

2024 Annual Report to the School Community

School Name: Thomastown Meadows Primary School (5134)



- 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 27 March 2025 at 03:46 PM by Fiona Rosa (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 27 March 2025 at 03:46 PM by Fiona Rosa (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 Thomastown Meadows Primary School, our core purpose is to provide a safe, inclusive, and stimulating learning environment where students are encouraged to become courageous, lifelong learners. We are committed to equipping our students with the academic, social, and personal skills necessary to thrive in an ever-evolving global society.

Our school values – Honesty, Empathy, and Respect – underpin everything we do. Our vision is to ensure that all TMPS students embody these values, becoming happy, active, and independent learners who contribute positively to their community and beyond.

Commitment to Student Growth and Excellence

Supporting every student to reach their full potential and improving student learning outcomes remains our highest priority. TMPS is a dynamic school that fosters resilience, lifelong learning, and academic excellence through personalised learning, effective communication, teamwork, and a strong sense of belonging.

Built in 1980, our school is located in a well-established residential area, nestled among family homes, providing a safe, calm, and welcoming environment. We take great pride in our culturally diverse community, with a significant proportion of students speaking a language other than English at home.

Enrolment and Staffing

In 2024, TMPS had 241 students enrolled (122 female and 119 male), with the following class structures:

- Foundation – 2 classes with 29 students (average of 14.5 students per class)
- Year 1/2 – 4 classes with 63 students (average of 15.75 students per class)
- Year 3/4 – 4 classes with 75 students (average of 18.75 students per class)
- Year 5 – 2 classes with 31 students (average of 15.5 students per class)
- Year 6 – 2 classes with 43 students (average of 21.5 students per class)

The school was supported by 18.44 full-time equivalent (FTE) teaching staff and 7.55 FTE Education Support (ES) staff. **124** students speak a language other than English at home. This is **51.03%** of the student body.

99 of these students were born in Australia, but speak a language other than English at home. They represent **40.74%** of the student body, and 2.06% of students identified as Aboriginal or Torres Strait Islander. The school's Student Family Occupation and Education (SFOE) index value sits within the medium band.

Curriculum and Specialist Programs

TMPS provides a comprehensive and engaging curriculum, enriched by a range of specialist programs. In 2024, all students participated in weekly specialist classes, including:

- Physical Education
- The Arts

- STEAM (Science, Technology, Engineering, Arts, Mathematics)
- AUSLAN (Australian Sign Language)
- Music

To support differentiated learning, the Tutoring Learning Initiative (TLI), Extension Programs, and High Abilities Program were delivered by experienced teachers, ensuring targeted support for students performing above and below expected levels.

Professional Learning and Teacher Development

TMPS is committed to continuous teacher capacity building and professional growth. In 2024, we had:

- One full time Principal and one full time Assisitant Principal
- Two Learning Specialists providing classroom coaching, modelling best practices, and leading professional learning.
- One Learning Specialist working under the Disability and Inclusion Portfolio.
- One 0.5 MHiPs - Mental health in Primary Schools program leader.
- Professional Learning Communities (PLCs) focusing on student and staff wellbeing check-ins, data analysis, inquiry cycles, and curriculum development.
- Consolidation of the implementation of the TMPS Instructional Model to drive consistency in Literacy and Mathematics instruction.
- Professional learning focused on:
 - Systematic Synthetic Phonics (SSP)
 - Zones of Regulation
 - BSEM and Respectful Relationships
 - Numeracy 2.0 with the documentation of a Guaranteed and Viable Curriculum – GVC, Scope and Sequence.

Year Level Leaders played a crucial role in leading, reviewing, and refining planning to align with school priorities. Significant time and resources were also allocated to finalising the documentation of the GVC and implementation of the Numeracy 2.0.

Through a whole-school commitment to excellence, TMPS continues to foster a learning culture where every student is supported, challenged, and empowered to achieve their best. This is evident in the Wellbeing results of the School Performance report indicating we are High and our Learning is developing.

Progress towards strategic goals, student outcomes and student engagement

Learning

Thomastown Meadows Primary School (TMPS) made significant progress toward its student achievement goals and learning outcomes in 2024. Our commitment to high-quality teaching, data-informed instruction, and targeted student support resulted in strong academic performance across English and Mathematics.

English Achievement

Teacher judgement for English from Foundation to Year 6 in 2024 showed that 93.9% of students were working at or above expected level which is slightly below 2023 where 94.4% of students were working at or above age-expected standards—however this result still exceeds both the state average (86.4.%) and the average for similar schools (79.4%).

