2024 Annual Report to the School Community

School Name: Barton Primary School (5560)

- 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 02 April 2025 at 10:58 AM by Benjamin Vevers (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 08 May 2025 at 09:28 AM by Benjamin Vevers (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 Barton Primary School, we believe that every student can achieve high standards with the right support, high expectations, and early intervention. Our school provides a welcoming, inclusive, and engaging learning environment where all students can thrive academically, socially, and emotionally.

Our Vision and Values Our school values guide everything we do:

- **Be Safe**
- **Be a Learner**
- **Be Respectful**
- **Be Kind**

These values shape our approach to teaching, learning, and student wellbeing, ensuring that every child feels safe, supported, and encouraged to reach their full potential.

Our School Community

Barton Primary School is a large and dynamic school located in Cranbourne, within the City of Casey, just 5km from Cranbourne's main street. We have a current enrolment of 1120 students and a diverse school community that embraces and celebrates different backgrounds and cultures, including a small number of Aboriginal and Torres Strait Islander students.

Our Staff and Structure

We have a highly collaborative and supportive teaching team, including:

- Five Principal Class staff
- Four Learning Specialists
- Two Leading Teachers
- Seventy-five Teachers
- Three Tutors
- Five Youth Workers
- Thirty Educational Support Staff
- Nine Administration Support staff

Our Approach to Teaching and Learning

Barton Primary School is committed to continuous improvement and professional growth. We provide extensive professional learning opportunities, including coaching, mentoring, and training in evidence-based teaching strategies. In 2025, we will continue working with experts Bronwyn Ryrie-Jones, Ryan Dunn, and Bryan Jeffrey to ensure consistent, high-quality teaching and learning practices.

We follow a whole-school approach that focuses on:

- **Multi-Tiered Systems of Support (MTSS)** – providing small group and 1:1 phonics intervention, classroom support, and closely monitoring student progress.
- **Science of Learning and Explicit Instruction** – ensuring teaching methods align with how students learn best.
- **Professional Learning Communities (PLCs)** – fostering collaboration among teachers to refine and improve teaching practices.

We welcome teachers who are eager to engage in professional learning and are open to new teaching approaches.

Our Wellbeing and Inclusion Programs We believe that strong wellbeing practices enhance student engagement and academic success. Our three-tiered wellbeing approach ensures that all students receive the support they need.

- **Tier 1:**
    - A School-Wide Positive Behaviour Support (SWPBS) framework, reinforcing our values through 'Classroom Dojo' rewards and explicit behaviour teaching.
    - The Rights, Resilience, and Respectful Relationships program to teach social and emotional learning.
    - Trauma-informed classroom routines to create consistent and predictable learning environments.
- **Tier 2:**
    - Youth Workers lead intervention groups to support social and emotional skills.
    - Our Community Hub Australia program provides English and vocational skill programs for parents.
    - Engagement programs such as Melbourne City Soccer, Human Power Vehicles, FEAST Cooking, Girls Literacy Circle, and Lunch Time Clubs provide additional student connections.
- **Tier 3:**
    - Individualised support from Youth Workers for transitions, de-escalation, and check-ins.
    - The Inclusion Team supports students and families with diagnoses, funding applications, learning plans, and classroom adjustments.
    - High-quality professional development, peer mentoring, and coaching are provided to support staff in delivering consistent and effective learning experiences.

At Barton Primary School, we are committed to providing a positive and enriching education for every student. We foster a culture of learning, collaboration, and wellbeing to ensure that every child has the opportunity to succeed.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning at Barton Primary School

KIS 2.a Create and embed a shared vision for inclusive learning that informs instructional practices and ensures high student engagement.
At Barton Primary School, we are dedicated to fostering student success through high-quality teaching, evidence-based practices, and a strong commitment to the Victorian Curriculum 2.0. Our focus remains on ensuring every student has access to equitable, inclusive, and rigorous learning experiences that support their academic and personal growth.

