

2024 Annual Report to the School Community

School Name: Tallygaroopna Primary School (3067)



- 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 19 March 2025 at 05:50 PM by David Brodie (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 07 May 2025 at 01:57 PM by David Brodie (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

Tallygaroopna Primary School, with an enrolment of 77 students, is situated 17kms north of Shepparton. Our schools overall Socio- Economic Profile is in the Low - Medium range and students come from the township of Tallygaroopna and surrounding farms. Our Student Family Occupation Index was .4087 (SFOE Index - .3695). Our Teaching FTE for 2024 was 6.0 (which includes the Principal), while our Support Staff FTE was 3.0. We had no Aboriginal and Torres Strait Islander staff and 10% of our students were Aboriginal or Torres Strait Islanders. In 2024, the school was able to move from 3 classroom teachers to 4 (along with maintaining 3 full time Aides: Education Support) , but the workforce of the school changed significantly throughout the school year. However, being able to have smaller class sizes in some rooms played an influential role in working towards improving student outcomes. During the second semester, two experienced class teachers took family leave, but we were fortunate to be able to staff the school throughout the year with some new, enthusiastic and young staff. Going forward, some of our new staff will have leadership opportunities with Literacy and Numeracy and they will be supported by the Principal and with time. Some workforce changes were going to be evident again before the end of 2024 unfortunately

2024 was at times a difficult one as we constantly had to address absences with staff and students throughout the year in regard to a variety of illnesses. However, despite these difficulties we were able to have normal learning taking place and a number of extra curricula programs being made available. The Parent Satisfaction percent endorsement decreased significantly in 2024 to 46.7% (State Average - 81.6%), but it was pleasing to see the School Staff Survey percentage endorsement increase from 66.7% to 80% (State Average - 77.7%). All staff were supported by the Principal of the school along with Specialist teachers and MACC & MARC teaching staff and any Education Support staff and volunteers in the school who assisted classroom teachers.

The school grounds at TPS consist of a grassed playing field, a basketball court, two separate sets of playing equipment and well shaded and passive recreation areas (ie: shade sails and outdoor learning space). The school buildings consist of a large BER building which has 3 classrooms and a Project Space along with two small offices which operate as a Resource Room / Student Welfare room and a Computer Resource room. Other facilities consist of an Administration area, junior classroom, GEM Space (Welfare and Sensory Room) and a large Multi-Purpose Room which has a community school kitchen. Maintenance funding has been received in the past to upgrade some of the existing buildings and we anticipate more work will be carried out in future years. Information Technology devices have been upgraded on a regular basis and the school has 4 interactive panels which were purchased in 2021. The school has a number of netbooks and iPads to support student learning across the school. All of these resources enable staff to integrate a number of curriculum areas with Information Technology. Currently there is a computer ratio of 2:1 students. The school is proud of the amount of parental and community involvement which occurs and we promote and encourage this as much as possible. Families are encouraged to participate in both formal and informal activities throughout the year and our small, but active Parent's Club provided special events on a regular basis. Our school community promotes an active and healthy lifestyle for all. Our school day begins at 8.45am and we start the day with activities such as morning walks around the oval and reading. The schools core values are based on Respect, Inclusion and Honesty. In 2024, we were still able to provide our OSH Care service to our families for 5 days a week and it was wonderful to see

student numbers blossom after a couple of difficult years. An Education Support Staff is employed as our OSH Care Coordinator and the school continues to make a major investment financially to this service to assist working families. We hope that the school will continue to benefit from this service into the future - OSH Care has been implemented at Tallygaroopna Primary School since 2014. Our school continues to have the support of a School Chaplain who is at our school for a day and a half each week, supporting our staff, students and families as needed.

