

2024 Annual Report to the School Community

School Name: Frankston Primary School (1464)



- 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 05 March 2025 at 11:50 AM by Renee Kennedy (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 12 March 2025 at 05:15 PM by Renee Kennedy (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

Frankston Primary School was established in 1874 and is located adjacent to the Frankston Business District and its many community facilities, providing convenient location and access to the Frankston Arts Centre, Emergency Services, Frankston Beach, Beauty Park, Monash University, Bayside Shopping Centre, public transport and many other community services conducive to authentic educational opportunities.

Frankston Primary School's vision is to strive for educational excellence – empowering our students to achieve their personal best in an inclusive, supportive and caring environment. As a school we have a strong commitment to building a connected and inclusive school community, connecting with our parent and wider community and promoting parent and carer participation and involvement, activating high level student literacy and numeracy achievement, developing students' personal and social capabilities and emotional resilience and inspiring student learning and creativity. Our school values are Community, Aspire, Positivity, Respect, Resilience, Empathy and Inclusion. These values remain at the forefront and drive the work throughout our school, providing the framework to place our students in the best possible position for their future.

In 2024, the school's enrolment was 253 students, 135 female and 118 male. 15 percent of students had English as an additional language. Our school supported a number of international students enrolled throughout the year. The overall school socio-economic profile based on the school's Student Family Occupation and Education Index (SFOE) is medium. The staffing profile is made up of 2 Principal Class, 3 Learning Specialist (2 x Learning and Teaching and 1 x Disability and Inclusion), 14.2 EFT teachers (including 2 x 0.6 TLI teachers) and 7 Educational Support Staff, including the Business Manager, one office clerical staff and 5 integration aides.

In 2024 there were 12 classes supported by co-curricular programs in Physical Education, Visual Arts, Performing Arts and Environmental Science/STEM. The school commenced our new Auslan Language Program in 2024, which was positively received by all. Camp Australia conducts a Before and After School Care Program for families within our school and a neighbouring school. Other schools and community groups utilise our school facilities and our original Old School House is open for outside educational programs.

The school's 2024 Parent Opinion Survey of Parent Satisfaction reflects 70.3% positive endorsement. This year is below similar schools and the state primary average of 81.6%. The school's five year average for Parent Satisfaction is 83% - above state 2024 average.

The school's 2024 Staff Opinion Survey of School Climate reflects 74.2% positive endorsement. This year is just below similar schools and the state primary average of 77.7%. The school's five year average for Staff Opinion School Climate is 77% - equal to state 2024 average.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school's work made strong advancements through 2024 within the work of our School Strategic Plan. Below is a summary of our celebrated practice milestone achievements with relevance to the school's improvement initiatives.

IMPROVING STUDENT LEARNING - LEARNING AND TEACHING

Teacher Knowledge and Practice in Evidence Based Instruction - Numeracy

Our school continued with a focused approach to building student numeracy outcomes within the 2024 Annual Implementation Plan. The commencement of the year introduced teachers to the 'Big Ideas' approach to building Numeracy through professional learning with Di Siemon in Term One, with this work continuing to support teachers in planning learning and teaching to build increased student Numeracy learning outcomes. The school introduced key assessment 'Assessment of Common Misunderstandings in Numeracy' in support of teaching 'the big ideas', with this work reviewed and revisited through the year through Team planning and work within our PLC. Core work through the year focused on strengthening implementation of our whole school Numeracy Instructional Model and unpacking and implementing Mathematics 2.0 Curriculum through teacher professional learning conducted by our Numeracy Learning Specialist. Coaching, peer observation and feedback continued to support teachers in building personal goals, with a focus on building capacity in implementing the Team's Numeracy PLC focus.

Use of Data to Inform Responsive Teaching

Our school completed a three-session series of professional learning with Bronwyn Ryrie-Jones that strengthened our school's work using a Responsive Teaching approach to learning and teaching. Teachers continued to build their use of formative responsive teaching strategies, use of data and evidence within PLC work and structured collaborative conversations within the 'planning' and 'implement and monitor' cycle of PLC, supporting teachers in 'what teachers need to know about their students' learning' to inform next steps in teaching. The school continued to use Triangulation Tables (Number, Reading and Writing) in support of strengthening teacher judgement for student learning and student achievement, with this to remain an extended focus in 2025.