Key Highlights:

1. **Embedding Inclusive Practices**
   In alignment with KIS 2.a, we have prioritised the development of a shared vision for inclusive learning that informs instructional practices and ensures high student engagement. We continue to build a strong foundation for inclusive education, ensuring that all students, including EAL learners, those from trauma backgrounds, and those facing social disadvantages, receive the support they need. By strengthening our alignment with the Disability Inclusion Reform and wellbeing initiatives, we aim to create a learning environment that promotes equity and success for all.
2. **Enhancing High-Impact Teaching Strategies**
   Our staff is committed to delivering high-quality instruction using the Science of Learning and VTML 2.0. Professional development initiatives have focused on upskilling teachers in effective instructional methods, fostering consistency in evidence-based strategies across all classrooms. Learning Specialists will be dedicated to coaching teachers and supporting PLCs, ensuring that our instructional approaches remain aligned with our inclusive learning vision and responsive to the diverse needs of students.
3. **Strengthening Assessment and Data Practices**
   Systematic and rigorous assessment practices are embedded to track student progress effectively. Through Professional Learning Communities (PLCs), teachers engage in collaborative data analysis, allowing for targeted, responsive teaching and tailored interventions. By monitoring student growth through short-term assessment cycles, we assess teaching effectiveness and adjust strategies to ensure we support every student effectively. This data-driven approach fosters a culture of continuous improvement and aligns with our inclusive practices, addressing both learning and wellbeing holistically.
4. **Expanding Differentiation and Tiered Support**
   We have prioritised differentiated instruction and tiered interventions to address diverse student needs. By refining our support for Tier 2 and Tier 3 students, we provide timely, personalised interventions that promote academic achievement and wellbeing.

NAPLAN Performance:
We are making strides in reducing the number of students in the Developing and Needs Additional Support categories. Notable improvements in Grade 3 include a decrease in students needing additional support in Reading from 18.12% to 12.50% and in Numeracy from 14.39% to 9.32%. In

Grade 5, Grammar & Punctuation saw a reduction in students requiring additional support from 13.24% to 6.67%. Spelling also showed progress, with fewer students in both the Developing (from 19.85% to 18.00%) and Needs Additional Support (from 11.03% to 5.33%) categories. These highlights reflect our commitment to enhancing student support and academic success.

Our continued focus will be on strategies to support all students, particularly those in the Developing and Needs Additional Support categories, to enhance their skills and overall academic performance.

Attitudes to School Survey (AToSS) Results:

- **Sense of Confidence**: Target increase from 68% (2023) to 70% - Achieved 72% overall, exceeding the target.
- **Stimulated Learning**: Target increase from 71% (2023) to 73% - Achieved 71%, maintaining the previous year's result but below the target.
  These results highlight our continued efforts to foster student confidence and engagement in learning.

Focus Areas for 2025:
As we look ahead, our focus will be on deepening and embedding a **collaborative learning team culture** as the foundation for effective teaching and learning practices. KIS 2.b aims to establish a structured, consistent, and data-driven approach to professional collaboration, ensuring that all instructional strategies are aligned with student needs and evidence-based research. By fostering a strong team culture, we will enhance the capacity of educators to deliver high-quality teaching that supports all learners.

- **Deepening Inclusive Practices**: Strengthening responsive teaching strategies to provide equitable learning opportunities for all students.
- **Data-Driven Instruction**: Refining data collection and analysis to ensure that every student receives the support they need to succeed.
- **Professional Development**: Continuing to upskill teachers in high-impact strategies, inclusive education, and the Science of Learning.
- **Collaborative Curriculum Planning**: Enhancing planning processes to ensure clear progression and continuity in student learning.
- **Consistent High-Impact Teaching Strategies**: Embedding effective teaching strategies across all year levels through targeted professional learning.
- **Strengthened PLC Inquiry Cycles**: Supporting staff in using data effectively to drive student and teacher improvement.
- **Embedding a Collaborative Learning Team Culture (KIS 2.b)**: Establishing a culture of consistent, effective, and data-informed teacher practices, incorporating principles from the Science of Learning and cognitive load theory. These strategies will be supported by short-term data cycles, ensuring teachers can be highly responsive to student needs.

Through these ongoing efforts, Barton Primary School remains committed to fostering a learning environment where all students thrive, achieve their goals, and are well-prepared for future success.

