

2024 Annual Report to the School Community

School Name: Grayling Primary School (5385)



- 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 21 March 2025 at 04:14 PM by Luke Abdallah (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 01 April 2025 at 07:33 AM by Luke Abdallah (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

Grayling Primary School first opened its doors in 2020, catering to students from Prep to Year 6. Situated in the growing suburb of Clyde North within the Berwick Waters Estate, the school provides a dynamic and supportive learning environment.

Vision and Values- At Grayling Primary School, our vision is for all students to be proud and connected, achieving success both academically and socially. We aim to engage and motivate students, encouraging them to set high expectations for themselves while fostering curiosity and a passion for learning. Collaboration between students, staff, and the broader community ensures that all students develop into resilient, confident, and respectful global citizens.

Our school motto, "Proud and Connected," is reflected in our core values, represented by the acronym PROUD: Performance– Striving for my personal best - Respect – Respecting myself, others, and the school environment - Open-minded – Willing to consider ideas and opinions that are new or different - United – Being part of a team to achieve a common goal - Daring – Being brave and willing to take risks to challenge myself.

School Facilities- Grayling Primary School features seven permanent buildings, including: - An administration building housing office spaces, staff facilities, and a sick bay - Two buildings with four flexible learning communities - 6 portable classrooms - 2 double storey portable classrooms - A purpose-built specialist facility - A gymnasium with a full-sized basketball court and additional learning spaces

Outdoor facilities include designated play areas for different year levels, a large sandpit, junior school cubbies, a gaga pit, two outdoor basketball courts, and a soccer pitch.

Enrolment and Staffing- At the beginning of the 2024 school year, Grayling Primary School had 643 students enrolled, growing to 694 students by the end of the year.

The school's staffing profile includes: *Leadership team:* 1 principal, 2 assistant principals, 2 learning specialists - *Teaching staff:* 30 equivalent full-time (EFT) teachers, 8 part-time teachers - *Education Support (ES) staff:* 19 EFT (6 administration staff, 12 classroom support staff, and 1 maintenance staff member)

All teaching staff hold registration with the Victorian Institute of Teaching (VIT), while Education Support staff possess the required Working with Children Checks (WWCC) and other qualifications as mandated by the Department of Education and Training.

Learning Structure and Specialist Programs - In 2024, the school operated with seven Learning Communities, consisting of: - 6 Prep classes - 5 Year 1 classes - 5 Year 2 classes - 4 Year 3 classes - 4 Year 4 classes - 2 Year 5 classes - 1 Year 5/6 composite class - 2 Year 6 classes.

Students participated in weekly specialist subjects, which included: - Physical Education (PE) - Art - STEM (Science, Technology, Engineering, and Mathematics) - Performing Arts - Spanish*. Grayling Primary School also provided additional opportunities for students interested in sports, robotics, coding, and art. The gymnasium served as a venue for before and after school care and was used as a training facility for a local basketball team. Music lessons were available for students interested in learning keyboard, drums, guitar, and vocals.

Community and Student Engagement - With an SFOE index of 0.2978, Grayling Primary School remains committed to fostering an inclusive and supportive school community. By encouraging academic excellence, personal growth, and social responsibility, the school ensures that students are well-prepared for future challenges. Grayling Primary School continues to grow, providing a nurturing and stimulating learning environment where students can develop the skills, confidence, and resilience needed for lifelong success.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2024, Grayling Primary School has demonstrated a strong commitment to professional learning, resulting in enhanced instructional practice in the teaching and assessment of reading. Our explicit approach to learning and teaching has contributed to improved student achievement outcomes, ensuring that all students are engaged in their learning journey. Students actively participate in their own learning by articulating their progress and identifying their next steps for improvement, aligning with our key improvement strategies.

Our Professional Learning Community (PLC) approach has been instrumental in fostering a collaborative culture among teachers. The structured teamwork in curriculum planning and student assessment across year levels has ensured consistency in teaching and learning. Additionally, the implementation of individual learning plans for students in the priority cohorts has provided a targeted approach to student progress.