Introduction of VTLM 2.0

The introduction of the Education Department's new VTLM (Victorian Teaching and Learning Model) 2.0 in Term Three was a key enabler for the school in continuing our work strengthening evidence-based practice. The school utilised this initiative and implemented a broad-range of activities through Term Three and Term Four, strengthening our work across Literacy and Numeracy. This included:

- Introduced teachers to and reviewed VTLM 2.0 and practice supporting high level impactful learning and teaching through regular professional learning
- Explicit Direct Instruction (EDI) professional learning - revisiting and strengthening a key

instructional approach in the school's literacy and numeracy instructional model including responsive teaching strategies

- Key instructional leaders attended Network professional learning in strengthening F - 2 literacy approaches by Nathaniel Swain
- Reviewed and refined school's F - 2 structured synthetic phonics approach and implementation
- Introduced a 3 - 6 morphology approach in literacy
- Reviewed and refined Numeracy and Literacy Instructional Models to align with VTLM 2.0
- Introduced Year F - 6 Novel/Text study focus in literacy
- Introduced and commenced unpacking English 2.0 Curriculum for implementation 2025
- Key instructional leaders completed new coaching professional learning - GROWTH Coaching Impact Cycle Instructional Coaching

All of these actions placed our school in a positive position leading into the school's 2025 Annual Implementation Plan.

2024 Teacher Judgement Data

Teacher Judgement data indicates the percentage of students working at or above age expected standards in English and Mathematics:

- * English Years Prep to Grade 6 - 75.8%, reflecting below Similar Schools at 81.7%
- * Mathematics Years Prep to Grade 6 – 80.6%, reflecting just below Similar Schools at 82.6%.

2024 NAPLAN Data

NAPLAN data includes achievement of students within the Strong or Exceeding proficiency levels. Note, that NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, as a result, a 2-year average has been provided for 2024.

Reading Year 3 – 55.6%, reflecting below similar schools. It should be noted that the school results reflect a:

- 30% increase in the exceeding proficiency from 2023
- 26% increase in the strong and exceeding proficiency from 2023
- a greatly reduced margin from school to similar schools from 2023 – from 34% in 2023 to 9% in 2024
- students in 'need of additional support' - reflects school at 7% and similar schools at 9%.

Reading Year 5 – 58.1%, reflecting below similar schools. It should be noted that the school results reflect a:

- 26% increase in exceeding proficiency from 2023
- an increase in high relative growth - reflecting above similar schools and equal to state (25%).

Numeracy Year 3 – 44.4%, reflecting below similar schools. It should be noted that the school results reflect a:

- 29% increase in the strong and exceeding proficiency from 2023
- a greatly reduced margin from school to similar schools from 2023 – from 45% in 2023 to

16% in 2024

- students in 'need of additional support' reduced by 23% in 2024 to 7%, reflecting below similar schools.

Numeracy Year 5 – 47.7%, reflecting below similar schools. It should be noted that the school results reflect a:

- 7% increase in the strong and exceeding proficiency from 2023
- a reduced margin from school to similar schools from 2023 – from 15% in 2023 to 10% in 2024.
- students in 'need of additional support' - reflects school at 7% and similar schools at 9%.

The school's overall 2024 School Performance measure reflects the school student learning performance as 'medium' - with a number of areas reflecting improvement in 2024. The school's overall School Performance measure reflects as 'high'.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Future directions highlighted for our work through our 2025 Annual Implementation Plan include:

- Building and strengthening teacher knowledge and understanding through VTLM 2.0 high impact teaching and learning practice
- GROWTH coaching learning cycles, peer observation and feedback
- Strengthening F - 2 structured synthetic phonics implementation and 3 - 6 morphology
- Curriculum planning development - strengthening learning sequences to build mastery of application
- Building and strengthening teacher practice within revised Literacy and Numeracy Instructional model.

We look forward to our continued work in these areas in building practice excellence and improved student learning outcomes.

Wellbeing

Student Wellbeing continues to be a high priority for Frankston Primary School, supporting student social-emotional learning across a multi-layered whole school approach.

