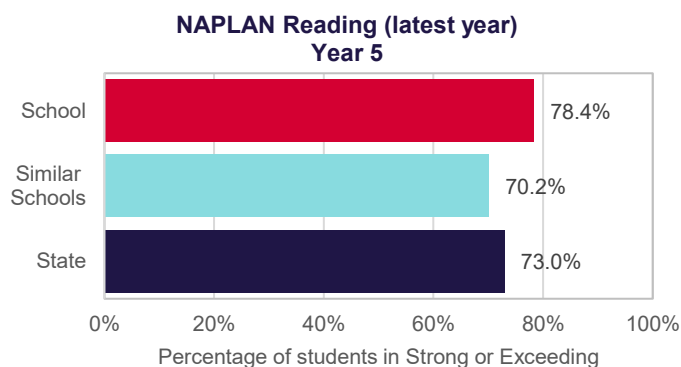
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.9%	72.9%
Similar Schools average:	64.8%	64.3%
State average:	68.7%	69.2%



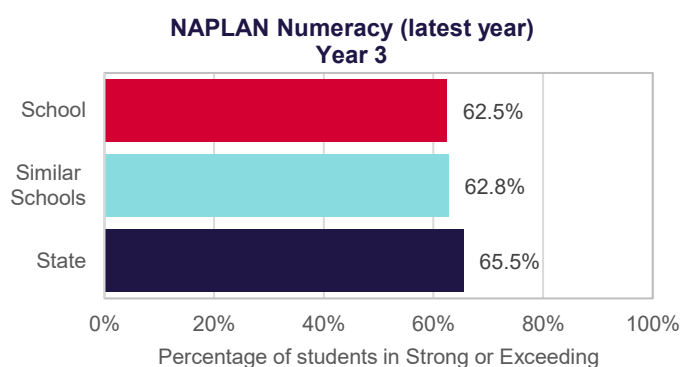
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.4%	76.8%
Similar Schools average:	70.2%	70.5%
State average:	73.0%	75.0%



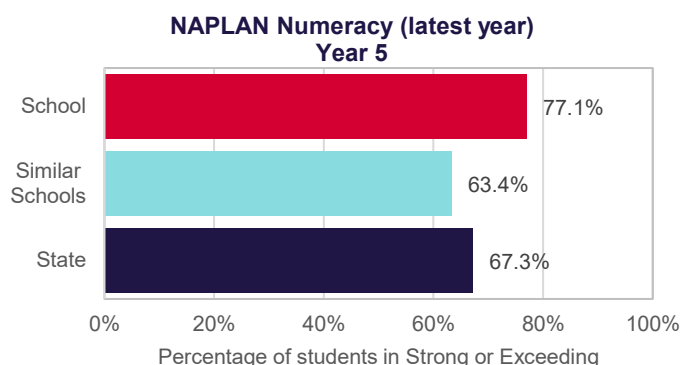
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.5%	65.5%
Similar Schools average:	62.8%	63.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.1%	69.7%
Similar Schools average:	63.4%	61.2%
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:

89.3%

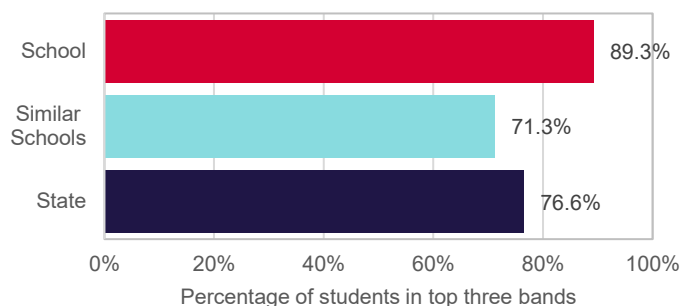
Similar Schools average:

71.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

61.8%

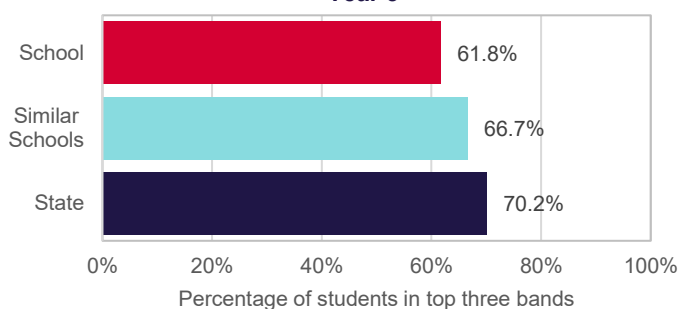
Similar Schools average:

66.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

75.9%

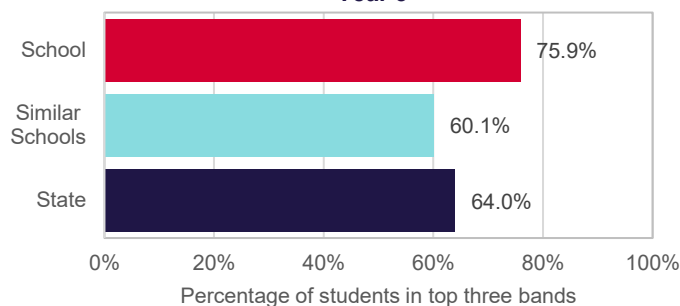
Similar Schools average:

60.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

51.4%

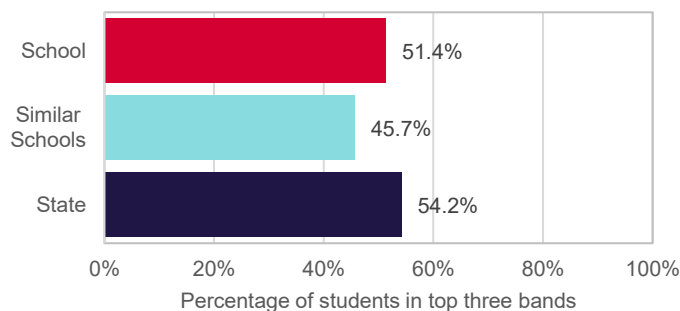
Similar Schools average:

45.7%

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.