Student outcomes at Grayling PS have remained strong, with results in the National Assessment Program—Literacy and Numeracy (NAPLAN) either above or comparable to national, state, and similar school benchmarks. Our focus on high-quality teaching and a well-structured learning environment has played a significant role in achieving these results.

The introduction of MultiLit in Foundation to Year 2 has been a key initiative in 2024. This evidence-based program has provided extensive professional learning for teachers, equipping them with effective instructional methods to implement an explicit and systematic phonics approach. Staff have been supported through professional learning sessions focused on the development of yearly scope and sequences, as well as the introduction of cumulative and progress assessments to monitor student learning.

A key priority this year has been collaborative planning. Weekly Professional Learning Team (PLT) Inquiry Cycles have been embedded into practice, allowing teachers to explore and apply best practices in the science of reading. These sessions have strengthened teachers' ability to assess student understanding and provide instructional differentiation to support all learners. The flexibility shown by Foundation to Year 2 teachers in integrating new knowledge into their daily MultiLit implementation has been commendable.

The 2024 NAPLAN results showcase outstanding growth and achievements among students in year 3 & 5, reflecting their hard work, dedication, and the school's commitment to academic

excellence.

Key Improvements and Achievements

Improved Overall Performance: Students demonstrated significant progress across all assessed areas, with noticeable gains in literacy and numeracy.

Year 3 Success:

- Increased proficiency in reading and writing, with more students achieving in the top bands.
- Notable improvement in spelling and grammar, indicating strong foundational skills.

Year 5 Excellence:

- Higher scores in numeracy, showing strengthened problem-solving abilities.
- Growth in reading comprehension and writing fluency, demonstrating effective literacy programs.

Strong School Comparison Results:

- Students performed above the national average in multiple areas, positioning the school as a leader in academic achievement.
- Continuous upward trend in student outcomes, reinforcing the effectiveness of teaching strategies and student support programs.

The 2024 NAPLAN results affirm Grayling's dedication to fostering academic success. The improvements in literacy and numeracy highlight the school's focus on quality education, student engagement, and innovative teaching methods. These achievements reflect the collective efforts of students, teachers, and parents in creating a positive learning environment.

Looking ahead, our instructional priorities will focus on refining strategies to check for student understanding at various stages of lessons. Techniques such as Think-Pair-Share and Mini Whiteboards will be incorporated, drawing on best practices from leading educators Bronwyn Ryrie Jones, Nathaniel Swain, and Brandon Lee. These approaches will further enhance our commitment to student-centered learning and continuous improvement in instructional practices.

Grayling Primary School remains dedicated to fostering a culture of high expectations, collaboration, and excellence in teaching and learning. The progress made in 2024 reflects our commitment to ensuring every student achieves success in their educational journey.

Wellbeing

As a vibrant school community it is incredibly important that we have happy, healthy and active kids at Grayling Primary School.

In 2024, we created a vibrant and engaging school environment by offering a variety of lunchtime clubs, excursions, and incursions to inspire and connect our students. Our diverse range of lunchtime clubs included arts, wellbeing, sports, knitting, and a STEM club, providing something for everyone to enjoy.

We also provided exciting camp experiences, with our Year 3-6 students attending multi-day camps throughout the year. Our house competition continues to thrive, fostering a strong sense

of pride and camaraderie among students. Every two weeks, we celebrate their enthusiasm with a variety of activities, including sports, craft, and art, all leading up to the highly anticipated Grayling Cup. In 2024, we were thrilled to see the Nettle Knights claim victory and take home the prestigious trophy!

Celebrating a Strong Learning and Well-being Culture

The results of the 2024 Attitudes to School Survey highlight the outstanding learning environment and student well-being initiatives at our school. The survey reflects strong engagement, positive relationships, and a supportive atmosphere that fosters student success.

Excellence in Teaching and Learning

Our school continues to provide a highly effective learning environment, with students feeling challenged, supported, and motivated. Key highlights include:

Differentiated Learning Challenge (93%) – Students recognise the efforts of teachers in tailoring lessons to meet diverse learning needs.

Effective Teaching Time (92%) – High levels of engagement ensure students make the most of their classroom experiences.

