

2024 Annual Report to the School Community

School Name: Balwyn Primary School (1026)



- 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 10:45 AM by Olivia Richards (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 21 March 2025 at 10:53 AM by Olivia Richards (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 Balwyn Primary School (BPS), we are dedicated to educational excellence, fostering a dynamic learning environment through engaging teaching and enriching programs. We provide a supportive, inclusive, and affirming learning where every student is empowered to thrive.

Our **Vision**, “*Nurturing global citizens for personal success in an ever-changing world*,” and our motto, “*Aim High*,” reflect our commitment to cultivating a lifelong love of learning. We strive to develop strong communication skills, responsible community members, and the ability to think creatively and critically. We build strong social connections and resilience, equipping our students with the skills to navigate an ever-changing future.

Our **values**—Responsibility, Respect, Integrity, Belonging, and Empathy—serve as the foundation of our learning community. We deliver a developmental curriculum within a multi-age structure, ensuring learning experiences are differentiated, authentic, challenging, and innovative, empowering every student to reach their full potential.

At the 2024 August census had 592 student enrolments, (including international students).

In 2024 our Staffing profile was:

Principal Class: 3,

Teaching Staff: 34.2,

Education Support Staff: 9, (including a school nurse).

Total staff: 46.2 full time equivalent (FTE).

Balwyn Primary School (BPS) is located 10 kilometres east of Melbourne in the leafy suburb of Balwyn. The school is situated in the Boroondara Network.

The school’s Student Family Occupation and Education Index (SFOE), which takes into account parents’ occupations and education, was 0.0979 which places the school band as Low.

Balwyn Primary School thrives in a rich multicultural community and is dedicated to equipping students with the skills and attributes needed to become confident global citizens. A significant number of our students achieve beyond expected learning levels, and we provide tailored enrichment and learning support programs to ensure every child reaches their full potential. With at least 40% of our student population speaking English as an Additional Language, we celebrate diversity and foster an inclusive, supportive learning environment where all students can succeed.

At BPS, continuous improvement in student and teacher learning is embedded in our culture. Data-informed teaching and assessment drive excellence, supported by our dedicated staff working within Professional Learning Communities (PLCs). The school’s implementation of the Victorian Framework for Improving Student Outcomes (FISO 2.0) ensured a continued focus on learning and wellbeing initiatives. We prioritise building teacher capacity through targeted professional learning and a peer learning model, ensuring alignment with our Annual Implementation Plan (AIP) goals and our commitment to ongoing growth.

Student voice and leadership remain central, with Junior School Council and Year 6 Leaders actively shaping school life and contributing to community initiatives. We foster an inclusive environment where all students are valued and differences are embraced.

Our Instrumental Music Program continues to thrive, with 170 students learning piano, guitar, violin, woodwind, cello, and drums. With more than half of our students learning an instrument, we offer eight instrumental ensembles and choir, providing rich opportunities for musical development and performance.

Progress towards strategic goals, student outcomes and student engagement

Learning

The School Strategic Plan goals in 2024 focused on maximising student growth across the curriculum, with particular emphasis on the Framework for Improving Student Outcomes (FISO 2.0) in learning and wellbeing. School improvement priorities were outlined through the Learning, Student Voice, and Wellbeing Key Improvement Strategies. These strategies were supported by differentiated teaching tailored to individual needs, complemented by the Tutor Learning Initiative (TLI) and English as an Additional Language (EAL) programs, all led by a newly established Learning Enhancement (LE) teacher role.

The 2024 school performance data is as follows:

Reading Achievement

In Year 3, 89.4% of students were in Strong or Exceeding and in Year 5, 92.0% of students were in Strong or Exceeding. As a point of reference, in Year 3 Reading Similar School achieved 86.1% and State achieved 68.7% and in Year 5 Reading, Similar School achieved 90.1% and State achieved 73.0%.

Numeracy Achievement

In Year 3, 88.4% of students were in Strong or Exceeding and in Year 5, 91.9% of students were in Strong or Exceeding. As a point of reference, in Year 3 Numeracy Similar School achieved 85.5% and State achieved 65.5% and in Year 5 Numeracy, Similar School achieved 90.1% and State achieved 67.3%.

Writing Achievement

In Year 3, 96% of students in Writing are exceeding or strong and in Year 5, 89% of students in Writing are exceeding or strong. As a point of reference, in Year 3 Writing, Similar Schools achieved 92% and State achieved 78% and in Year 5 Writing, Similar Schools achieved 91% and State achieved 73%.