To further enhance literacy outcomes, we strengthened our assessment practices by consolidating the use of the Fountas and Pinnell Benchmark Assessment System, ensuring a consistent, data-driven approach to tracking student progress in both Semester One and Semester Two.

As part of our ongoing commitment to evidence-based teaching and leadership, all TMPS staff continued to work through Lyn Sharratt's 'Clarity – What Matters Most in Learning, Teaching, and Leading'. This internationally recognised framework provided professional learning through targeted evidence-based findings, texts and online training modules, enhancing our collective instructional capacity. Additionally, staff commenced conducting peer learning walks, fostering a collaborative professional culture centered on continuous improvement and feedback.

Mathematics Achievement

Teacher judgements for Mathematics from Foundation to Year 6 in 2024 indicated that 89.7% of students were working at or above expected level which is slightly less than 2023 where 92.2% of students were working at or above age-expected standards, however we continued to outperform both the state average (85.9%) and the similar schools' average (75.6%).

A key initiative was the use of data walls to develop a collective sense of responsibility for all students across the school. These data-driven discussions allowed staff to:

- Identify student strengths and areas for growth.
- Plan for targeted interventions and differentiated instruction.
- Foster a mindset where all students were seen as 'our students' rather than just 'my students'.

In semester two we transition to Mathematics 2.0 which was a good opportunity to reflect on previous teacher judgement and use the new benchmarks to look at maths teaching and learning more holistically.

NAPLAN Performance

In 2024, the proportion of students achieving Strong or Exceeding in Reading and Numeracy was as follows:

Reading

- Year 3: 38.2% (compared to 58.6% in similar schools and 68.7% state average). This is a significant decline from 2023 data of 46.9% of year 3 students achieving Strong or Exceeding in Reading.
- Year 5: 63.3% (compared to 62.8% in similar schools and 73.0% state average). This is an increase compared to 57.5% in 2023.

Numeracy

- Year 3: 32.4% (compared to 52.1% in similar schools and 65.5% state average). This is a significant increase from 29.2% in 2023.
- Year 5: 43.3% (compared to 56.4% in similar schools and 67.3% state average). This is a pleasing significant growth from 27.5% in 2023.

Student Support and Individualised Learning

TMPS remained committed to equity and inclusion, ensuring that all students receive the necessary academic and wellbeing support to thrive.

- 17 students participated in the Program for Students with Disability in 2024.
- Each student had termly Student Support Group (SSG) meetings, where SMART goals were developed to target specific learning and wellbeing needs.
- Education Support Staff provided in-class assistance, while students engaged in differentiated learning tasks tailored to their abilities.
- Wellness interventions and specialist therapies were implemented to support emotional regulation, engagement, and de-escalation strategies.

All students in the Disability Support Program demonstrated measurable academic, social, and emotional progress, as documented in semester reports and Individual Education Plans (IEPs).

Conclusion

Through strategic initiatives, targeted interventions, and a strong professional learning culture, TMPS continued to foster academic excellence and student growth in 2024. Moving forward, we will build on these achievements by further embedding evidence-based instructional strategies and expanding student support frameworks to ensure every learner reaches their full potential.

We were privileged to complete the suite of BSEM - Berry Street Education Modules and continued the ongoing implementation of the various positive strategies in the classroom. This included the non-negotiables of using positive primers and morning circles in every classroom. The success of this work was also evident in the SPR related to our Wellbeing outcomes being HIGH.

Wellbeing

At Thomastown Meadows Primary School (TMPS), we are committed to fostering a safe, inclusive, and supportive learning environment where students are encouraged to be creative, courageous, and resilient risk-takers in their learning. Our whole-school approach to wellbeing

ensures that students develop the personal and social skills necessary for success, while feeling a strong sense of belonging and connection to their school community.

Whole-School Wellbeing Initiatives

Throughout 2024, we continued to prioritise student wellbeing by embedding a range of proactive and targeted strategies:

- Explicit teaching of school values (Honesty, Empathy, and Respect) through collaborative learning experiences and the Start-Up unit, where expectations, classroom rights, and responsibilities were established.
- Mindfulness practices, including meditation and brain breaks, were regularly incorporated into learning time to support student focus, self-regulation, and wellbeing.
- The Zones of Regulation framework was consistently used across all classrooms, enabling students to identify and manage their emotions effectively. Each classroom also had a calm corner to support self-regulation and de-escalation strategies.
- Berry Street Education Model implementation was completed, with all staff completing the training. This led to the implementation of morning circles and positive primers, further embedding trauma-informed practices into daily classroom routines.