In 2024, we were able to update the schools Scope & Sequence document in regard to the Mathematics Version 2.0 Curriculum and we plan to adjust similar documents in regard to Literacy and the new Phonics approach for the future. The Workshop Model with Literacy and Numeracy continues to be a focus for our work together as this allows children to be creative and responsible in their own learning and become active and engaged in their work and development of understanding. We will transition soon to the Victorian Teaching & Learning Model in due course. Essential Assessment continues to be a major tool in the school with Pre and Post testing while focusing on specific areas of strength and weakness for students. Staff at the school are always investigating new ways to be inventive and be better as professional educators and we are using Google Drive to document and share our work across the school frequently. Our Literacy focus continues to be based on an Evidence Based approach with reading with decodable readers (Little Learners Love Literacy) and students were assessed on a regular basis. Decodable books align with the letter-sound sequence being taught and they enable students to consolidate the phonics skills they are learning in class. Heggerty is also utilised daily in the junior classrooms to support students' phonemic awareness skills and we continue to use some elements of the VCOP (Big Write) and SMART Spelling Programs, but prefer to have some flexibility which allows for creativity and continued exploration. In 2024, we continued to implement our Respectful Relationships program and aligned this to work with the Resilience Project as well. All students in the school benefit from these learnings which is funded from Mental Health Funding. In 2024, we were able to continue to employ a Mental Health in Primary Schools Leader who had a designated day to focus on these specific areas of Health & Wellbeing. Mental Health Funding services continued in 2024 and some children had regular support with Occupational Therapy, Speech Therapy and participated in sessions with Lego Therapy. This support will continue in 2025 with some minor alterations.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2024 Annual Implementation Plan Learning Key Improvement Strategy was to review, document and embed an agreed instructional model for literacy and numeracy

Specific Actions were to:

1. Develop and refine instructional models for literacy and numeracy

During 2024, our students continued to have some stability in their learning and additional support with an aide some classes. Tallygaroopna Primary School's teacher assessments from the Victorian Curriculum are in line with those of all Victorian government primary schools. English at the school level is 86.7% compared to the State - 86.4% whereas Mathematics at the school level

is 88.1% compared to the State - 85.9%. This relates to the percentage of students in Years Foundation to 6 who are working at or above age expected standards in English and Mathematics. NAPLAN results for Grade 3 students in Reading and Numeracy were below all Victorian government primary schools in 2024. The percentage of students at our school who were considered Strong or Exceeding for Reading was 42.9% and 42.9% for Numeracy compared to the State Average of 68.7% and 65.5% respectively.

In comparison, NAPLAN results for Grade 5 students in Reading and Numeracy are both in line with all Victorian government primary schools in 2024. The percentage of students at our school who were considered Strong or Exceeding in Reading was 72.7% compared to the State Average of 73%. Similar schools were 72.2%. The percentage of students at our school who were considered Strong or Exceeding in Numeracy was also 66.7% compared to the State Average of 67.3%. Similar schools were 67.0%.

It is important to note that NAPLAN tests were revised in 2023 and a 2 year average has now been provided. Year 3 and 5 results in both Reading and Numeracy are below the 2 year average at present in regard to Similar schools and the State average.

Throughout 2024, we were able to complete normal school assessments in line with our school assessment schedule and this data has been shared with families as part of Semester Reporting. We continued with our new Evidence Based Reading Approach with decodable readers and we believe that this will positively impact our reading data across the school and help some children who have gaps in their learning. Specific focus has been on the junior school and we look forward to seeing our children flourish and develop their reading in years to come. We also believe that our implementation of the Workshop Model has the potential to make a big impact with more students reaching strong and exceeding levels. We are continuing to formalise the use of Essential Assessment across the school for explicit teaching and this has the potential to influence our children's knowledge of Literacy & Numeracy as well. As always, we will continue to dedicate some of our professional learning to the areas of Literacy and Numeracy and look forward to continuing to refine and develop these approaches and curriculum plans into the future. Key Improvement strategies tend to focus on a variety of literacy and numeracy strategies and personalising learning. Students strive to continually improve learning by having student learning goals. These learning goals are evidence based through the use of data and are developed for individual students to achieve. We look forward to these goals continuing to be ongoing in 2025 and providing formalised feedback to our families and students.