The school percentage of students (from Foundation to Year 6) achieving at or above age expected standards in English was 99.33%.

The school percentage of students (from Foundation to Year 6) achieving at or above age expected standards in Mathematics was 99.0%.

The reintroduction of the Peer Learning model fostered a culture of high expectations, focusing on personalised teaching and learning informed by data. Teachers at BPS continued to promote high self-efficacy in students through various strategies and a stimulating, inclusive environment.

Team Leaders led PLCs, collaborations, and pedagogical discussions to support students' individual needs. School Improvement Team (SIT) meetings focused on consistent, data-driven improvement across the school. Curriculum Leaders facilitated professional learning on the new Victorian Mathematics Curriculum in addition to student reports reflecting the new maths curriculum.

Annual Implementation Plan (AIP) goals remained focused on improving writing outcomes, with continued collaboration with writing consultant Terri Campbell and targeted learning at the team level.

Teachers catered to High-Ability students by tailoring their planning to each student's achievement level, using multiple data sources. This process was led by the High-Abilities Practice Leader (HAPL).

Balwyn Primary continued to engage students in the Victorian High-Ability Program (VHAP) through Virtual Schools Victoria and offered opportunities in Mathematics, Science, and Writing. High-Ability students also participated in enrichments such as Gateways, Science Talent Search, and Tournament of Minds.

Identified students accessed the Program for Students with Disabilities (PSD), with school leaders preparing for the Disability Inclusion funding model in 2025. Integration Aides supported PSD students, and regular Student Support Group (SSG) meetings ensured that Individual Education Plans (IEP), were in place.

Specialist programs in 2024 included Visual Arts, LOTE (Mandarin), Health and Physical Education (HPE), Music, Digital Learning, Learning Enhancement, EAL, and the Tutor Learning Initiative (TLI). The students access the school library with their classroom teachers weekly.

Following consultation with school families, the Year 5/6 Bring Your Own Tablet (BYOT) program was extended to Year 3/4 students starting in 2025.

Wellbeing

Our values of responsibility, respect, integrity, belonging, and empathy underpin our approach to wellbeing. In alignment with FISO 2.0, student wellbeing remained a priority in 2024 with the introduction of School-Wide Positive Behaviour Supports (SWPBS), a framework fostering a holistic approach to wellbeing.

Balwyn Primary School's 2024 Annual Implementation Plan (AIP) set a health and wellbeing target to further develop respectful, resourceful, and resilient students who embody the school values. The goal was to increase positive student responses in the Attitudes to School Survey for Years 4-6 in:

- School Connectedness from 83% to 85%
- Sense of Inclusion from 86% to 90%

BPS successfully met these goals, achieving:

- 85.8% positive endorsement for School Connectedness, up from 83.6% in 2023
- 92% positive endorsement for Sense of Inclusion, up from 86% in 2023

To strengthen and embed a whole-school approach to wellbeing, BPS collaborated with Department of Education SWPBS Support Coach, Stephen Christofakakis. Implementation of

SWPBS requires commitment from the entire school community. A SWPBS Action Team was formed to lead the rollout, establishing:

- A shared philosophy and common language for behaviour expectations
- Three to five core behavioural expectations, consistently applied across all settings
- Clear, positively stated examples displayed in learning spaces
- Defined expectations for minor, moderate, and major behaviours, ensuring clarity and consistency
- School-wide procedures for explicitly teaching and practising positive behaviours

The Digital Learning Team continued its focus on cyber safety, delivering targeted learning across all year levels and providing information sessions for parents.

Zones of Regulation lessons were revisited to help students identify and manage emotions, reinforcing a common language around self-regulation.

The School Strategic Plan (SSP) goal of student voice was reinforced through the ongoing partnership with the Quaglia Institute and consultant Sue Bryen, with a focus on students co-creating meaningful learning goals.

To better support students with emerging or acute wellbeing needs, processes and referral protocols were reviewed, strengthening home-school partnerships.

A school-based Student Wellbeing Survey was introduced in 2024, providing real-time F-6 data to help refine and enhance wellbeing initiatives.

Engagement

In 2024, BPS developed an Attendance Improvement Planner and collaborated with Paul Lowe, Senior Wellbeing and Engagement Officer at the Department of Education and Training (DET). This initiative aligns with our broader goal of fostering an inclusive, empowering, and supportive learning environment.