IMPROVING STUDENT WELLBEING - BUILDING STUDENT SOCIAL AND EMOTIONAL LEARNING

Enhance the School's Positive Culture and Student Wellbeing

Our school built upon our student wellbeing practice through the introduction of the Berry Street Education Model (BESM), supporting previous school work that extended our trauma-informed student wellbeing practice. Key leadership staff participated in training through 2023 and led a whole school curriculum day in Term One, with further staff professional learning throughout the year. The school commenced our first year of National Student Wellbeing Program funding, employing a key Education Support staff member in furthering student wellbeing support for identified student needs. Our school were successful in obtaining an IOC (Inclusion Outreach Coach) partnership, that lead to the development of a School Leadership Vision for Inclusion, to

path the way forward in developing this work through the 2025 Annual Implementation Plan. The school is hopeful to obtain a 2025 IOC Partnership to continue building this work through 2025. The school moved forward with the Departments profiling processes in support of Tier 3 funding for identified students. The school developed strong systems in this work in 2024 and look forward to continuing to engage these processes in support of further identified students through 2025.

2024 STUDENT WELLBEING IMPROVEMENT TARGETS

Student Attitudes to School Factors (Years 4 - 6) - 2024

- * Sense of Connectedness - 88% - well above similar schools and state average.
- * Managing Bullying - 87% - well above similar schools and state average.

The school's overall 2024 School Performance measure reflects the school student wellbeing performance as 'high' - with all school performance measures of sense of connectedness, managing bullying, stimulated learning, student voice and agency and emotional awareness and regulation all reflecting well above similar schools.

Our school is proud of our Student Wellbeing achievements.

Future directions highlighted for our work through our 2025 Annual Implementation Plan include:

Enabling Learning:

- * review student behaviour procedures and supports
- * strengthening safe and orderly learning environment to enable learning - Positive Classroom Management Practices (DE)
- * build and strengthen positive classroom relationships - Restorative Practice (Real Schools)
- * review Berry Street learning to date - welcome circle routines, brain breaks, ready to learn plans

Student Wellbeing:

- * focus student groups - improving student voice and agency in school connectedness
- * implement focused work in Managing Bullying & Racism (what is bullying, what is racism, what is inclusion)
- * review wellbeing planner - Termly focus on Respectful Relationships, Managing Bullying & Racism

We look forward to our continued work in these areas in building practice excellence and improved student learning and wellbeing outcomes.

Engagement

Frankston Primary School's 2023 - 2026 Strategic Plan has a clear focus to improve student attendance.

Important Strengths for the school that assist in supporting positive student attendance include:

- * A whole school focus on building and strengthening Tier One student wellbeing supports across the school - this is reflected strongly through the school maintaining positive student endorsement in the 2024 Student Attitudes to School survey data, as well as the school performance report data reflecting the school as 'high' in student wellbeing
- * Student attendance tracking, support and follow up by key leadership staff
- * Key engagement activities such as the Student Representative Council student voice; Parent and Carer Association supporting parental involvement and participation; whole school community events.

Student absence days data reflects a lower 2024 student absence average for the school at 20.4 days absent, compared to similar schools average of 22.7, with this data also reflecting below state average.

Student attendance rate across the year levels reflects positively across the school - with an average of 90% attendance across the school year levels for 2024, slightly above similar schools and state.

Key school targets - Student Attitudes to School Survey

- Attitudes to Attendance - increased from 90% in 2023 to 93% in 2024 - well above similar schools and state.
- Cognitive Engagement - all variables are well above similar schools and state
- Teacher-Student Relations - all variables are well above similar schools and state.

Our school is proud of our accomplishments across these areas and continues to strive to provide our learning community with a stimulating, safe and caring environment where striving for excellence is at the core of what we do.

Other highlights from the school year

2023 Highlights Include:

Whole School Production - our whole community come together at the end of Term Three at the local Frankston Arts Centre to view the school's Whole School Production - this year the theme being 'Step Back in Time' to marry with our 2024 celebration of 150 years of education for Frankston Primary School. The school engaged in a dance incursion each week throughout Term Three, with the production showcasing a dance from each year level weaved around our historical story of the ages. It was great to hear our community comments that this was one of the best productions they had ever seen - a testament to the hard work of our students, staff and production team including staff and parent and carer helpers.

School Camps - are always a highlight for our school and students. Our 3/4 students attended local Briars Camp for the first time, and thoroughly enjoyed all of their learning experiences. Our 5/6 students travelled to Camp Rumbug where the mudrun is one of their favourite activities. A number of our Year 6 students enjoyed our mid year Snow Camp at Mt Buller.