Self-Regulation and Goal Setting (96%) – Students demonstrate strong independence and commitment to their learning goals.

A Positive and Supportive Student Experience

A strong sense of belonging and well-being contributes to student success:

Attitudes to Attendance (94%) – High attitudes to attendance rates show students value their time at school.

Sense of Confidence (92%) – Students feel assured in their abilities and contributions.

Motivation and Interest (91%) – Learners show enthusiasm and drive to succeed academically.

Commitment to Well-being and Safety

Ensuring a safe and inclusive school culture remains a priority:

Advocate at School (94%) – Students feel supported by staff members who advocate for their needs.

Respect for Diversity (90%) – Our inclusive culture fosters respect and acceptance among peers.

Managing Bullying (88%) – Effective strategies ensure students feel safe and supported.

Strong Student-Teacher Relationships

Students thrive in a school environment where teachers care about their well-being and success:

High Expectations for Success (99%) – Our teachers set high aspirations, and students rise to meet them.

Effort (91%) – Students recognise the importance of perseverance in their learning journey.

Teacher Concern (90%) – A caring and supportive approach ensures every student feels valued.

Encouraging Social Engagement and Inclusion

A connected and inclusive school culture enhances student experiences:

Sense of Inclusion (95%) – A strong community where every student feels welcomed and valued.

Student Voice and Agency (87%) – Opportunities for leadership and decision-making empower students.

Improved Growth in Teacher Capacity for Managing Behaviour

Our school has seen significant growth in teacher capacity when addressing both major and minor behaviours, fostering a more consistent and positive learning environment. Through ongoing

professional learning sessions, staff have deepened their understanding of Individual Education Plans, behaviour management strategies, whole-school routines, Ready-to-Learn scales, Zones of Regulation, and the implementation of new behaviour flowcharts aligned with the School-Wide Positive Behaviour Support (SWPBS) framework.

A key highlight of this professional learning was staff collaboration in Professional Learning Team (PLT) groups to create Ready-to-Learn scales with appropriate visuals and language tailored to their specific student cohorts. This initiative has empowered students to use the scales alongside the Zones of Regulation program, enabling them to communicate their learning readiness effectively.

The integration of these strategies has strengthened student-teacher interactions, allowing for consistent and positive check-ins that promote student independence in recognising their emotions and self-regulation techniques. As a result, students are developing essential skills to manage their behaviour proactively, creating a more engaged and focused learning environment for all.

The commitment and dedication of our staffs professional growth and the well-being of students have been instrumental in this progress, and we look forward to continuing this journey towards a supportive and inclusive school culture.

Let's Talk Program Impact

Over the past 12 months, the *Let's Talk* program has played a vital role in fostering pro-social behaviours among students. The program's focus on open communication and emotional awareness has led to a significant decrease in minor yard incidents and a noticeable increase in positive student interactions.

One of the program's key strengths has been the use of student emotional scans to guide regulation strategies. These insights have been instrumental in helping students manage emotions effectively, both in the classroom and on the playground. As a result, students are demonstrating improved conflict resolution skills and a greater ability to navigate differences, particularly in understanding and agreeing on rules during games.

The success of *Let's Talk* is evident in the enhanced social environment within our school community. Students are not only engaging in more respectful and meaningful conversations but also developing essential life skills that will support their personal and academic growth.

Looking Ahead

These results, strategies and programs are a testament to the dedication of our students, teachers, and wider school community. Moving forward, we will continue to build on our successes, ensuring every student feels supported, engaged, and inspired to reach their full potential.

Our school remains committed to fostering a learning environment where both academic achievement and well-being thrive.

Engagement

Fostering a Holistic Approach to Engagement

Our school is dedicated to a holistic approach to student engagement and wellbeing, underpinned by our core values: Performance, Respect, Open-Minded, United, and Daring. These values

shape our positive school culture, ensuring a supportive and inclusive environment for all students. Through our personal and social capabilities curriculum, students engage in our social skills program, which integrates zones of regulation and circle time to nurture positive relationships, coping mechanisms, and effective communication skills.