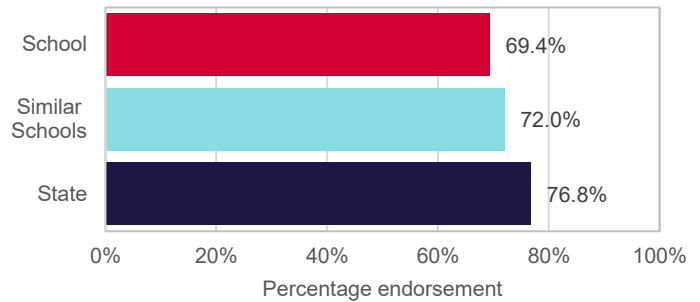
Student Attitudes to School – Sense of Connectedness

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:	69.4%	73.7%
Similar Schools average:	72.0%	74.2%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



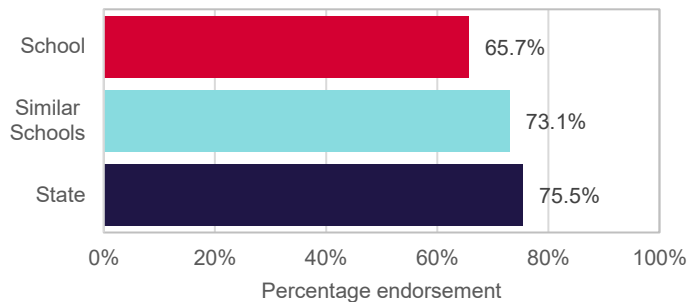
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	65.7%	72.4%
Similar Schools average:	73.1%	74.9%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

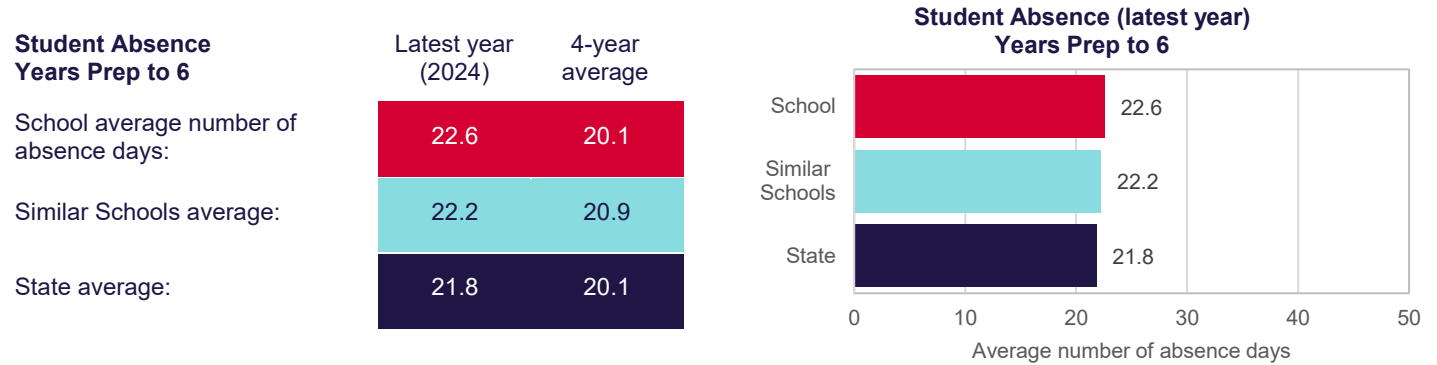


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	91%	91%	89%	89%	86%	86%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,338,871
Government Provided DET Grants	\$376,167
Government Grants Commonwealth	\$4,486
Government Grants State	\$7,227
Revenue Other	\$13,761
Locally Raised Funds	\$180,031
Capital Grants	\$0
Total Operating Revenue	\$2,920,543

Equity ¹	Actual
Equity (Social Disadvantage)	\$69,279
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$69,279

Expenditure	Actual
Student Resource Package ²	\$2,269,415
Adjustments	\$0
Books & Publications	\$1,658
Camps/Excursions/Activities	\$97,261
Communication Costs	\$5,498
Consumables	\$42,279
Miscellaneous Expense ³	\$19,493
Professional Development	\$4,238
Equipment/Maintenance/Hire	\$43,406
Property Services	\$73,683
Salaries & Allowances ⁴	\$106,548
Support Services	\$7,000
Trading & Fundraising	\$13,553
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$387
Utilities	\$23,790
Total Operating Expenditure	\$2,708,210
Net Operating Surplus/-Deficit	\$212,334
Asset Acquisitions	\$34,985

- (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	\$413,343
Official Account	\$36,057
Other Accounts	\$10,545
Total Funds Available	\$459,944

Financial Commitments	Actual
Operating Reserve	\$0
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$0

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.