Generally any learning is shared with the staff in professional learning teams. This team approach means that all teachers are sharing skills and are responsible for all students' learning and well being. Classroom observations drive teaching and learning and aim to improve student achievement - we will be aiming to make these more regular in the new year. A big focus was on differentiation to support specific needs and we were able to support a number of students throughout the year with a Tutor who implemented our TLI program and our PLC approach also allowed us to focus on specific students and discuss explicit teaching strategies to support their learning. Our PLC approach is a big focus from our School Review and we look forward to dedicating time to this again in 2025.

Wellbeing

Our 2024 Annual Implementation Plan Wellbeing Key Improvement Strategy was to establish processes to record and track student learning and wellbeing data in order to prioritise consistent actions in classrooms and across the school.

Specific Actions were to:

1. Build staff capacity to collect, analyse and respond to student wellbeing data

The results of the Student Attitudes to School Survey for 2024 were generally positive in some areas although slightly at or below Similar Schools and the State. The area of Sense of Connectedness had a percentage endorsement of 59.4% which was below the State Average of 76.8% and Similar Schools at 77.2%. The schools 4 year average of 73.9% is just below other comparable figures (ie; State / Similar Schools). The area of Management of Bullying had a percentage endorsement of 73.7% which was below the State Average of 75.5% and Similar Schools at 81.2%. The schools 4 year average of 78.2% is just below Similar Schools and above the State Average of 76.3% which is pleasing. With the implementation of the Student Engagement Policy we aim to further develop students' social skills and self-awareness and are actively promoting our school values of Respect, Honesty and Inclusion. Our general rule of "considering the feelings of others at all times" is constantly reinforced as well. The SEP is reinforced via Skool Loop and the school newsletter at school and at home. In 2024, we continued implementation of the Respectful Relationships curriculum along with the Resilience Project and lessons are explicitly taught by our MHIPS Leader while providing opportunities for students to practice the skills needed to seek support. We also allow children to share experiences in a balanced and comfortable environment if needed and supporting others was reinforced constantly through various themes such as problem solving and help seeking. Tallygaroopna PS is an ESmart school and we frequently focus on cyber safety formally and informally at school.

Our Welfare Worker (Chaplain) also has a keen interest in making sure that the wellbeing of all children, staff and parents of the School Community is catered for with informal and formal discussions. We were very fortunate to again have 3 Education Support staff in 2024 along with a great classroom volunteer and our main focus was to ensure that our children remained happy, safe and engaged

at school. All of our children were supported with individual goals each semester while other children were on Individual Learning Plans throughout the year as per DET guidelines (ie: TLI students, PSD and Koorie students). The school always promotes and maintains a strong sense of family involvement and it was great to see families reconnect more regularly with the school again in 2024. Our families are a key stakeholder behind the success and make up of a small school. It was pleasing that some outdoor extra curricula activities were able to be held (ie: camps to Ballarat and 15 Mile Creek). We also had a School Disco and Tally's Got Talent and we ended the year in a positive way with a Graduation Ceremony and Christmas Concert. Tallygaroopna Primary School continues to pride itself on being a positive and happy place to learn and play. Throughout the year, we were able to utilise financial resources from the Mental Health Fund with services for vulnerable children. This included regular support with Speech Therapy, Occupational Therapy and some students participated in group work and individual Lego sessions also. This funding will be utilised again in 2025 and we intend to continue to expand on these services with further implementation of "The Resilience Project". This will ensure that all of the students benefit from some of this funding which is available to all schools. Finally, peer and group learning activities were enhanced with continued implementation of "Committees" in Term 4. This involved the Grade 5/6 students taking a lead role for end of year events in small groups which focused on

the End of Year Yearbook, a Virtual School Tour, Graduation Night and a Christmas Concert. This allowed these students to have a sense of connectedness to the school which was terrific.