Student Voice, Agency, and Leadership

In 2024, we have provided multiple opportunities for student voice, agency, and leadership. Our students, through school leaders, the Student Representative Council (SRC), and the Student Voice and Agency Leading Teacher, have actively participated in shaping our school community. Their involvement in decision-making processes has led to meaningful contributions, including the selection of charities to support, lunchtime clubs, and the planning of special events and curriculum enhancements.

Empowering Students through the SRC

The Grayling Student Representative Council plays a crucial role in ensuring student voices are heard. Elected by their peers, our SRC representatives advocate for their classmates and contribute positively to school-wide initiatives. Their leadership has influenced curriculum developments such as SWPBS (School-Wide Positive Behaviour Support) and led to student-driven events like career dress-up day and sushi special lunch day. These leadership experiences have enabled students to develop essential skills in public speaking, teamwork, decision-making, and problem-solving.

Community Engagement and Whole-School Events

We maintain strong connections with local kindergartens, particularly Manna Gum Kindergarten, to facilitate smooth prep transitions. Our commitment to community engagement was further evident through the hosting of numerous whole-school events, including:

- **Harmony Day**
- **NAIDOC Week Celebrations**
- **Book Character Parade**
- **School Disco**
- **Mother's Day and Father's Day Stalls and BBQ**
- **STEAM Show**
- **Christmas Concert**

These events were enthusiastically supported by our community, and we look forward to building on their success in 2025.

Commitment to Student Attendance

Recognising the importance of attendance in student success, we have implemented strict processes and monitoring systems involving classroom teachers, administration staff, and the principal class team. The effective use of COMPASS has been integral in tracking attendance, sending automated morning texts for unexplained absences, and ensuring timely follow-ups with families. Attendance guidelines have been developed to assist staff in identifying and addressing concerns promptly. Moving forward, we will continue promoting attendance through our fortnightly newsletter, newsfeed reminders, and parent engagement events.

Grayling Primary School demonstrates a commendable commitment to student wellbeing through its strong attendance performance. As one of the key wellbeing measures in the 2024 School Performance Report, the school has achieved a high performance level in the wellbeing domain, which includes student attendance.

The overall trend for attendance at Grayling performs well above many similar schools, positioning itself in the top performance tier for wellbeing. This high level of attendance reflects a positive school culture where students feel safe, connected, and motivated to engage in daily learning activities.

This strength in attendance is particularly noteworthy given the challenges schools have faced in maintaining consistent student engagement in recent years. The school's ability to maintain high levels of attendance underscores effective student support strategies, strong community engagement, and a nurturing learning environment that values consistency and presence.

Continued focus on attendance as part of the broader wellbeing strategy will ensure Grayling Primary remains a leader in student engagement and support, setting a strong foundation for both academic success and lifelong learning habits.

Encouraging Student Participation in Sports and Activities

Throughout 2024, we have provided numerous sporting opportunities for our students. Visits from various sporting organisations enabled students to participate in clinics covering sports such as AFL, volleyball, and more. These initiatives promote an active lifestyle, teamwork, and a sense of school spirit.

Enhancing Student Engagement through Behaviour Support Initiatives

Our annual focus on student engagement has been shaped by insights from the Attitudes to School survey, identifying areas for growth, including bullying prevention. To address this, we have implemented targeted efforts, such as:

- **Professional development sessions** for staff on recognising and responding to major and minor behaviours.
- **Restorative conversations** to encourage accountability and reflection among students.
- **Domain meetings** to identify behaviours impacting learning and adjust our SWPBS approach accordingly.
- **Clear behaviour recording protocols**, including tracking minor and positive behaviours to identify trends and inform intervention strategies.
- **School-wide behaviour flowcharts** displayed throughout the school to ensure consistency in behavioural expectations and responses.

Looking Ahead

Our commitment to student wellbeing, engagement, and leadership will continue to strengthen in 2025. With a foundation built on collaboration, community involvement, and continuous improvement, we are dedicated to fostering a supportive and thriving school environment where every student has the opportunity to succeed.