Frankston Primary School Aerobics Squad - we were very proud of Team Aerostars who competed and came third in the School Nationals competition in Adelaide.

150 Years of Education - on Friday 1st November, Frankston Primary School celebrated 150 years serving and educating our community, with the event widely attended by our immediate school and local community. Our school celebrated the rich history of Frankston PS through open classroom activities; providing a historical photobooth; student, parent and carer and community contribution to the development of an acknowledgement of country mural; a high-tea immersed in Frankston PS history; smoking ceremony and welcome to country by our local Bunurong Land Council; a community ceremony including the sharing of Frankston PS's history by our school captains and SRC and local community members; and finishing with a whole of community aerial 150 photograph. The 150 year celebration was a huge success and will be remembered far into the school's next 50 years.

Financial performance

The school continued to be focused on spending Department of Education funding upon our students, buildings, facilities and grounds throughout 2024.

Equity Funding enabled the school to continue to employ a Disability and Inclusion Learning Specialist supporting our school's work across disability and inclusion, and for all students to be supported through the careful purchasing of resources supporting classrooms and learning programs across the school. During 2024 the school was successful in receiving Australian Active Schools funding in support of happy, healthy students through our Physical Education program. The school was required to increase its financial budgets to support the employment of casual relief teachers. Frankston Primary School continues to engage with Camp Australia as our out of school care provider.

The school's four year lease agreement for IT equipment finished at the end of 2024, with the school to commence review for an IT upgrade early 2025 and possible entering into a new lease agreement supporting this purchase. Frankston Primary School Council approved an additional lease agreement in 2024 for the financing of new IT switches to enhance the use of IT throughout the school.

The school regularly employs a maintenance subcontractor to assist in the maintenance of buildings and grounds and carried out the fifth year of our School Council Painting Maintenance Program. Maintaining high level facilities continues to be a focus moving into 2025.

**For more detailed information regarding our school please visit our website at
<https://frankstonps.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 253 students were enrolled at this school in 2024, 135 female and 118 male.

15 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

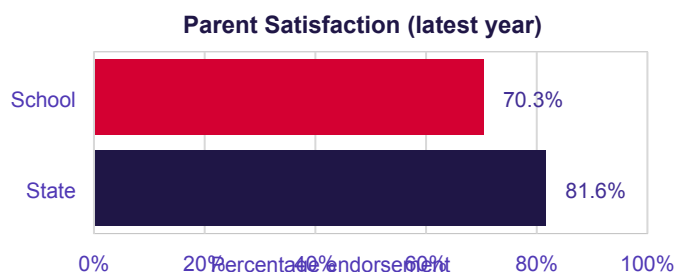
This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	70.3%
State average (primary schools):	81.6%



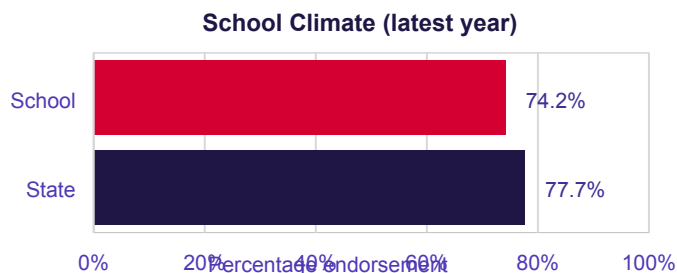
School Staff Survey

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:	74.2%
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

School percentage of students at or above age expected standards:

Latest year
(2024)

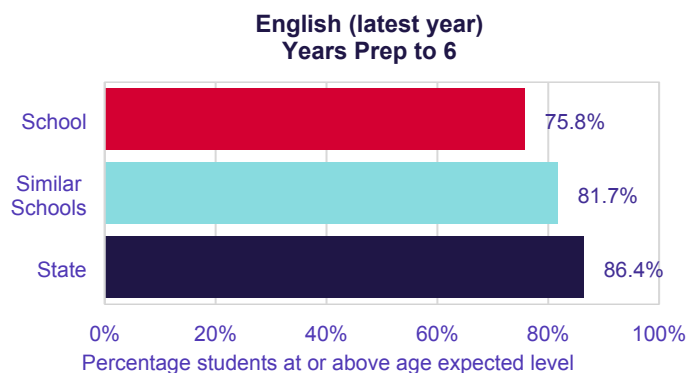
75.8%

Similar Schools average:

81.7%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

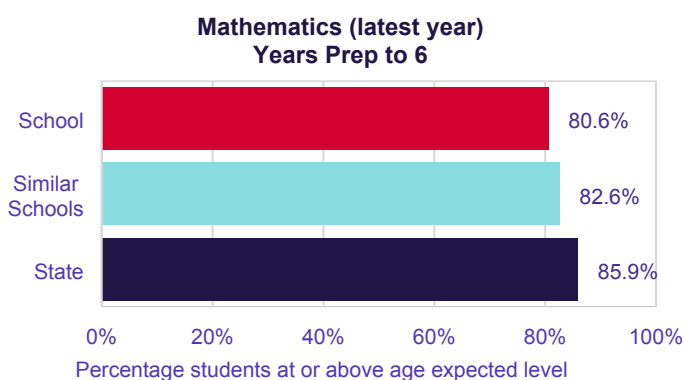
80.6%

Similar Schools average:

82.6%

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.

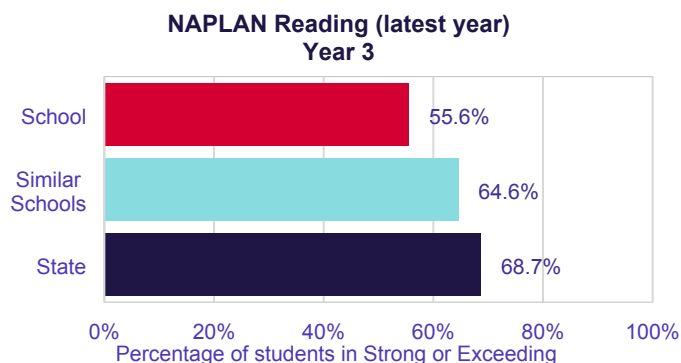
NAPLAN

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.

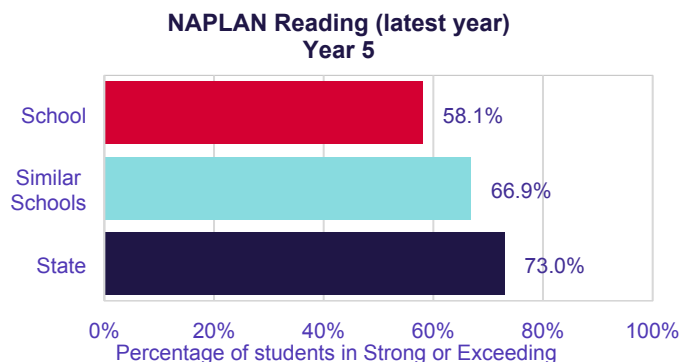
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.6%	42.6%
Similar Schools average:	64.6%	64.4%
State average:	68.7%	69.2%



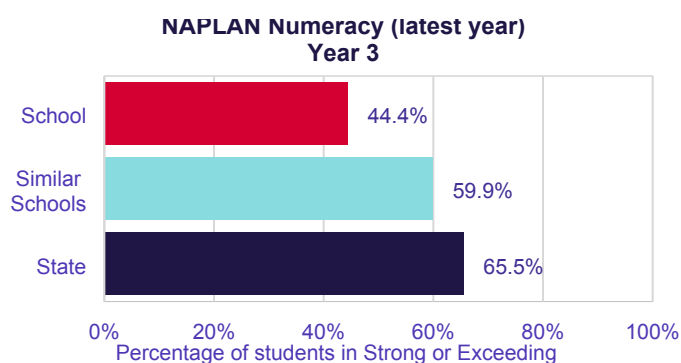
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.1%	63.5%
Similar Schools average:	66.9%	69.2%
State average:	73.0%	75.0%



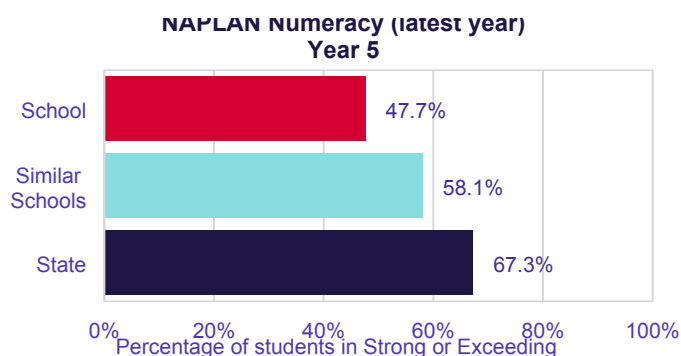
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.4%	29.6%
Similar Schools average:	59.9%	60.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.7%	44.7%
Similar Schools average:	58.1%	56.6%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