Staff Wellbeing and Professional Learning

Recognising the importance of staff wellbeing, we continued to provide a supportive and responsive professional environment. We were able to do this through:

- Staff meetings and cohort meetings prioritised wellbeing check-ins, ensuring staff had opportunities to share challenges, celebrate successes, and receive support.
- Our meeting schedule remained flexible, adapting to the evolving needs of staff throughout the year.
- Professional learning focused on building staff capacity to support student wellbeing through evidence-based strategies and trauma-informed practices as we transitioned to DI – Disability Inclusion.

Student Engagement and Connectedness

The Attitudes to School Survey (ATSS), completed by Year 4 to 6 students in May, provided valuable insights into student engagement and wellbeing.

- 79.8% of students reported a strong sense of connectedness, compared to 79.8% in similar schools and 76.8% state-wide. The four-year average for student connectedness at TMPS was 77.7%, demonstrating consistency in fostering student belonging.
- 78.4% of students endorsed the Management of Bullying at TMPS positively, matching similar schools (78.4%) and above the state average (75.5%). The four-year average for this factor was 77.6%, reflecting the ongoing commitment to maintaining a safe and supportive school culture.

These results highlight the effectiveness of our wellbeing strategies, demonstrating that our students feel supported and engaged within their learning environment.

As we continue to strengthen our whole-school wellbeing approach, we remain committed to fostering a culture of care, inclusion, and resilience that empowers all students to thrive academically, socially, and emotionally.

Engagement

At Thomastown Meadows Primary School (TMPS), we are committed to fostering a learning environment where all students feel connected, supported, and engaged in their education. Given our diverse school community, with many students coming from large family environments and multilingual backgrounds, we recognise the importance of providing ongoing support to help students transition smoothly into and through primary school.

Student Attendance

While student attendance remains an area of focus, we are maintaining a pleasing impact on attendance trends over the past year.

- The average number of absence days per student was 26.7% days in 2024, this demonstrates a similar trend of reducing absenteeism over the past 3 years.
- Although this is a positive trend, our goal remains to further reduce absenteeism to align with the state average of 21.8 days per year and the similar schools' average of 22.8 days per year.
- Extended overseas holidays continue to contribute to student absences, and we are working closely with families to emphasise the importance of consistent attendance.

Attendance by Year Level

- Prep and Year 3 students had the highest attendance rates, demonstrating strong engagement with their learning.
- Year 6 students recorded the lowest attendance rate at 84%, highlighting the need for targeted strategies to improve engagement and attendance within this cohort.

Next Steps and Focus Areas

To continue improving attendance and engagement, we will:

- Strengthen communication with families about the impact of absenteeism on student learning outcomes.
- Promote attendance initiatives that encourage students to attend school regularly, such as reward programs and positive reinforcement strategies.
- Enhance transition support programs for students moving into Prep and from Year 6 to secondary school, ensuring they feel prepared, confident, and engaged.
- Continue to monitor attendance data closely and provide targeted intervention for students with persistent absenteeism.

We firmly believe that consistent school attendance is key to academic success, and by continuing to prioritise engagement strategies, we aim to ensure that every student has the opportunity to thrive in their learning.

Other highlights from the school year

Term One Highlights

In Term One, Thomastown Meadows Primary School held its annual Whole School Athletics Carnival at Meadowglen Athletics Stadium. This event was a huge success, showcasing our students' enthusiasm, teamwork, and dedication to their house colours. The event encouraged a strong sense of school spirit and friendly competition.

We also celebrated Harmony Day & Harmony Night, which was a fantastic opportunity to bring our school community together. Families actively participated in a range of activities, including craft, dancing, food sharing, and games, making it a truly inclusive and enriching experience.

Term Two Highlights

Term Two featured the annual Whole School **FOOD FIGHT** Fun Run, an exciting event that brought together students, staff, and families. Our student leaders played a key role in setting up and managing the inclusive 'pit stop' activities, ensuring a fun and engaging experience for everyone. Parents and friends attended to support the event, reinforcing our strong school community connections.

The Fun Run was held during Education Week, and to launch the celebrations, students came dressed as their 'Future Me' aspirations, reflecting their dreams and goals for the future.

Our school proudly participated in the National Simultaneous Storytime, an annual event that promotes the joy of reading and literacy across Australia. The initiative was a resounding success, with students and staff enthusiastically engaging in the shared reading experience. The chosen story captivated students of all ages and sparked meaningful discussions and creative activities across classrooms. Our involvement not only highlighted the importance of storytelling but also fostered a strong sense of community and a love of reading throughout the school.

As part of their learning program, our Year 6 students had the exciting opportunity to visit the Melbourne Cricket Ground (MCG). The excursion provided valuable insights into Australia's sporting history and culture, with students exploring the iconic stadium, engaging in interactive exhibits, and enjoying a guided tour. It was a memorable and enriching experience that complemented their studies and encouraged team spirit and curiosity.