Wellbeing

Student Wellbeing at Barton Primary School

Barton Primary School is dedicated to nurturing students' wellbeing by developing the capabilities they need to thrive and respond effectively to life's challenges. Our approach prioritises resilience, positive engagement, and community connection. Through strong relationships, meaningful partnerships with families and communities, and the promotion of student voice and agency, we are enhancing students' sense of belonging and active participation. This progress is reflected in our **Attitudes to School Survey (AtoSS) results**, with growth in key areas such as **sense of connectedness, managing bullying, and perseverance.**

Key Wellbeing Highlights:

1. **Strengthening Community Partnerships**
   We have expanded engagement with families and external organisations to provide a **holistic wellbeing network.** By creating regular opportunities for family involvement and enhancing access to community support services, we are fostering a more inclusive and connected school environment.
2. **Multi-Tiered System of Support (MTSS) Implementation (KIS 3.a)**
   Our school has successfully rolled out a **whole-school inclusion and wellbeing structure** based on the **MTSS framework**. This ensures all students receive support at different levels:
   - **Tier 1:** Universal wellbeing initiatives promoting resilience and positive engagement.
   - **Tier 2:** Targeted small-group programs for students requiring additional support.
   - **Tier 3:** Intensive interventions and personalised support for students with complex needs.
3. **Enhancing Student Voice and Agency**
   We have expanded programs that empower students to take active roles in leadership and learning. Providing specific support for students needing additional guidance has helped build their confidence in expressing ideas and engaging in school decision-making processes.
4. **Improving Student Connectedness and Wellbeing Outcomes**
   Our efforts have led to **positive growth in the AtoSS data**, meeting or exceeding our targets:
   - **Sense of Connectedness:** Increased from **73% to 75%** (target met).
   - **Managing Bullying:** Increased from **67% to 73%** (above target).
   - **Perseverance:** Increased from **66% to 74%** (above target).

Goals for 2025:

- **Continue strengthening Community Partnerships:** Collaborate with families and external organisations to create a supportive, holistic wellbeing network
- **Tier 1: Universal Support:** Strengthen school-wide wellbeing practices, ensuring that all students have access to a supportive, inclusive environment that promotes emotional resilience and positive engagement.

- **Tier 2: Targeted Support:** Implement additional, targeted interventions for students requiring extra wellbeing support, particularly EAL, trauma-affected, and socially disadvantaged students, through small group programs and focused staff strategies.
- **Staff Professional Development:** Provide training on trauma-informed practices and wellbeing strategies to equip staff with the tools to support universal and targeted interventions.

Engagement

Student Engagement at Barton Primary School

Barton Primary School is committed to fostering student engagement by strengthening relationships, promoting student voice and building a culture of inclusivity. Our engagement strategies aim to ensure that all students feel valued, actively participate in their learning, and contribute to the broader school community.

Key Engagement Highlights:

1. **Expanding Student Leadership Opportunities**
   We have developed initiatives that encourage students to take on leadership roles, promoting responsibility, confidence, and a sense of belonging.
2. **Strengthening Family and Community Engagement**
   We have created **regular opportunities for family participation** in school activities and decision-making, fostering stronger partnerships that contribute to student success.
3. **Enhancing a Positive School Culture**
   Initiatives promoting **diversity, inclusion, and student voice** have played a crucial role in improving student engagement and sense of belonging.
4. **Attendance**

In 2024, Barton had a strong focus on reducing the amount of unexplained absence while also working to continue to implement strong school practice. The school implemented fortnightly and termly attendance prizes with an additional focus on improved attendance each term. Staff were accountable in following up unexplained absences and referring any concerns to the youth worker team. With a termly letter sent home re unexplained the school saw a massive reduction in unexplained absences from over 5124 to just over 2081 for the year.

Focus for 2025:

1. **Enhancing Student Voice and Agency**
   We have expanded programs that empower students to take active roles in leadership and learning. Providing specific support for students needing additional guidance has helped build their confidence in expressing ideas and engaging in school decision-making processes.

Focus for 2025:
To further strengthen our Engagement practices we will:

- **Expand Targeted Wellbeing Support (Tier 2 & Tier 3):** Increase interventions for EAL, trauma-affected, and socially disadvantaged students.

- **Enhance Staff Training:** Provide professional development on **trauma-informed practices** and **wellbeing strategies**.
- **Strengthen Family and Community Engagement:** Develop opportunities for families to be involved within in the school.
- **Continue Developing Student Support Plans (SSPs):** Equip teachers and education support staff with tools to effectively support students requiring personalised wellbeing interventions.
- Continue to work with staff on catching attendance trends earlier.