Engagement

Tallygaroopna Primary School's data for student absences in 2024 (20.6 days) continues to be higher than normal and we attribute this to a variety of illnesses again. However, it was pleasing to see that this has been reduced from 23.3 days in 2022 and hopefully this decline in absences will continue for future years. Pre COVID, our average number of absence days for our students was only 10.9 in 2019. Cohorts with the most positive attendance in 2024 were our Prep, Grade 2 and Grade 6 students with attendance rates of 92%, 91% and 97% respectively. The lowest attendance rate was for our Grade 4 and 5 students at 87%.

We value student attendance and students with attendance above 95% each term, semester and year receive awards. We fully understand that high absenteeism can have a negative impact on a child's educational development and being at school ensures that all students are maximising their learning with social development opportunities. Students and families will continue to be reminded about the importance of regular school attendance through informal discussions with staff, items put in the weekly newsletter and unexplained absences being followed up. In 2024, we continued to have a large emphasis on Student Engagement again with the implementation of fun and engaging learning opportunities for our children along with a comprehensive Specialist program. Specific focus was on providing a positive school community and we continued to implement a celebration wall and a project titled "Every Face has a Place". Students are frequently involved in buddy activities with a mentoring approach being embedded into our school culture from F-6. Children in the senior grades have numerous leadership opportunities at our school as well – School Captains, JSC...etc. Each classroom integrates technology in learning activities and students have access to a combination of laptops and ipads creating a technology rich learning environment. This was obviously more evident during Remote & Flexible learning and skills and knowledge has been developed by key stakeholders which will allow us to use technology as a teaching tool if the need arises again in the future. We complemented classroom activities by utilising a number of ICT programs in 2024 such as Epic, Prodigy and Essential Assessment and promote a positive atmosphere in our classes. In 2024, we continued to implement the BYOD program for the Grade 5/6 students and also utilised Dropbox with the senior class to enable easy access to classroom tasks when needed. We continue to utilise our Interactive Panels which were bought in 2021 and these resources allow our teachers to provide engaging and interactive teaching strategies on a daily basis at school. Our school provided our children with many learning opportunities in 2024 which allowed them to explore their interests and develop their skills and capabilities in a variety of areas. Specialist programs were offered in 6 specific learning areas - Respectful Relationships / Resilience Project, Physical Education, Library, Art, Science and Music. Our school continues to promote a warm, caring and friendly learning environment. The school actively promotes developing respectful relationships between students, parents and teachers through the newsletter and various interactions. Our Grade 5/6 students were able to attend a camp at Ballarat for the first time and this was one of the highlights of the year and it was well attended by the majority of students. To see our students engaged out of the normal school environment was rewarding and we also had most of our students attend the End of Year Excursion at some local venues in Shepparton (ie; Star Bowl, Fun Planet). To see some smiles on some faces again was wonderful.

Financial performance

Tallygaroopna Primary School was fortunate to have a Net Operating Surplus of \$62,732 because of positive forward planning. For many years our school hovered around 50 students consistently, but since 2015 we have had regular enrolment increases which has benefited our school financially. Enrolments have plateaued of late, so there may be some financial repercussions going forward. Our school received funding from the National Chaplaincy Program to focus on Student Welfare again in 2024 and we look forward to supporting our students with this funding over the next few years. Our school was funded for only a small number of students through the Program for Students with Disabilities Program in 2024. Although this was only a small amount of funding, it is used to provide human resources (Education Support Staff) who support these students and teachers. Disability Inclusion Funding will assist our school going forward and enable us to continually support students in need. Our schools' investment in solar panels in 2019 has allowed our school to be able to move forward in generally a strong financial position. There are obviously strong links to teaching and learning with this school initiative. Equity Funding in 2024 was only \$15,519.

For more detailed information regarding our school please visit our website at <https://www.tally-ps-3067.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 77 students were enrolled at this school in 2024, 35 female and 42 male.