Term Three Highlights

In Term 3, students led their **Student-Led Conferences**, proudly sharing their learning achievements and future goals with their families. We reengaged with the **Scholastic Book Club** and hosted a **Book Fair** during the early weeks of the term. This event was extremely successful and enabled the school to purchase new and engaging books for our library, further supporting a love of reading across all year levels.

We celebrated **Literacy and Numeracy Week** with our much-loved **annual Book Parade**, which saw enthusiastic participation from students and staff alike dressed in their favourite literary characters. The week ended in a whole school out of uniform day where students came dressed in their PJs and we had a cheeseburger and chips lunch.

The Foundation students celebrated their 100days of school. Another important milestone was the second year of our **PREParing for School transition program**, designed to support incoming Foundation students. The program ran over five weeks, ensuring our youngest learners had a positive and confident transition from kindergarten to school.

Our Year3/4 and Year 5 students went on camp to The Cottage by the Sea. The Year 1/2 students had their fun night and sleep over and our Foundation students had Breakfast at school.

We ended the term with our whole school sports code out of uniform day and a whole School Disco that went from 1.00pm -3.00pm. where the students enjoyed pizza and a fun time with their friends.

Term Four Highlights

In Term 4, we consolidated a very busy and productive year of learning and engagement. We continued to provide real-life learning experiences through a range of excursions and incursions, designed to enrich and extend student learning.

Our Kinder to School Transition program continued, with new students attending school for two hours each week over five weeks. The program concluded with students meeting their classroom teacher and peers, setting the foundation for a smooth start to the following school year.

In addition, we facilitated intra-school transition, supporting students as they prepared to move into their next year level. Weekly transition sessions included explicit teaching units designed to build confidence and familiarity, making this a successful and highly valued part of our school calendar.

A review of our Student Voice and Agency leadership programs highlighted various opportunities available to students. These included roles such as School Leaders and House Captains. These positions were offered based on student interest, skill, and knowledge, reflecting our commitment to ongoing fostering of leadership and agency across the school.

Our Year 6 students attended camp at Country DOXA in Malmsbury, where they enjoyed a range of outdoor and team-building activities designed to challenge, inspire, and build resilience. The camp provided a fantastic opportunity for students to strengthen friendships, develop independence, and create lasting memories in a supportive and engaging environment.

Unfortunately, our much-anticipated end-of-year Christmas event was impacted by unexpected weather and had to be cancelled due to safety concerns. While it was disappointing for our school community, we were able to reschedule to another day and as the saying goes, the show must go on.

To celebrate the end of a successful school year, students in Years 3–6 enjoyed an action-packed day at **Funfields**, filled with rides, water activities, and lots of fun with friends. Meanwhile, our Foundation to Year 2 students attended the **Variety Club Christmas Party**, a magical day full of joy, entertainment, and festive cheer. Both excursions were a wonderful way to celebrate student achievements and wrap up the year on a high note.

Our Year 6 Graduation was a heartfelt celebration marking the end of primary school for our graduating students. Families, staff, and peers came together to acknowledge the achievements, growth, and contributions of our Year 6 cohort. The evening included speeches, awards, and performances that reflected the pride we have in our students as they prepare to take the next step in their educational journey. It was a memorable event that honoured their time at our school and wished them every success for the future.

Financial performance

Following careful financial planning and management in 2023, the school entered 2024 with a modest budget surplus. This allowed us to continue prioritising improvements to our school environment and learning spaces.

Key upgrades this year included the repainting of the B Block building and the internal painting of Rooms 1–6, significantly refreshing the look and feel of these learning spaces.

Further investment was made into our Food Technology Hub, with additional upgrades enhancing the functionality and learning opportunities within this specialist area.

We were also pleased to complete the installation of the new cantilever shade sail, providing much-needed sun protection and improving the usability of outdoor spaces throughout the year.

However, 2024 also presented challenges, particularly in relation to staffing shortages, which were experienced across various areas of the school. As a result, there was a significant increase in expenditure on casual relief staff (CRTs) to ensure continuity of learning and adequate supervision. While this placed some pressure on the budget, the school remained committed to maintaining high standards of teaching and learning in every classroom.

These upgrades and staffing responses reflect our ongoing commitment to providing a safe, engaging, and supportive learning environment for all students.

**For more detailed information regarding our school please visit our website at
www.thomastownmeadows.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 252 students were enrolled at this school in 2024, 128 female and 124 male.

54 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).