Student attendance saw a slight decline in 2023, with the average Student Absences - Days Per Full-Time Equivalent increasing from 15.6 days in 2023 to 16.7 days in 2024—a 1.1% rise. Given the strong link between attendance and student outcomes, the school remains committed to improving engagement.

Key strategies include goal-setting, targeted interventions, and a tracking system to monitor attendance and ensure timely follow-up. Regular newsletter updates reinforce the importance of attendance, while early intervention efforts help identify and address underlying issues. Recognising absenteeism patterns allows the school to provide tailored support to students and families.

In 2024, a Learning Enhancement (LE) teaching role was introduced to support students working well below or above expected learning levels. This role, alongside EAL and TLI teachers, enhanced differentiation by providing targeted intervention and enrichment opportunities.

Student engagement was further supported through the Victorian High-Ability Program (Virtual Schools Victoria) and the Victorian Challenge Enrichment Series. Additionally, high-ability students participated in school-facilitated programs such as the Maths Olympiad, Tournament of

Minds (T.O.M.), GATEways, and the Science Talent Search. Teachers continued to cater to high-ability students within their classrooms.

After-school opportunities expanded with the introduction of Coding Club and an additional Sport Wise session, increasing from one to two afternoon sessions. The Drama School maintained its long-standing partnership, supporting both the after-school program and the Year 5/6 Performing Arts production, *The 5/6 Musical*.

The implementation of the SWBPS program, Zones of Regulation, and the Student Code of Conduct continues to reinforce the wellbeing curriculum and school values, fostering high levels of student engagement and wellbeing.

The Parents, Friends, and BPS staff hosted our first carnival since 2019, bringing the school community together and raising \$50,000 towards a new stage for the hall. Engagement levels and involvement from families have had a positive impact on our learning culture.

The 2024 Attitudes to School Survey shows that the percentage of positive endorsement for students in Years 4-6 in *Stimulating Learning* is 87%, marking a 5% increase from 2023 (82%) and a 15% increase from 2022 (72%).

A focus on PLCs, targeted teaching, more engaging learning opportunities, and enrichment programs have all contributed to the upward trend in stimulating learning.

Student voice continues to be an AIP focus, both in the classroom and as part of our Student Leadership programs. The Year 6 Leader program provided a wide range of opportunities to celebrate strengths, including Principal Advisory Leaders (PAL), the Student Wellbeing Action Team (SWAT), and Music, Art, Sport, and LOTE leaders, as well as sustainability, digital learning, and library leaders. Leadership opportunities are also provided through the Junior School Council (JSC) from Foundation to Year 6. Our student leadership model is being reviewed in 2025.

Our school continued to focus on developing the whole child, aligned with FISO 2.0, where learning, wellbeing, and engagement contribute to a positive learning environment.

Other highlights from the school year

In 2024, students enjoyed a variety of exciting experiences, including the Year 5/6 Musical, the Prep Breakfast, and the Year 1/2 camp day to *The Big Goose*. The Year 3/4 students embarked on their camp adventure at *Forest Edge*, while the Year 5/6 students attended *Camp Rumbug*.

As part of a program review, the school evaluated its future camp and performing arts offerings to ensure that each year level has a major annual event—either a camp or a performing arts experience. This new structure will begin in 2025, providing students with consistent, milestone experiences throughout their schooling.

BPS also took on a leadership role in the newly established *Downball Australia* competition, hosting events as a lead school. Additionally, long-standing traditions such as the Mother's Day and Father's Day stalls and breakfasts continue to be well attended and highly supported by our community.

To strengthen school-family engagement, we have expanded our open afternoon sessions, offering more opportunities for parents to visit classrooms, explore learning spaces, and actively participate in the school community.

A number of community events, including the 2024 BPS Carnival—organised by staff and the Parents', Friends', and Teachers' Association—provided valuable fundraising opportunities.

Financial performance

Balwyn Primary School (BPS) continued to maintain appropriate financial management and used the associated Student Resource Package (SRP) and Locally Raised Funds to assist with the continued high performance of the school. Balwyn Primary School successfully conducted School Council and Finance Sub-Committee meetings as required and the *Financial Performance and Position* can be viewed within this report.

In 2024, Balwyn Primary School held the first whole school Carnival since 2019. This involved immense effort from all stakeholders and generated significant community involvement. The carnival raised approximately \$50,000 and the funds raised will be used to support the purchase of a new stage in 2025. Balwyn PS will provide any remaining funds required for the stage purchase which is estimated at fifty (50) percent of the total cost.