NDP percent of students had English as an additional language and 10 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

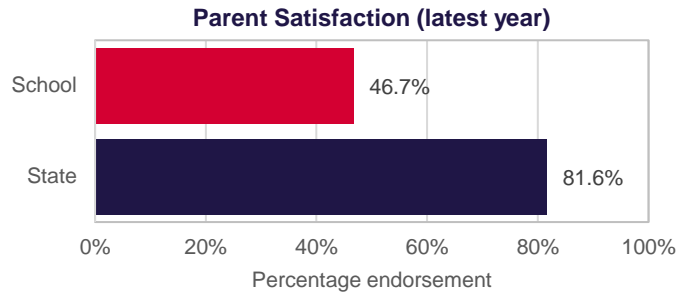
This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	46.7%
State average (primary schools):	81.6%



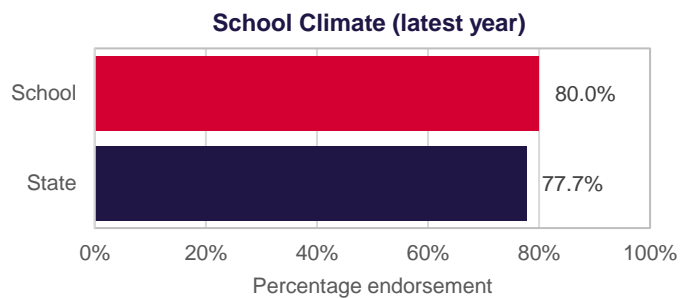
School Staff Survey

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:	80.0%
State average (primary schools):	77.7%



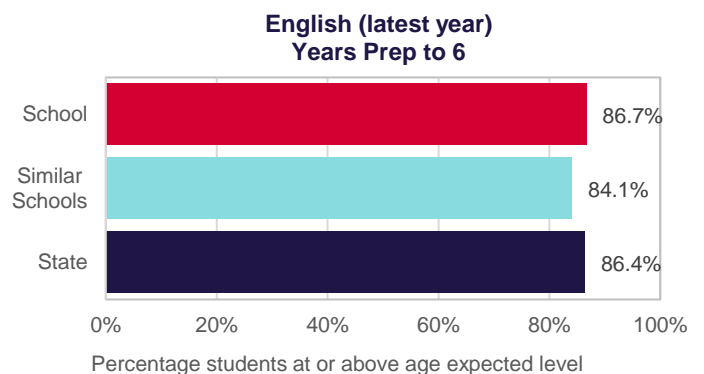
LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	86.7%
Similar Schools average:	84.1%
State average:	86.4%



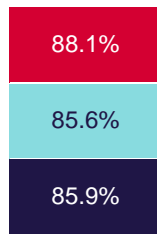
**Mathematics
Years Prep to 6**

School percentage of students at or above age expected standards:

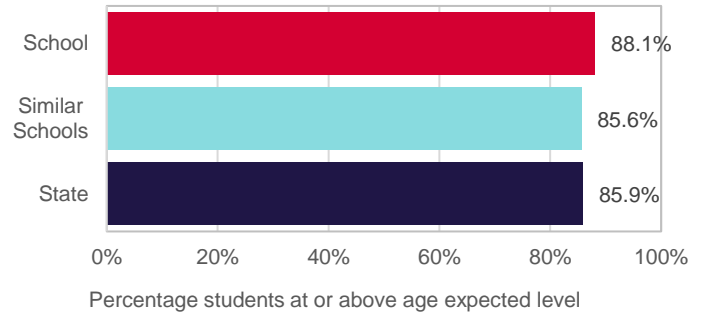
Similar Schools average:

State average:

Latest year
(2024)