By reinforcing these strategies and fostering an inclusive school culture, we will ensure all students feel **safe, valued, and supported** in their academic and emotional growth. Barton Primary School remains committed to prioritising student wellbeing, enabling every child to succeed in a nurturing and empowering environment.

Other highlights from the school year

Student Leadership
In 2024, we continued to develop student leadership opportunities, with our Year 6 students attending the Halogen Leadership Conference. This experience inspired them to embrace leadership roles within our school community.

Inclusive Education and Community Partnerships
Our strong and active partnerships with families, community organisations, and service providers—such as Wellsprings for Women—along with the invaluable support of Youth Workers for complex cases, reflect our commitment to inclusivity. These collaborations not only supported our students and families but also contributed to our recognition as a finalist in the Outstanding Inclusive Education Awards.

School Camps
School camps remained a highlight for our students, with Grade 4 attending Camp Manyung and Grade 6 experiencing the exciting adventures of Phillip Island Adventure Resort. These camps provided valuable opportunities for personal growth, teamwork, and resilience.

End-of-Year Event
Our 2024 end-of-year event was an outstanding success, bringing together students, families, and the wider community. The celebrations featured Christmas performances, an Art Show, community stalls, and engaging activities from our school hubs. It was a wonderful way to conclude the year and celebrate the achievements of our students.

Professional Learning for Staff
In 2024, our staff engaged in high-quality professional learning to enhance teaching practices and support student wellbeing:

- **Bronwyn Ryrie Jones** provided training on the Science of Learning, including Cognitive Load Theory, how students learn, and strategies for supporting long-term memory.
- **Bryan Jeffrey** led sessions on Trauma-Informed Practices and Mental Health, equipping staff with strategies to support students facing emotional and psychological challenges.

- **Bridget Talbot**, a Speech Therapist, worked with staff to promote Inclusive Practices and Disability Inclusion, ensuring all students have the support they need to thrive in the classroom.

Financial performance

Barton Primary School – 2024 Financial Overview & Key Developments
At the close of 2024, Barton Primary School maintained a significant balance in our High Yield Investment Account. These funds, however, are fully committed to projects and improvements around the school, including the State Government School Saving Bonus of $400 per student. As a Public-Private Partnership (PPP) school, several projects completed in 2024 did not have invoices raised until 2025.

Financial Commitment to Enhancing Student Learning and School Infrastructure
Barton Primary School is steadfast in its commitment to enhancing our students' learning experience. In 2024, we identified the urgent need to invest in new furniture across the school. Previously, our students worked in an open learning environment that did not adequately support their individual learning needs or their ability to self-regulate. Furthermore, students lacked personal desks to create a dedicated workspace. The furniture upgrade is being implemented over two years, with a substantial portion of funds carried forward into 2025.

Additionally, we have completed several projects aimed at improving the safety and well-being of both students and staff:

- **Security Cameras:** A comprehensive security camera system has been installed across the school to deter vandalism and theft and to create a safer environment for everyone.
- **New Playground Equipment:** New playground facilities, including cubby houses and gag pits, have been added to accommodate the growing number of students and ensure that our playgrounds can entertain a larger group during playtime.
- **Fencing Improvements:** Funding has also been allocated for the extension and improvement of the fencing around the school grounds to enhance security and safety.

2024 School Council Agreements and Key Partnerships
In line with our efforts to continuously improve the educational experience at Barton Primary School, the following partnerships and initiatives were successfully established in 2024, with continued funding and support into 2025:

1. **Canteen Service:** After a public tender process, our local **Cafe Cibo** was selected to provide a canteen service for our students. The School Council was actively involved in reviewing the ordering process, menu options, and delivery days. We are pleased to announce that the service will continue into 2025, with an expansion of the available ordering days for families.
2. **Silver Gum Therapies:** We partnered with **Silver Gum Therapies** to provide intensive speech therapy services to identified students. This valuable service will continue in 2025 to further support our students' communication development.
3. **Music Bus Program:** The **Music Bus** program offers one-on-one instrumental lessons to students, providing them with the opportunity to develop their musical skills. We are excited to extend this program in 2025.