In 2024, students in Year 3 to Year 6 participated in the BPS Overnight Camp Program. Costs continue to rise in this area with significant increases in Casual Relief Teacher (CRT) replacement, insurance and camp booking costs. Additionally, the Department of Education recommended 5 days of leave for staff with a positive COVID-19 result continued in 2024, also at a cost to the school. These items impacted the overall budget for BPS.

The 2023 reported surplus was carried forward and, in combination with the Confirmed Cash Budget and previous fundraising efforts, was used to complete the major projects/purchases below:

- A replacement projector for the hall (\$16,403)
- New outdoor and portable PA system (\$6,988)
- Amphitheatre upgrades and potential hazard removal (total of all jobs: \$32,822)
- Front of school garden refresh, updated painting and repairs to main building (total of all jobs: \$15,000)
- New servers to ensure uninterrupted power supply for classroom activities during outages or if damage incurred (\$5,142)
- Removal of pear trees on Top Flats causing damage and potential hazard removal (\$4,400)
- Curriculum consumables provided for student use in classrooms (\$49,000)
- Maintained and increased Accelerated Reader collections (\$5,000+)
- Renewed investment in multiple digital curriculum resources, programs and subscriptions such as: Elastik (\$15,000), Essential Assessment, Mathletics, Sunshine Online, Literacy Planet and additional vocab, writing and numeracy applications

As in previous years, Balwyn PS continued to invest in and support the professional development of staff in multiple areas including curriculum and wellbeing, and funds were used towards the provision of Professional Practice Days and professional development held on Curriculum Days. The Quaglia Student Voice Institute (\$13,729) and Terri Campbell (\$15,510) continued to provide

high-quality professional development in student voice and agency, and reading and writing respectively.

This year, the school engaged an educational landscaping company to develop a Master Plan outlining a 5–10 year vision for enhancing outdoor play and learning spaces. In collaboration with the school council, this project identifies key areas for fundraising and strategic planning, ensuring a clear and purposeful approach. The Master Plan, created with consultant support at a cost of \$5,000, breaks down the development into 9–10 stages.

For more detailed information regarding our school please visit our website at <https://balwynps.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 595 students were enrolled at this school in 2024, 257 female and 338 male.

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

Overall Socio-Economic Profile

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

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

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

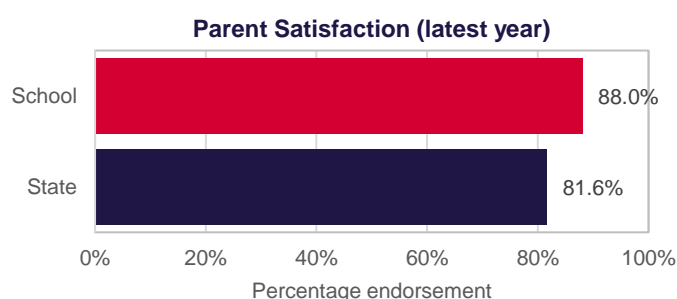
Parent Satisfaction Summary

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

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

Parent Satisfaction

Latest year
(2024)



School percentage endorsement:

88.0%

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)

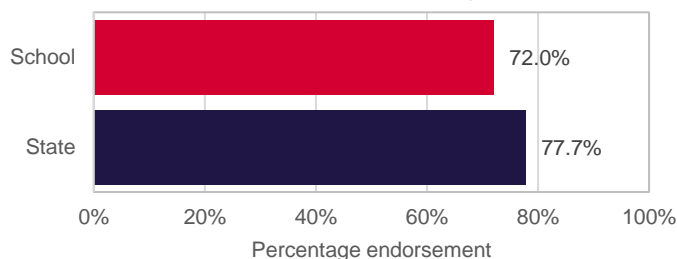
School percentage endorsement:

72.0%

State average (primary schools):

77.7%

School Climate (latest year)



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:

99.1%

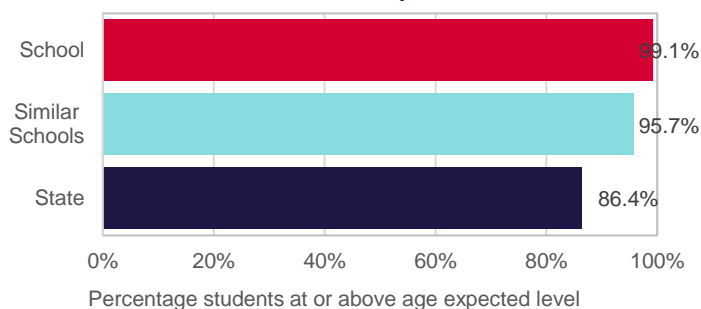
Similar Schools average:

95.7%

State average:

86.4%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

98.8%

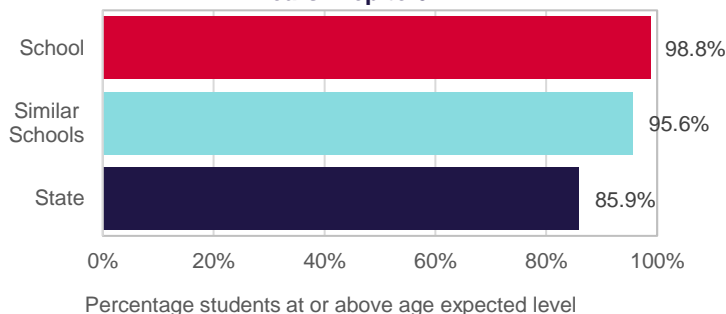
Similar Schools average:

95.6%

State average:

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.

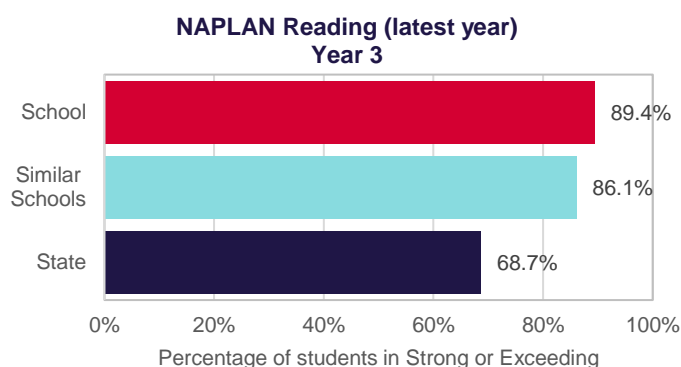
NAPLAN

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.

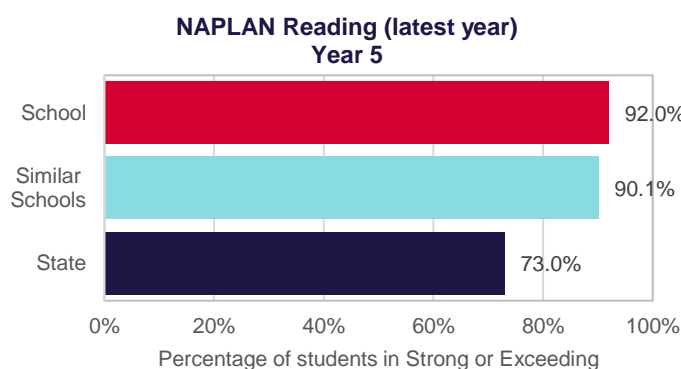
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.4%	88.1%
Similar Schools average:	86.1%	87.3%
State average:	68.7%	69.2%



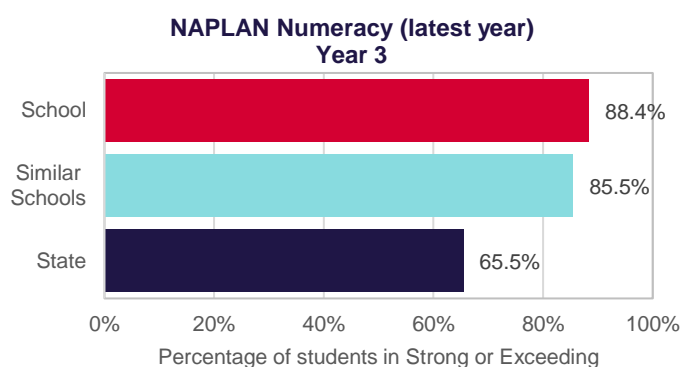
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.0%	91.9%
Similar Schools average:	90.1%	90.5%
State average:	73.0%	75.0%