**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.

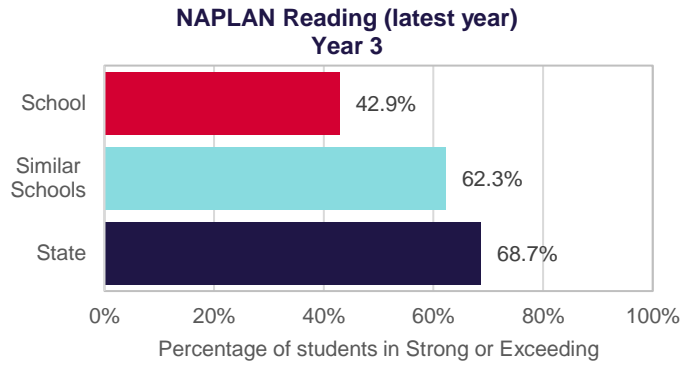
NAPLAN

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.

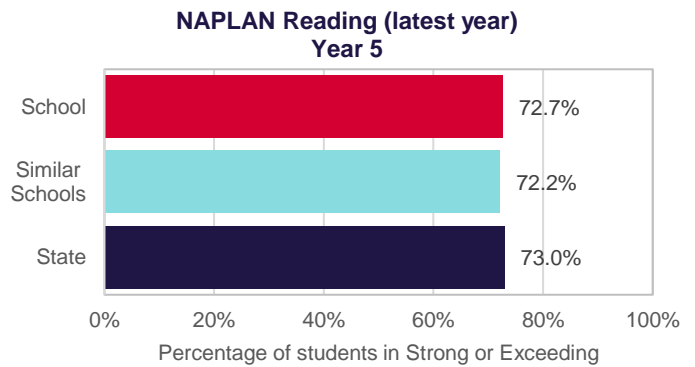
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.9%	45.0%
Similar Schools average:	62.3%	62.1%
State average:	68.7%	69.2%



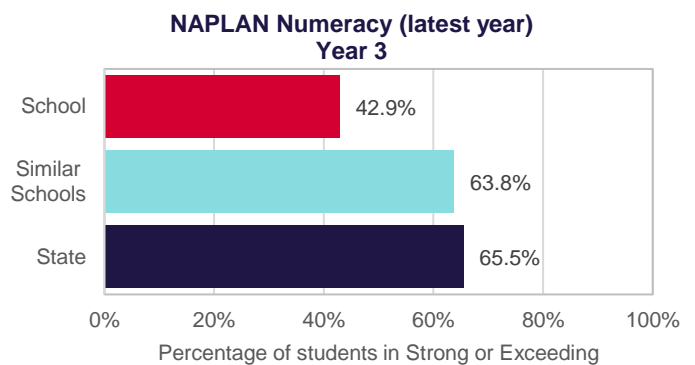
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.7%	54.2%
Similar Schools average:	72.2%	74.2%
State average:	73.0%	75.0%



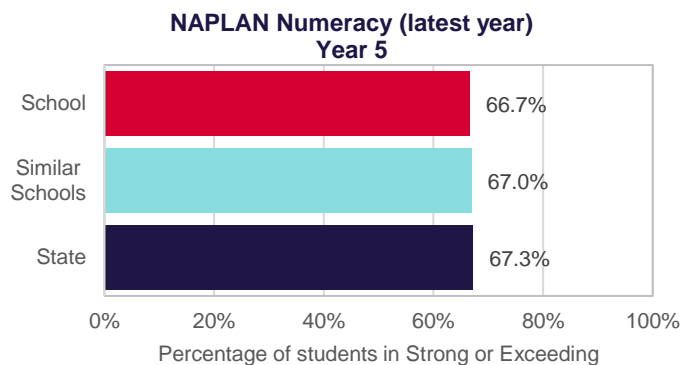
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.9%	60.0%
Similar Schools average:	63.8%	64.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	52.0%
Similar Schools average:	67.0%	64.9%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