Financial performance

Grayling Primary School is in a strong and healthy financial position, allowing us to confidently plan for the future and embark on several exciting projects. As we approach 2025, we are pleased to report a surplus in our credit budget, which will support the implementation of key programs and initiatives to benefit our students and school community.

One of our major investments has been in enhancing teaching and learning programs, with over

\$50,000 dedicated to implementing, training, and resourcing literacy and numeracy initiatives. This commitment aligns with our Annual Implementation Plan (AIP) goals, reinforcing the school's focus on fostering excellence in these fundamental areas.

In addition, we have allocated over \$100,000 to upgrading our outdoor and play spaces. These enhancements ensure that our students have access to engaging, safe, and well-equipped areas during their break times, contributing to their overall well-being and school experience.

Technology remains a priority at Grayling Primary School, and we have continued to invest in resources that support both our staff and students. This includes the lease of Promethean Interactive Boards, as well as an increase in IT devices within classrooms to further enhance learning opportunities.

Furthermore, our Physical Education Department actively seeks external funding to expand sports programs. Through grants provided by the Australian Sports Commission, we continue to enhance our offerings, providing students with diverse opportunities to participate in physical activities and develop their skills.

We are excited about the future and remain committed to providing the best possible educational experience for our students. With a solid financial foundation, we look forward to implementing new projects and initiatives that will enrich the learning environment at Grayling Primary School.

For more detailed information regarding our school please visit our website at <https://www.graylingps.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 647 students were enrolled at this school in 2024, 322 female and 325 male.

57 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.

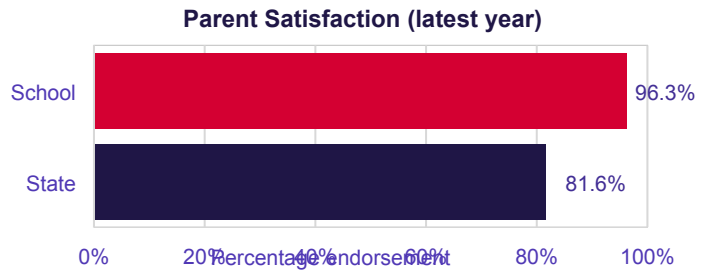
This school's SFOE band value is: **Low - Medium**

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:	96.3%
State average (primary schools):	81.6%



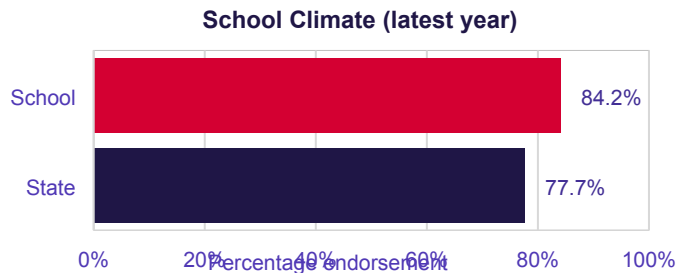
School Staff Survey

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:	84.2%
State average (primary schools):	77.7%



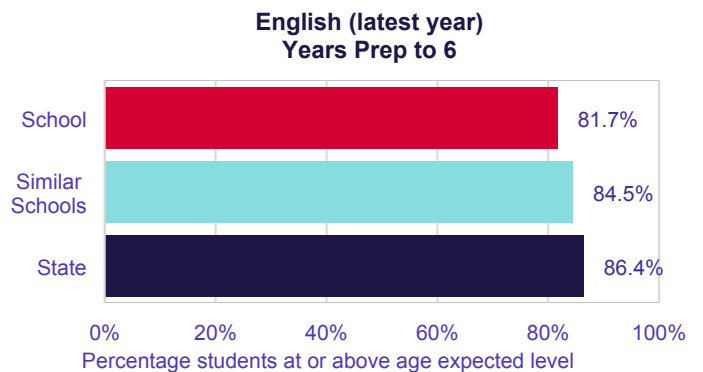
LEARNING

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.