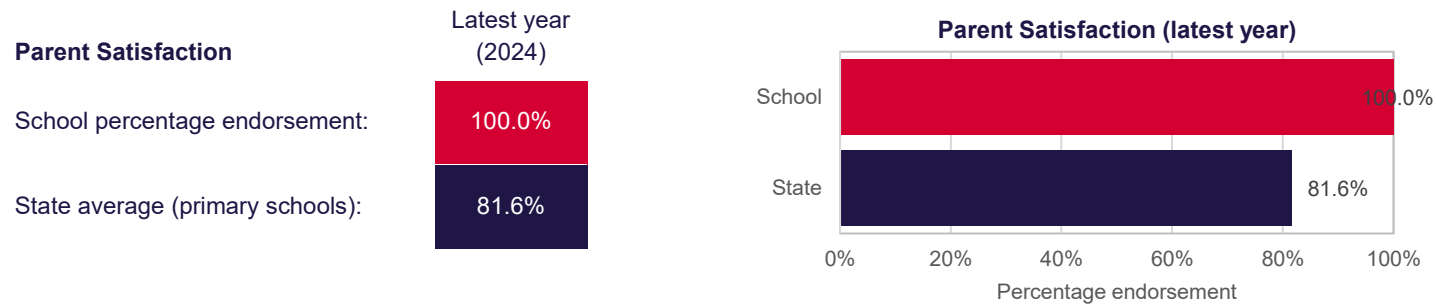
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

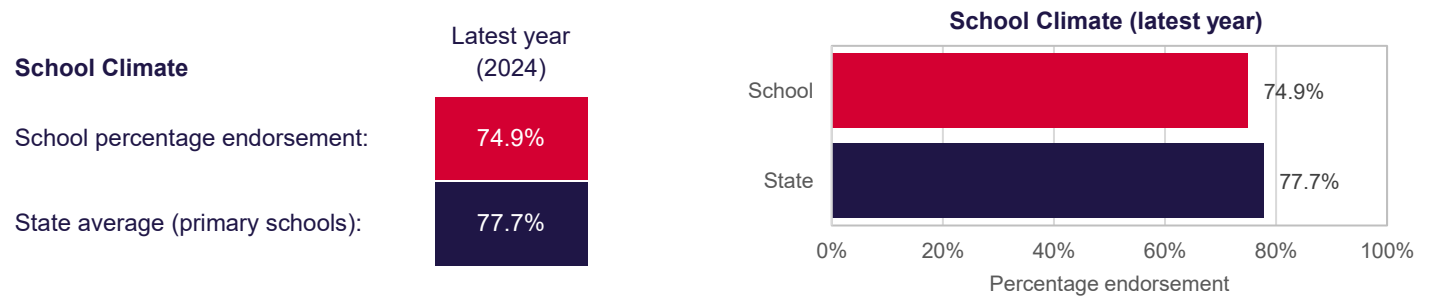


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

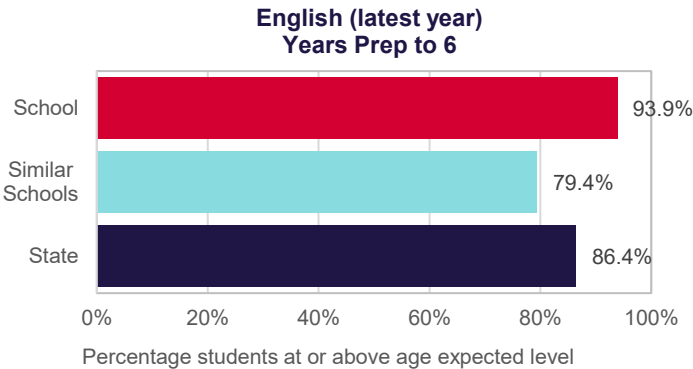
State average:

Latest year
(2024)

93.9%

79.4%

86.4%



Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

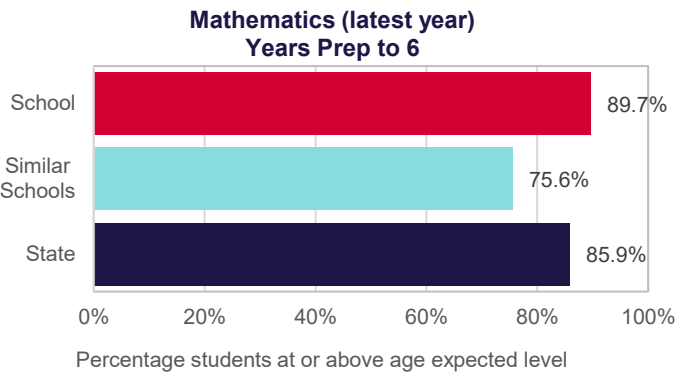
State average:

Latest year
(2024)

89.7%

75.6%

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.