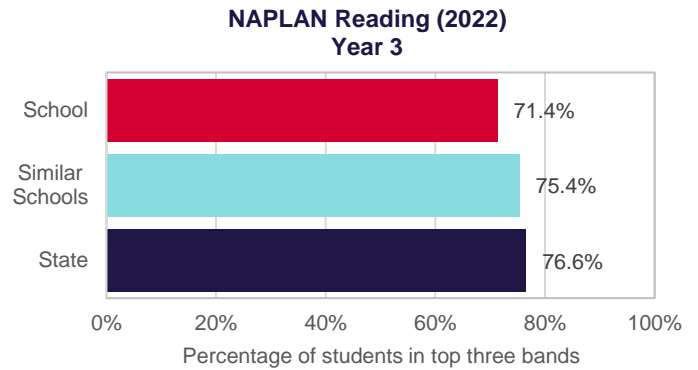
71.4%

Similar Schools average:

75.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

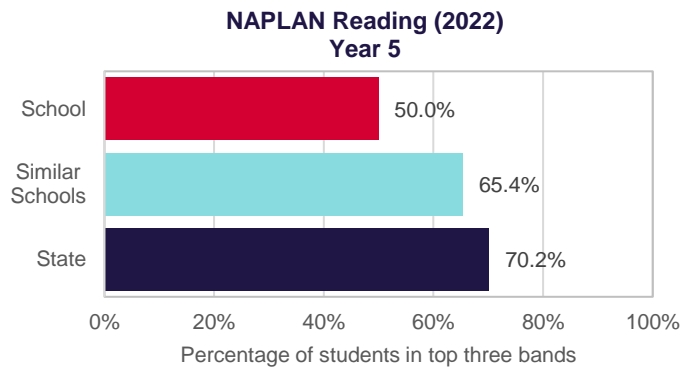
50.0%

Similar Schools average:

65.4%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

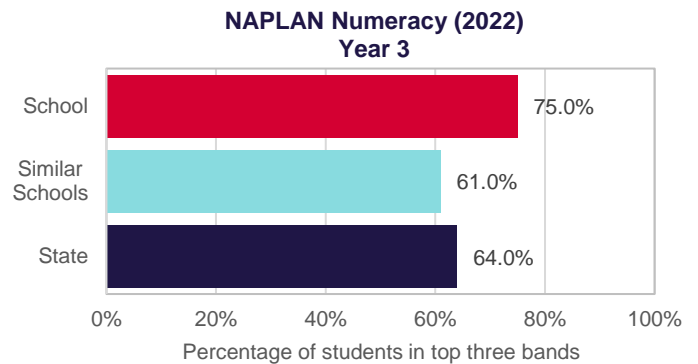
75.0%

Similar Schools average:

61.0%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

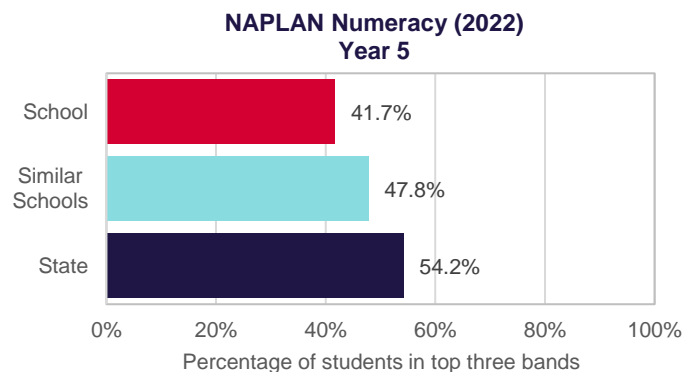
41.7%

Similar Schools average:

47.8%

State average:

54.2%



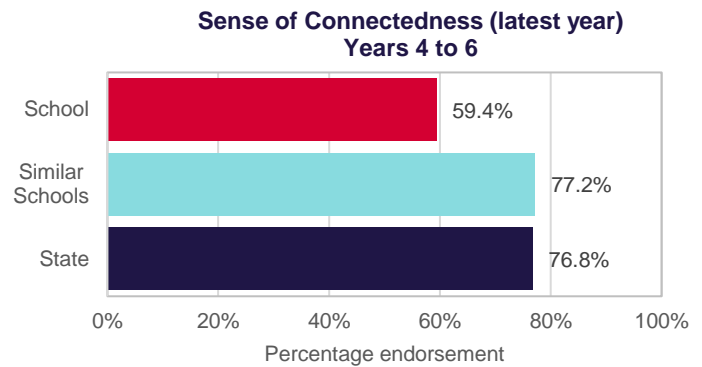
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