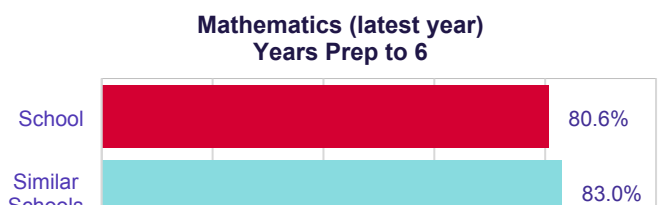
Teacher Judgement of student achievement against the Victorian Curriculum

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:	81.7%
Similar Schools average:	84.5%
State average:	86.4%



Mathematics	Latest year
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Years Prep to 6

(2024)

School percentage of students at or above age expected standards:

80.6%

Similar Schools average:

83.0%

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.

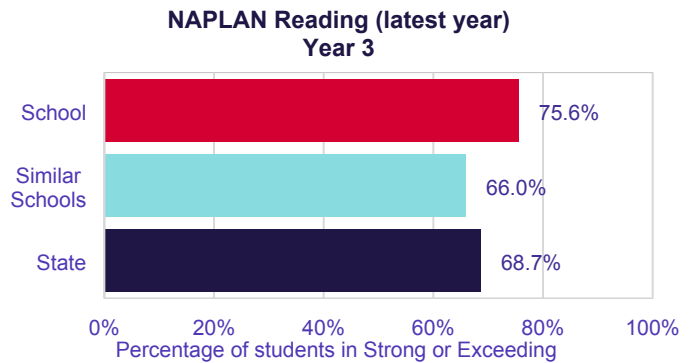
NAPLAN

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.

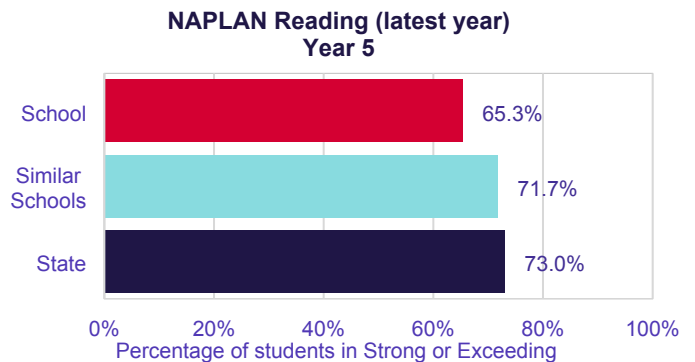
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.6%	73.3%
Similar Schools average:	66.0%	66.3%
State average:	68.7%	69.2%



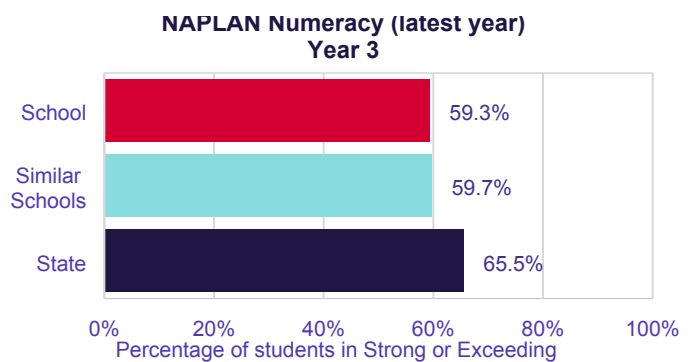
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.3%	73.8%
Similar Schools average:	71.7%	73.6%
State average:	73.0%	75.0%



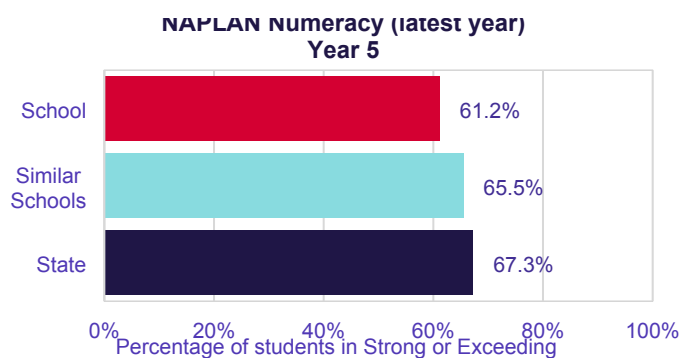
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.3%	64.7%
Similar Schools average:	59.7%	60.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.2%	63.7%
Similar Schools average:	65.5%	66.3%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