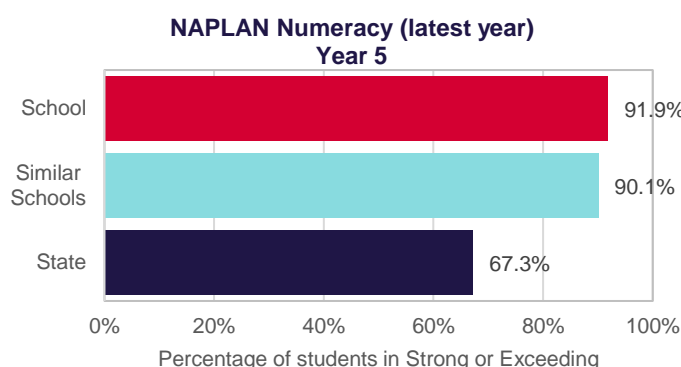
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.4%	88.7%
Similar Schools average:	85.5%	86.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.9%	94.3%
Similar Schools average:	90.1%	90.0%
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:

94.1%

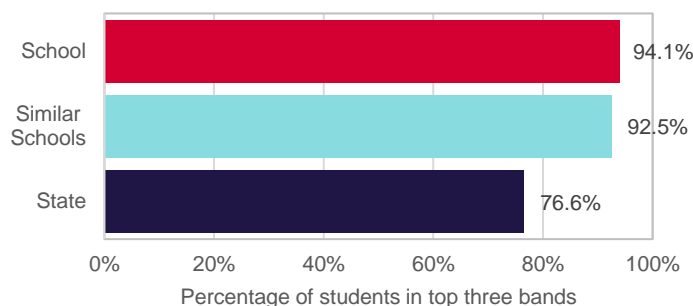
Similar Schools average:

92.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

92.4%

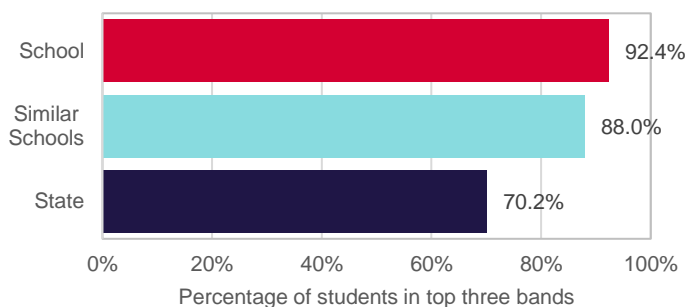
Similar Schools average:

88.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

90.6%

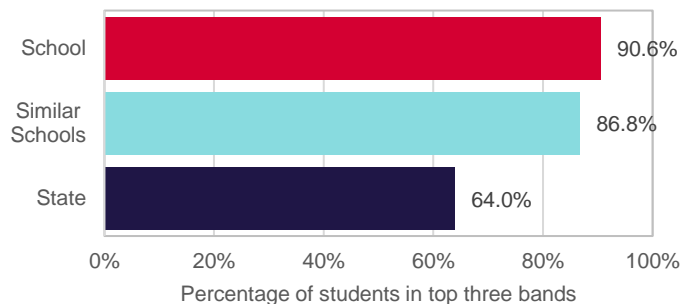
Similar Schools average:

86.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

90.2%

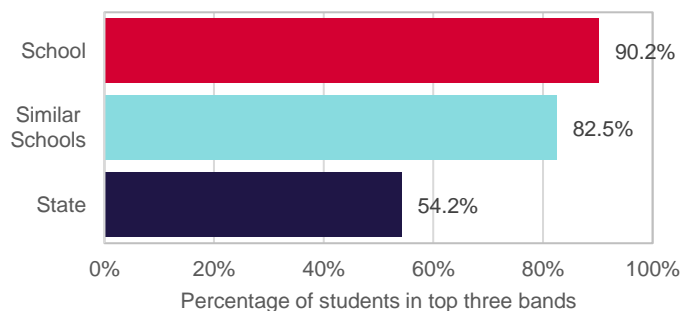
Similar Schools average:

82.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

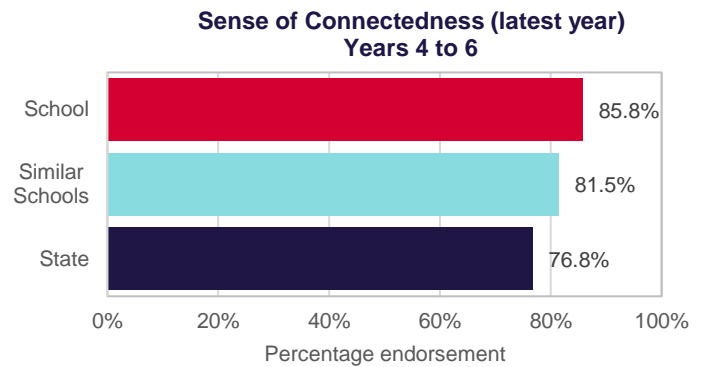
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	85.8%	81.5%
Similar Schools average:	81.5%	82.1%
State average:	76.8%	77.9%