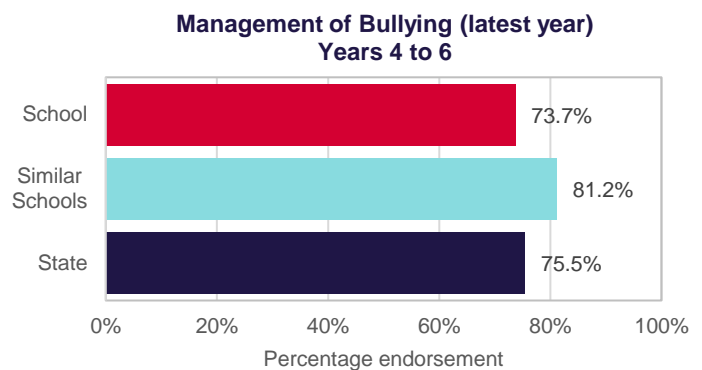
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	59.4%	73.9%
Similar Schools average:	77.2%	79.9%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	73.7%	78.2%
Similar Schools average:	81.2%	82.6%
State average:	75.5%	76.3%



ENGAGEMENT

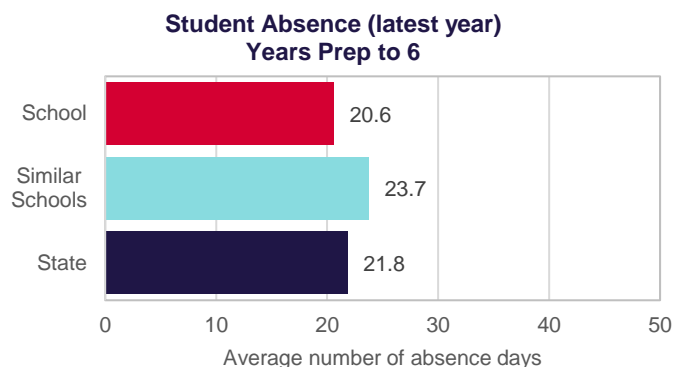
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	20.6	20.1
Similar Schools average:	23.7	21.6
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	88%	91%	88%	87%	87%	97%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$974,664
Government Provided DET Grants	\$219,608
Government Grants Commonwealth	\$19,929
Government Grants State	\$0
Revenue Other	\$17,157
Locally Raised Funds	\$57,257
Capital Grants	\$0
Total Operating Revenue	\$1,288,616

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,519
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,519

Expenditure	Actual
Student Resource Package ²	\$982,105
Adjustments	\$0
Books & Publications	\$156
Camps/Excursions/Activities	\$15,746
Communication Costs	\$847
Consumables	\$14,725
Miscellaneous Expense ³	\$10,433
Professional Development	\$3,611
Equipment/Maintenance/Hire	\$14,175
Property Services	\$38,396
Salaries & Allowances ⁴	\$72,844
Support Services	\$42,450
Trading & Fundraising	\$23,063
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,332
Total Operating Expenditure	\$1,225,884
Net Operating Surplus/-Deficit	\$62,732
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	\$233,616
Official Account	\$9,537
Other Accounts	\$0
Total Funds Available	\$243,153

Financial Commitments	Actual
Operating Reserve	\$40,630
Other Recurrent Expenditure	\$2,822
Provision Accounts	\$332
Funds Received in Advance	\$59,859
School Based Programs	\$4,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,442
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$19,000
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$16,068
Total Financial Commitments	\$243,153

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.