62.9%

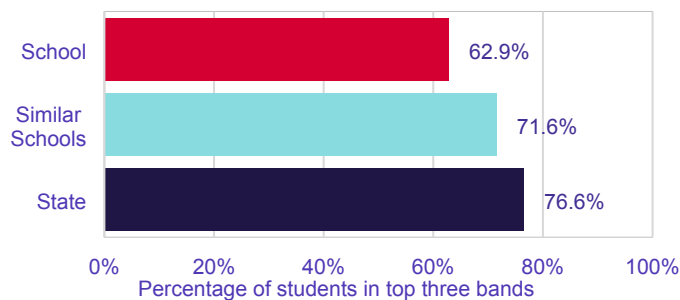
Similar Schools average:

71.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

56.3%

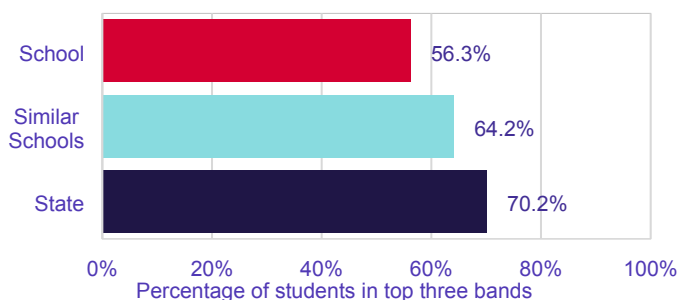
Similar Schools average:

64.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

40.0%

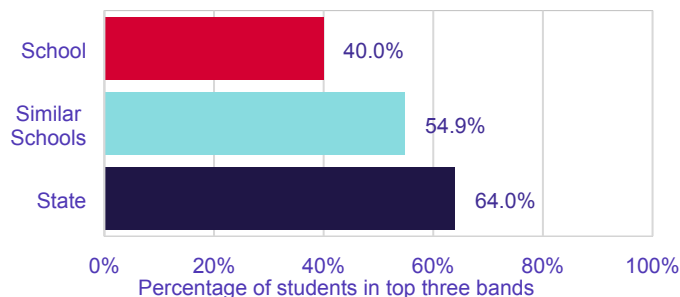
Similar Schools average:

54.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

33.3%

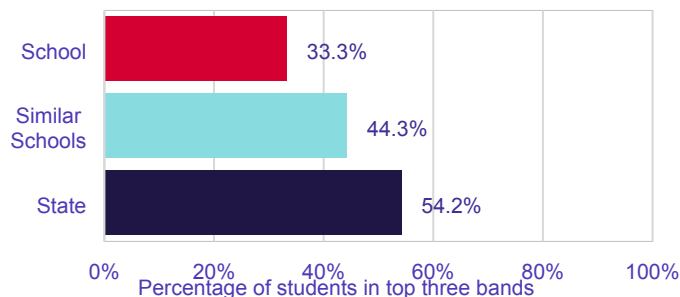
Similar Schools average:

44.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

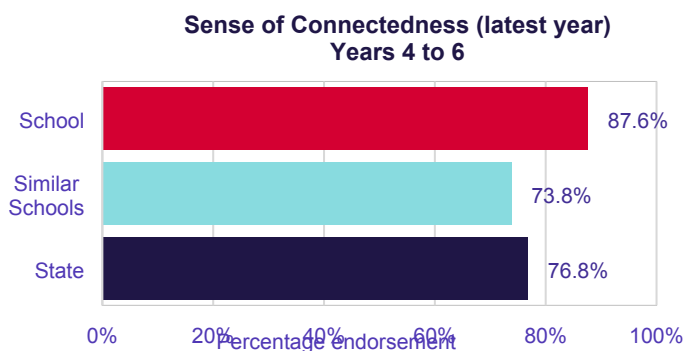
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	87.6%	86.7%
Similar Schools average:	73.8%	76.3%
State average:	76.8%	77.9%