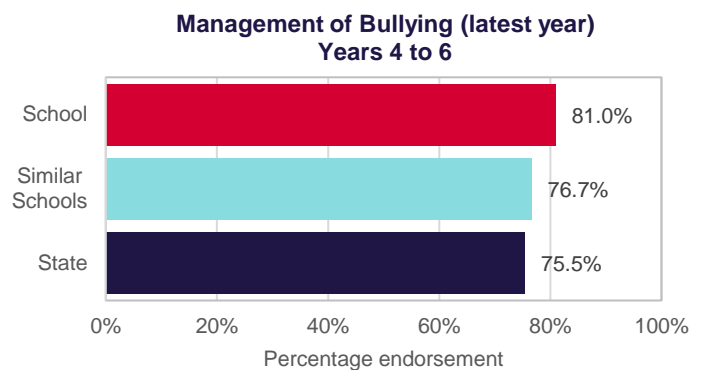


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	81.0%	73.4%
Similar Schools average:	76.7%	77.4%
State average:	75.5%	76.3%

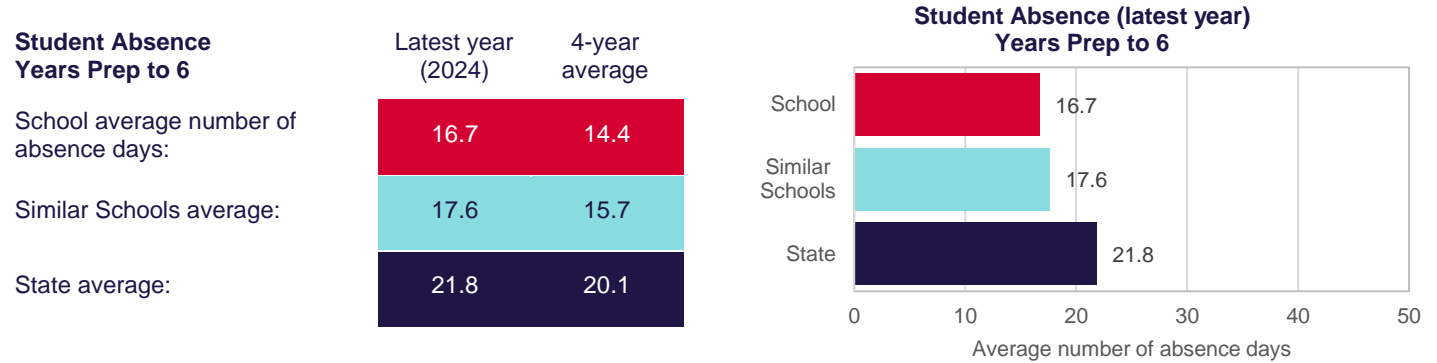


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

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



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,649,926
Government Provided DET Grants	\$784,384
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$14,206
Locally Raised Funds	\$993,180
Capital Grants	\$0
Total Operating Revenue	\$7,441,696

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,045
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,045

Expenditure	Actual
Student Resource Package ²	\$5,464,063
Adjustments	\$0
Books & Publications	\$11,722
Camps/Excursions/Activities	\$279,249
Communication Costs	\$6,176
Consumables	\$144,429
Miscellaneous Expense ³	\$57,289
Professional Development	\$48,836
Equipment/Maintenance/Hire	\$144,164
Property Services	\$117,408
Salaries & Allowances ⁴	\$509,106
Support Services	\$197,824
Trading & Fundraising	\$49,889
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,945
Total Operating Expenditure	\$7,076,100
Net Operating Surplus/-Deficit	\$365,595
Asset Acquisitions	\$0

- (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	\$395,157
Official Account	\$192,354
Other Accounts	\$19,161
Total Funds Available	\$606,672

Financial Commitments	Actual
Operating Reserve	\$269,659
Other Recurrent Expenditure	\$13,982
Provision Accounts	\$24,008
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	\$307,649

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.