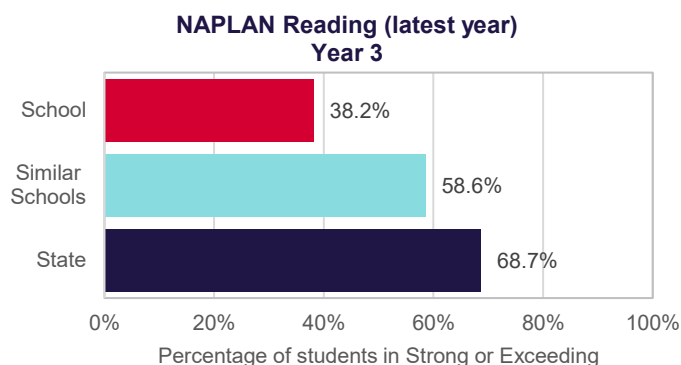
NAPLAN

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.

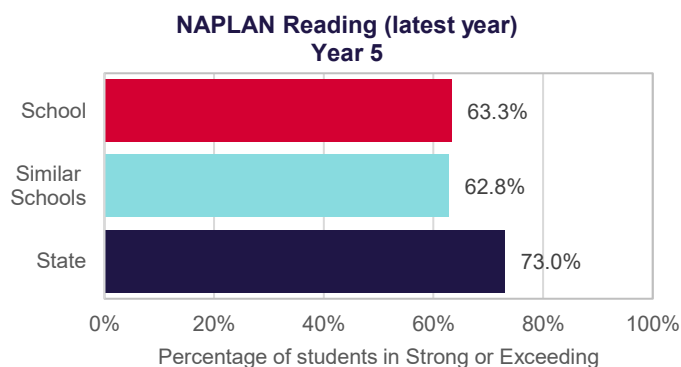
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.2%	43.4%
Similar Schools average:	58.6%	58.1%
State average:	68.7%	69.2%



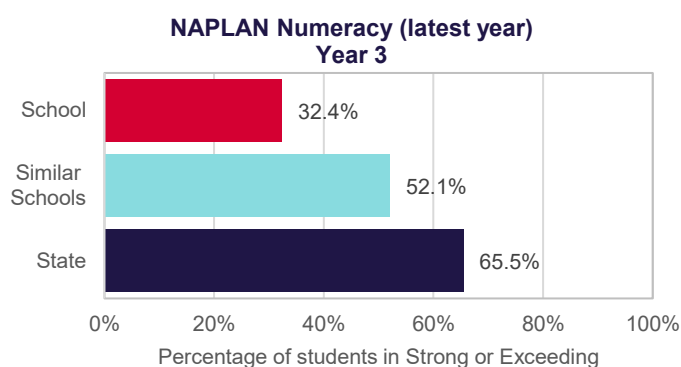
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.3%	60.0%
Similar Schools average:	62.8%	65.8%
State average:	73.0%	75.0%



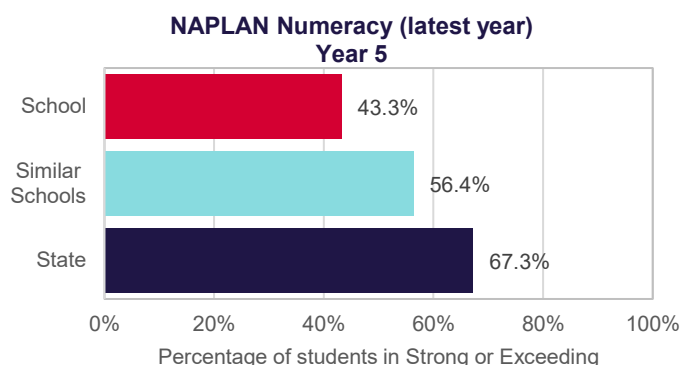
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	32.4%	30.5%
Similar Schools average:	52.1%	51.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.3%	34.3%
Similar Schools average:	56.4%	55.7%
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:

56.3%

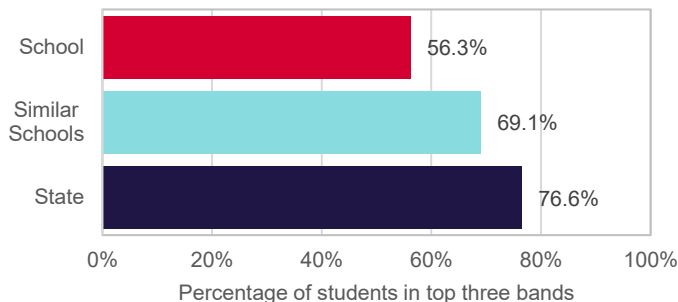
Similar Schools average:

69.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

54.3%

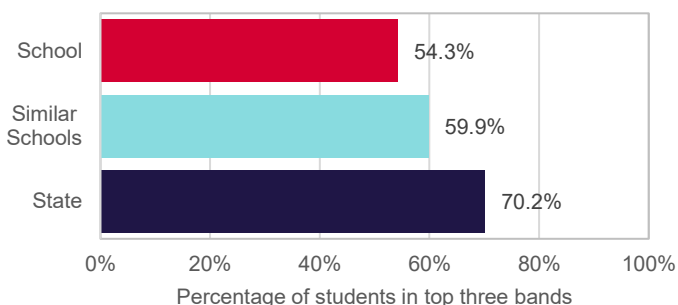
Similar Schools average:

59.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

28.1%

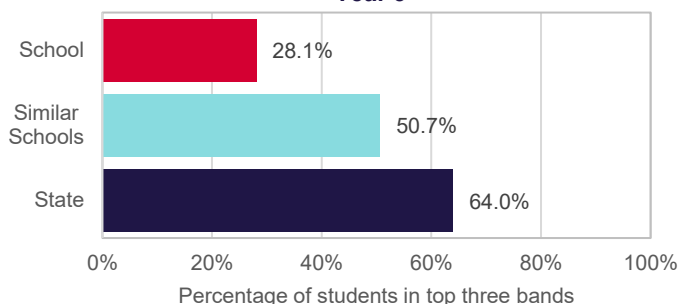
Similar Schools average:

50.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

32.6%

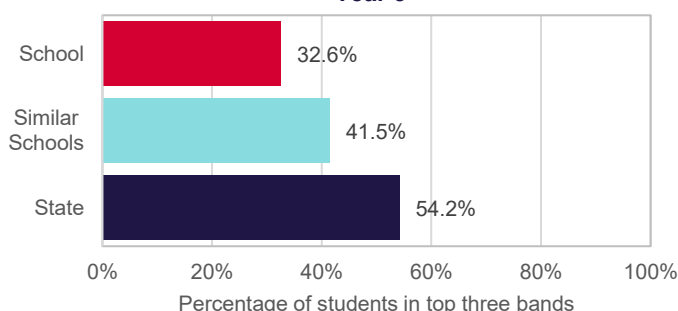
Similar Schools average:

41.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

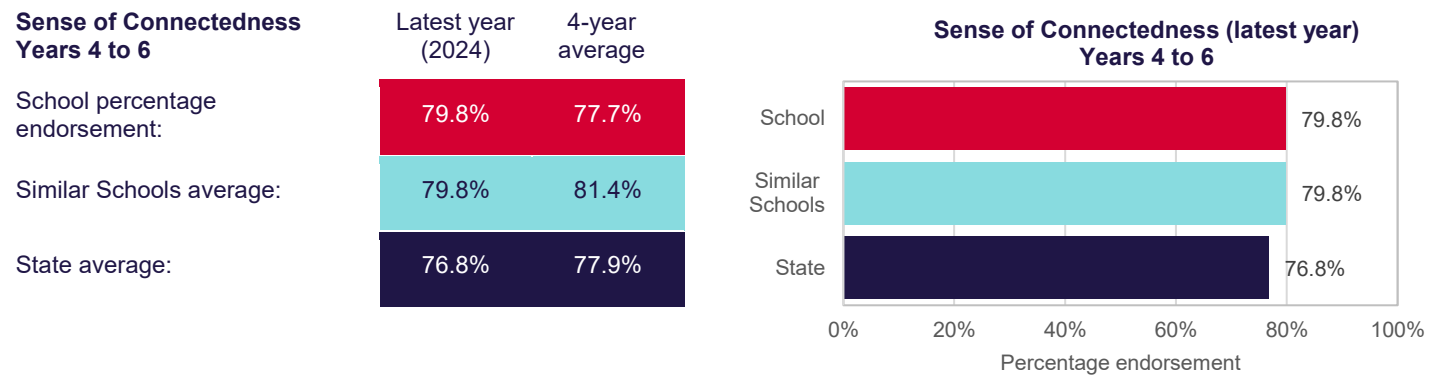


WELLBEING

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.