4. **Bytewise IT Support: Bytewise** has provided additional IT support to the school, ensuring that our technology infrastructure meets the growing needs of both students and staff.
5. **MOAT Mental Health Services: MOAT** (Mental Health Services) has provided staff training to better equip them in supporting students with a diverse range of mental health challenges. This training will continue into 2025.
6. **Community Hubs Australia & Wellsprings for Women: Community Hubs Australia** has supported our school by funding a staff position to operate the **Wellsprings for Women** program. This community-based organization supports migrant women, human rights, and advocates for a society where women are safe and free from violence. The program provides a variety of services and will continue to thrive in 2025, thanks to this partnership.

For more detailed information regarding our school please visit our website at https://bartonps.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 1,093 students were enrolled at this school in 2024, 554 female and 539 male.

55 percent of students had English as an additional language and 1 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.

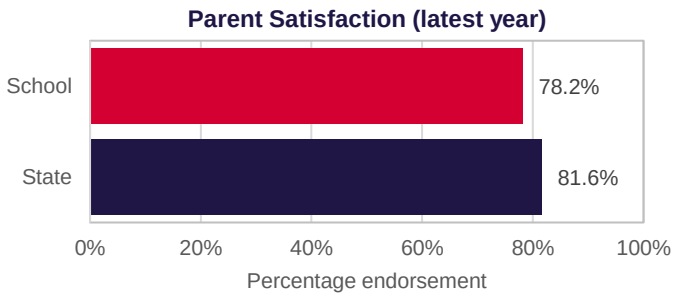
This school's SFOE band value is: **Low - Medium**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	78.2%
State average (primary schools):	81.6%



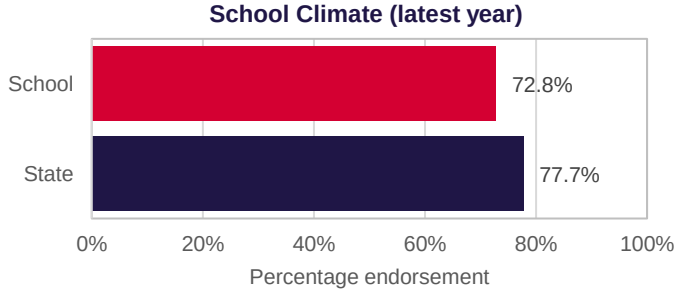
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	72.8%
State average (primary schools):	77.7%



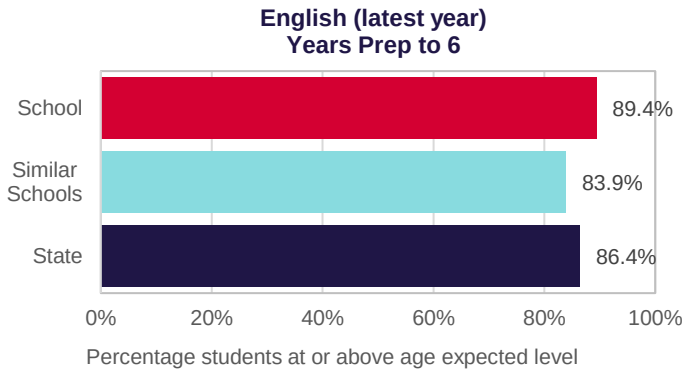
LEARNING

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.***

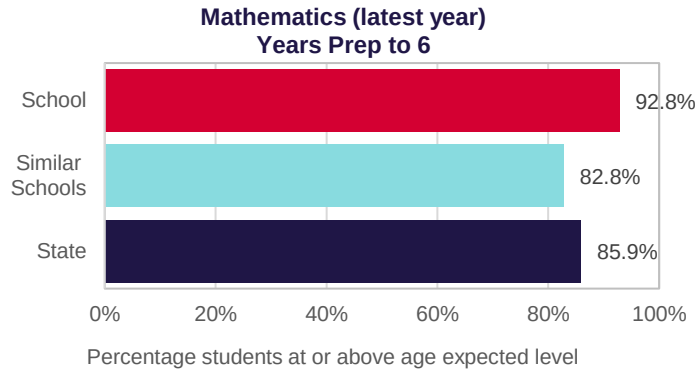
Teacher Judgement of student achievement against the Victorian Curriculum