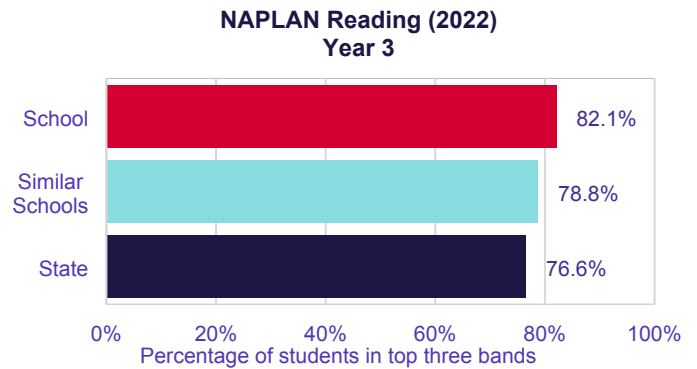
82.1%

Similar Schools average:

78.8%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

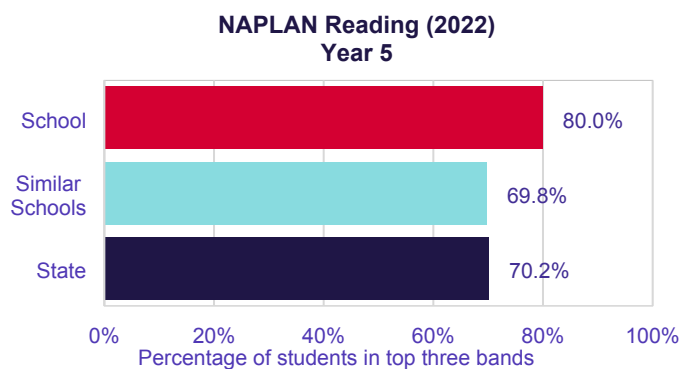
80.0%

Similar Schools average:

69.8%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

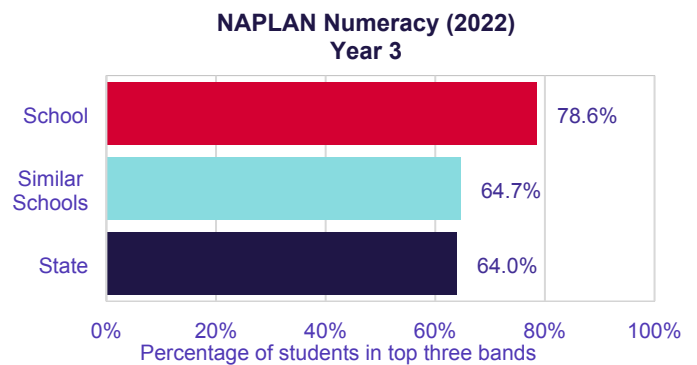
78.6%

Similar Schools average:

64.7%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

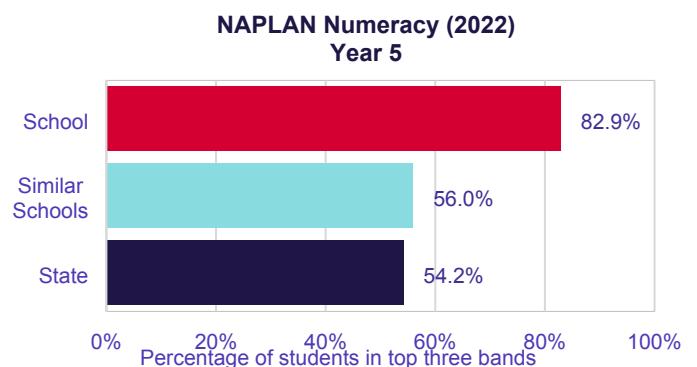
82.9%

Similar Schools average:

56.0%

State average:

54.2%



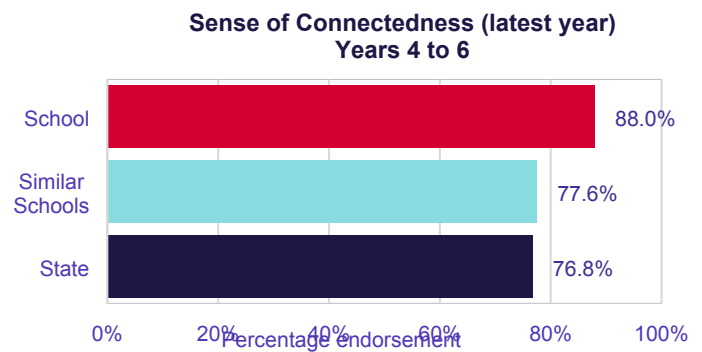
WELLBEING

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).

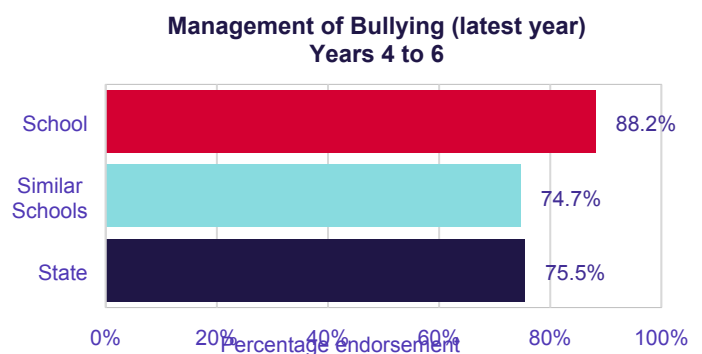
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	88.0%	90.8%
Similar Schools average:	77.6%	78.1%
State average:	76.8%	77.9%



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:	88.2%	92.6%
Similar Schools average:	74.7%	73.8%
State average:	75.5%	76.3%



ENGAGEMENT

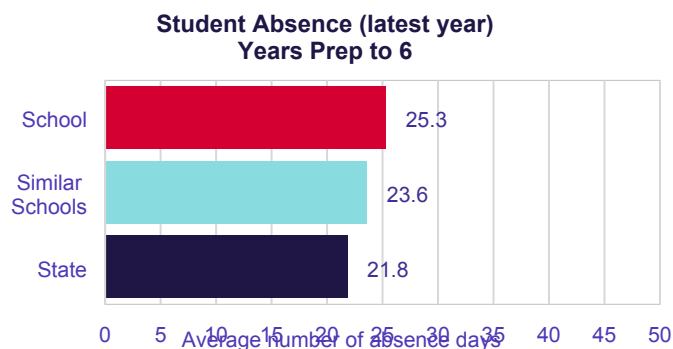
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.3	22.9
Similar Schools average:	23.6	22.0
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%	86%	89%	87%	87%	85%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,400,378
Government Provided DET Grants	\$1,295,624
Government Grants Commonwealth	\$9,450
Government Grants State	\$0
Revenue Other	\$55,449
Locally Raised Funds	\$276,518
Capital Grants	\$0
Total Operating Revenue	\$8,037,418

Equity ¹	Actual
Equity (Social Disadvantage)	\$70,562
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$70,562

Expenditure	Actual
Student Resource Package ²	\$5,547,706
Adjustments	\$0
Books & Publications	\$4,808
Camps/Excursions/Activities	\$190,144
Communication Costs	\$9,083
Consumables	\$220,035
Miscellaneous Expense ³	\$20,346
Professional Development	\$22,708
Equipment/Maintenance/Hire	\$224,239
Property Services	\$142,417
Salaries & Allowances ⁴	\$44,265
Support Services	\$248,772
Trading & Fundraising	\$23,642
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$65,374
Total Operating Expenditure	\$6,763,538
Net Operating Surplus/-Deficit	\$1,273,880
Asset Acquisitions	\$74,659

- (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	\$717,572
Official Account	\$13,290
Other Accounts	\$0
Total Funds Available	\$730,862

Financial Commitments	Actual
Operating Reserve	\$204,962
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	\$204,962

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.