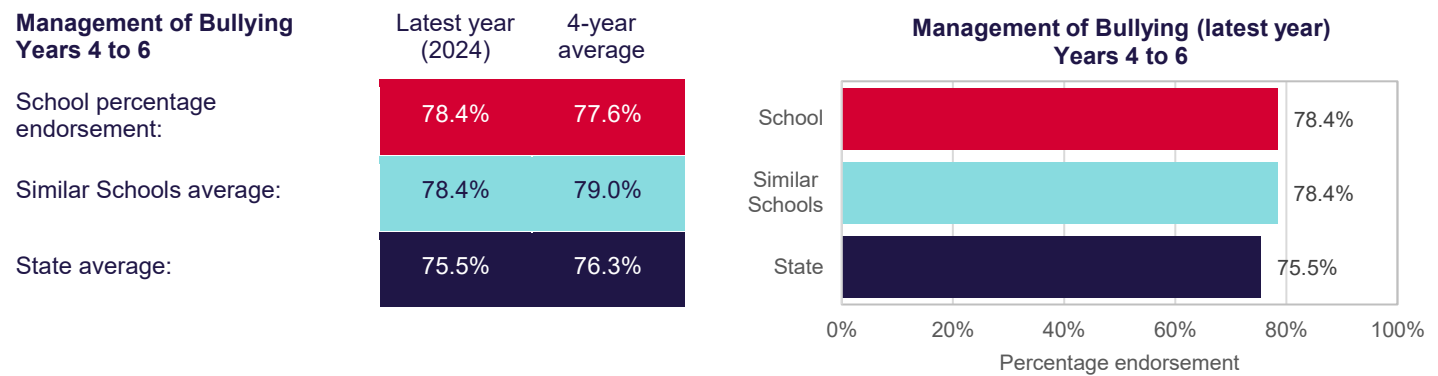
Student Attitudes to School – Sense of Connectedness

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).



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).

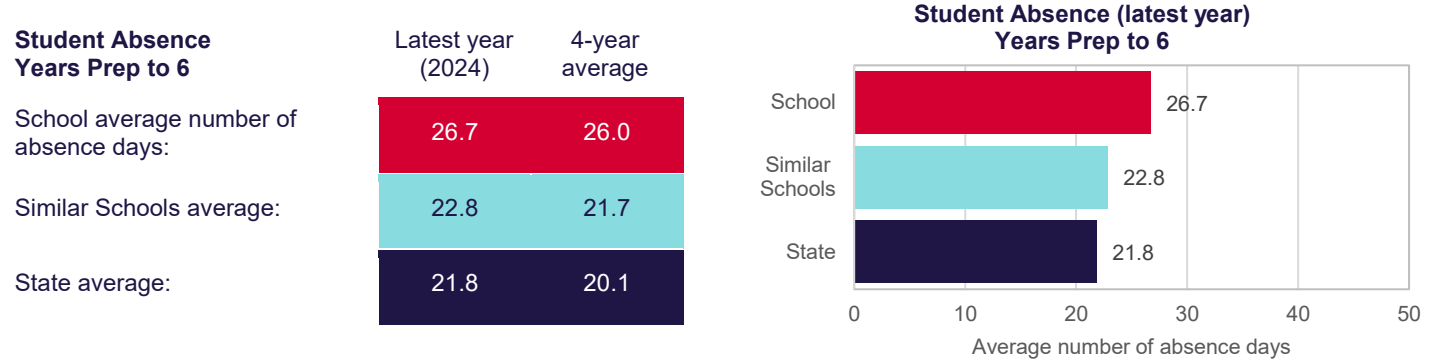


ENGAGEMENT

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):	89%	87%	86%	89%	88%	85%	84%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,390,240
Government Provided DET Grants	\$463,089
Government Grants Commonwealth	\$9,644
Government Grants State	\$10,000
Revenue Other	\$70,641
Locally Raised Funds	\$163,010
Capital Grants	\$0
Total Operating Revenue	\$4,106,623

Equity ¹	Actual
Equity (Social Disadvantage)	\$352,627
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$352,627

Expenditure	Actual
Student Resource Package ²	\$3,397,660
Adjustments	\$2,200
Books & Publications	\$16,405
Camps/Excursions/Activities	\$67,134
Communication Costs	\$4,324
Consumables	\$88,449
Miscellaneous Expense ³	\$23,328
Professional Development	\$73,287
Equipment/Maintenance/Hire	\$92,869
Property Services	\$172,571
Salaries & Allowances ⁴	\$48,368
Support Services	\$124,979
Trading & Fundraising	\$11,713
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,828
Total Operating Expenditure	\$4,157,114
Net Operating Surplus/-Deficit	(\$50,490)
Asset Acquisitions	\$58,550

- (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	\$250,067
Official Account	\$18,168
Other Accounts	\$0
Total Funds Available	\$268,235

Financial Commitments	Actual
Operating Reserve	\$126,237
Other Recurrent Expenditure	\$29,222
Provision Accounts	\$0
Funds Received in Advance	\$1,400
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$59,239
Repayable to the Department	\$19,449
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	\$235,547

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.