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:	89.4%
Similar Schools average:	83.9%
State average:	86.4%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	92.8%
Similar Schools average:	82.8%
State average:	85.9%



LEARNING (continued)

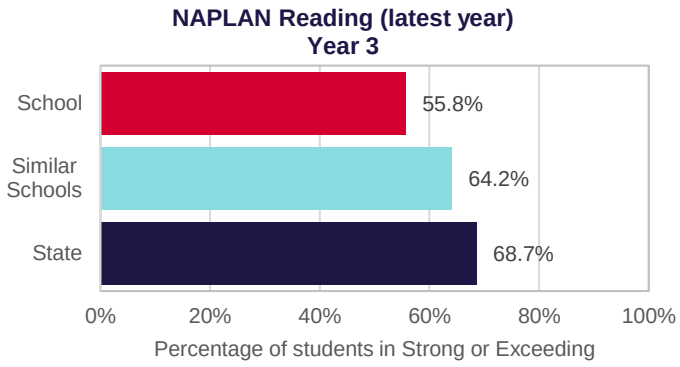
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

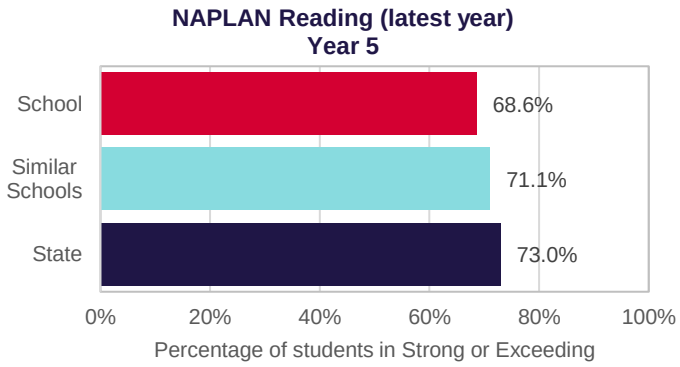
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

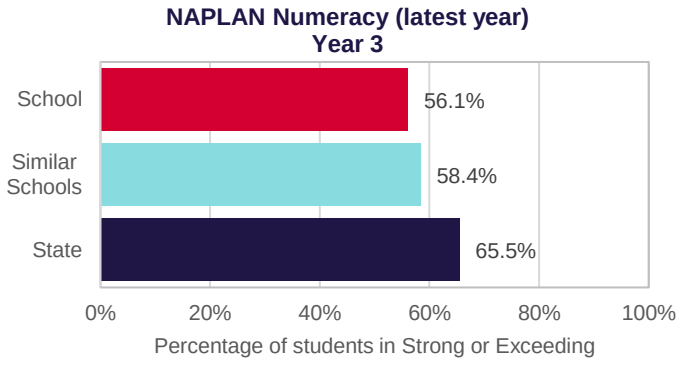
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.8%	56.1%
Similar Schools average:	64.2%	64.7%
State average:	68.7%	69.2%



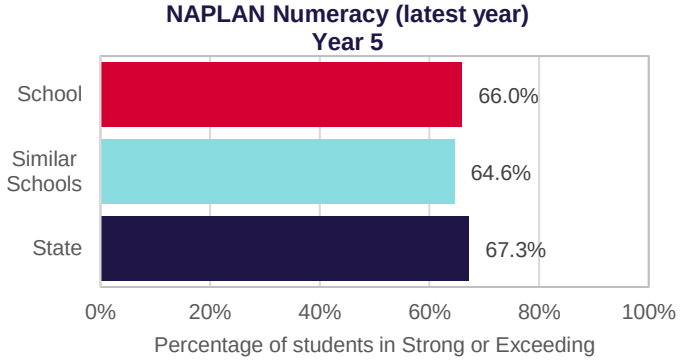
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.6%	69.0%
Similar Schools average:	71.1%	73.2%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.1%	57.4%
Similar Schools average:	58.4%	60.1%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.0%	60.6%
Similar Schools average:	64.6%	64.9%
State average:	67.3%	67.6%