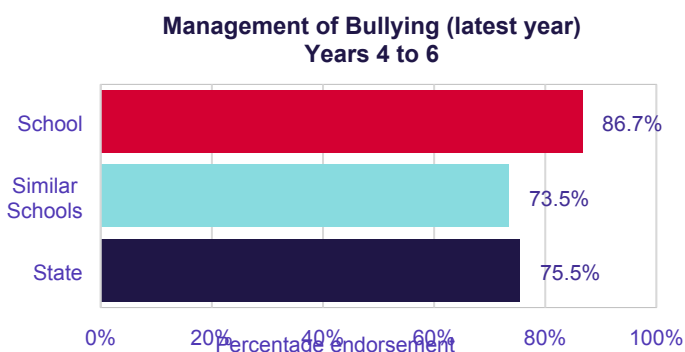


Student Attitudes to School – Management of Bullying

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:	86.7%	86.3%
Similar Schools average:	73.5%	74.6%
State average:	75.5%	76.3%

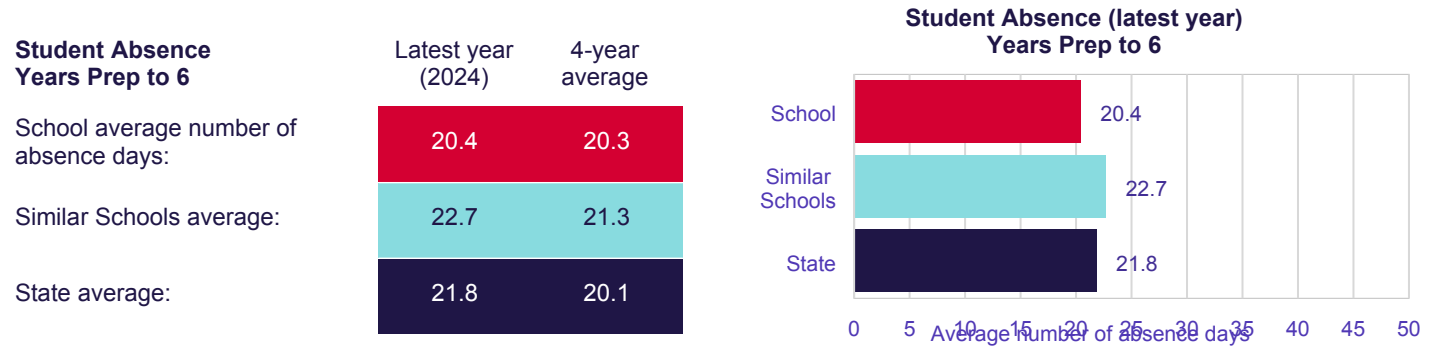


ENGAGEMENT

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):	90%	93%	86%	89%	91%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,020,118
Government Provided DET Grants	\$405,658
Government Grants Commonwealth	\$2,750
Government Grants State	\$0
Revenue Other	\$41,579
Locally Raised Funds	\$191,087
Capital Grants	\$0
Total Operating Revenue	\$3,661,192

Equity ¹	Actual
Equity (Social Disadvantage)	\$171,512
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$171,512

Expenditure	Actual
Student Resource Package ²	\$2,838,597
Adjustments	\$0
Books & Publications	\$898
Camps/Excursions/Activities	\$91,041
Communication Costs	\$3,283
Consumables	\$51,182
Miscellaneous Expense ³	\$43,931
Professional Development	\$39,644
Equipment/Maintenance/Hire	\$50,921
Property Services	\$121,860
Salaries & Allowances ⁴	\$101,918
Support Services	\$150,475
Trading & Fundraising	\$23,002
Motor Vehicle Expenses	\$67
Travel & Subsistence	\$451
Utilities	\$31,253
Total Operating Expenditure	\$3,548,524
Net Operating Surplus/-Deficit	\$112,668
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	\$218,122
Official Account	\$26,851
Other Accounts	\$0
Total Funds Available	\$244,974

Financial Commitments	Actual
Operating Reserve	\$119,075
Other Recurrent Expenditure	\$7,651
Provision Accounts	\$0
Funds Received in Advance	\$6,170
School Based Programs	\$159,100
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,200
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$113,375
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$408,571

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.