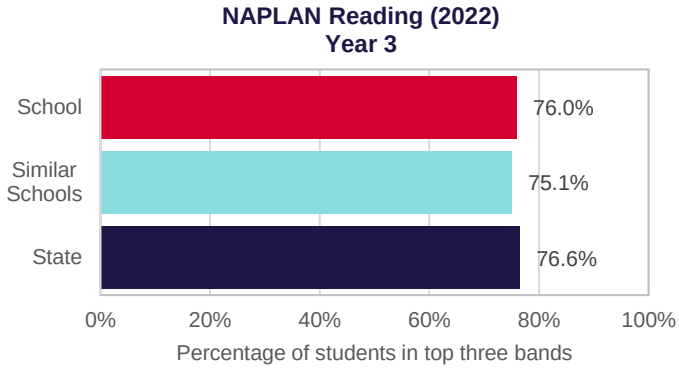
LEARNING (continued)

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

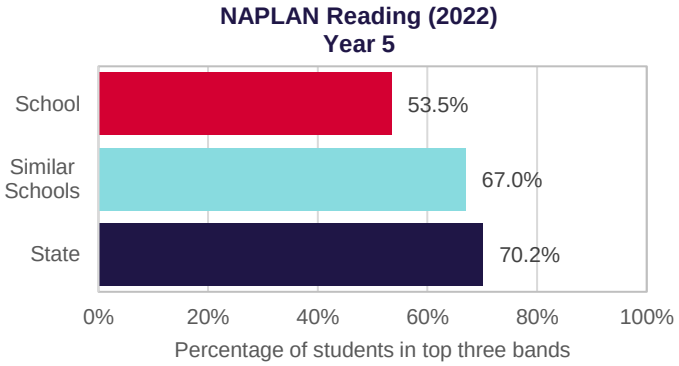
NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

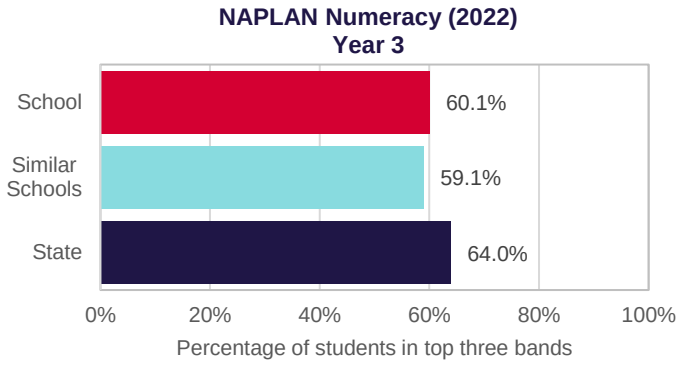
Reading Year 3	(2022)
School percentage of students in the top three bands:	76.0%
Similar Schools average:	75.1%
State average:	76.6%



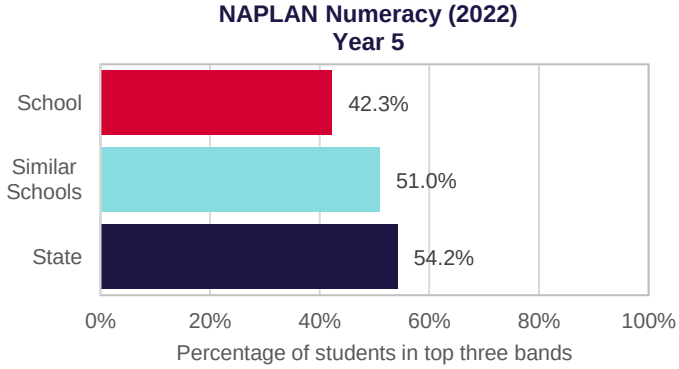
Reading Year 5	(2022)
School percentage of students in the top three bands:	53.5%
Similar Schools average:	67.0%
State average:	70.2%



Numeracy Year 3	(2022)
School percentage of students in the top three bands:	60.1%
Similar Schools average:	59.1%
State average:	64.0%



Numeracy Year 5	(2022)
School percentage of students in the top three bands:	42.3%
Similar Schools average:	51.0%
State average:	54.2%



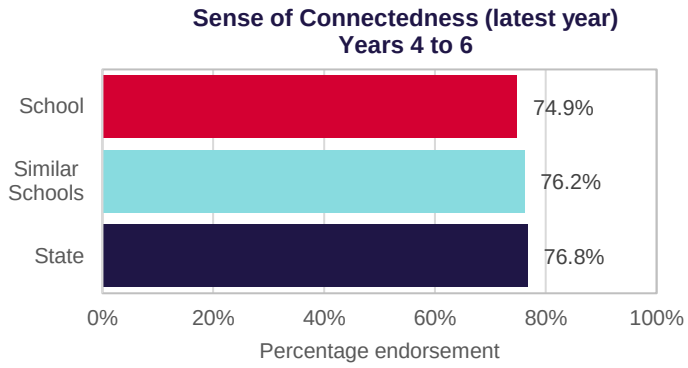
WELLBEING

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).

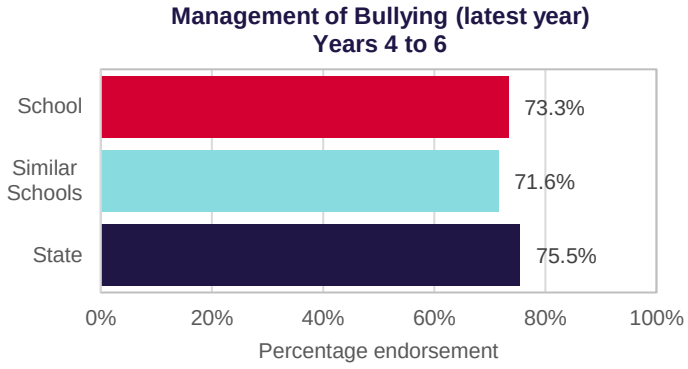
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	74.9%	71.4%
Similar Schools average:	76.2%	77.9%
State average:	76.8%	77.9%



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:	73.3%	67.9%
Similar Schools average:	71.6%	73.1%
State average:	75.5%	76.3%



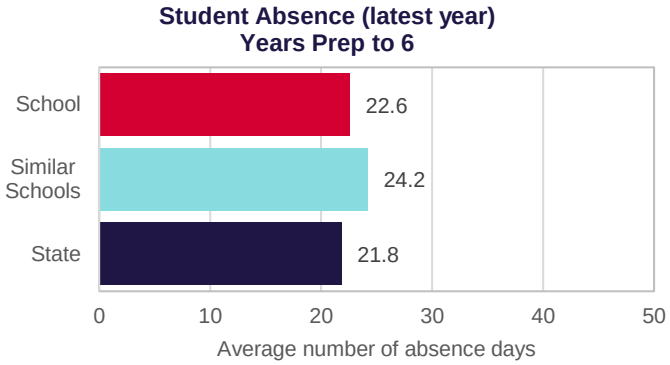
ENGAGEMENT

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:	22.6	22.6
Similar Schools average:	24.2	22.4
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):	89%	89%	89%	89%	89%	89%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$11,768,953
Government Provided DET Grants	$1,475,444
Government Grants Commonwealth	$123,749
Government Grants State	$5,084
Revenue Other	$156,890
Locally Raised Funds	$222,493
Capital Grants	$0
Total Operating Revenue	**$13,752,613**

Equity [1]	Actual
Equity (Social Disadvantage)	$144,001
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$144,001**

Expenditure	Actual
Student Resource Package [2]	$10,891,763
Adjustments	$0
Books & Publications	$10,585
Camps/Excursions/Activities	$198,329
Communication Costs	$10,778
Consumables	$198,748
Miscellaneous Expense [3]	$68,869
Professional Development	$67,045
Equipment/Maintenance/Hire	$456,875
Property Services	$89,018
Salaries & Allowances [4]	$0
Support Services	$712,653
Trading & Fundraising	$13,782
Motor Vehicle Expenses	$67
Travel & Subsistence	$0
Utilities	$111,403
Total Operating Expenditure	**$12,829,914**
Net Operating Surplus/-Deficit	**$922,699**
Asset Acquisitions	**$251,636**

(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	$1,702,166
Official Account	$89,998
Other Accounts	$0
Total Funds Available	**$1,792,164**

Financial Commitments	Actual
Operating Reserve	$323,025
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$111,997
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$42,000
Capital - Buildings/Grounds < 12 months	$1,448,205
Maintenance - Buildings/Grounds < 12 months	$51,460
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,976,687**

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.