2024 Annual Report to the School Community

School Name: Kingsbury Primary School (4845)

- 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 17 March 2025 at 10:32 AM by Shaun Bishop (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 19 March 2025 at 01:10 PM by Shaun Bishop (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

Kingsbury Primary School proudly presents our 2024 Annual Report. 2024 had significant challenges, which the school managed exceptionally well to maintain its high standards. The biggest challenge was the appointment of a new principal midway through the year, just before its Strategic Review. The collective effort of staff, students, and the broader community ensured this review process was run and finalised with the utmost professionalism. The green light to remove a portion of the school's building block has also had its challenges.

Kingsbury Primary School is located 12 km north-east of Melbourne's Central Business District and is situated in a self-contained, close-knit residential area surrounded by a green belt of Bundoora parklands, Darebin Creek and the expansive grounds of La Trobe University's wild-life reserve. The school is part of 3 important networks: North Western Victoria, North Eastern Melbourne, and the Darebin Yarra. The school works in harmony with all three of its networks to deliver high-quality teaching and well-being initiatives.

Kingsbury Primary School was first officially opened on the 7th of February 1961. The school carries the name Kingsbury, after Private Bruce Kingsbury, who was awarded the Victoria Cross, the highest military award for his service during the Second World War. The school continues to have strong connections to the 2/14 A.I.F. Battalion Association, and it has participated in numerous events commemorating our servicemen. A small number of students are selected to receive a Bruce Kingsbury scholarship, which the students and community highly regard. Kingsbury Primary School students are renowned for their leadership capabilities once they head to secondary school.

Kingsbury Primary School is the heart of the Kingsbury community and many families are generational (grandparents, parents). Kingsbury Primary School is also culturally rich, with approximately 55% of parents born overseas. 15% of the student population comes from Saudi Arabia, whose parents often study at Latrobe University. Many students also come from China, Vietnam, and Malaysia. This creates a rich and diverse community group who bring a blend of cultures worldwide to our doorstep. Consequently, Kingsbury students are inclusive and respectful, and they embrace their fellow students by welcoming their new friends and supporting those with additional needs.

The spacious learning environment is a key feature of Kingsbury Primary School. We take pride in our green surrounds that encircle our many play spaces, all of which provide a safe, stimulating environment for teaching and learning as well as active play. Our green grounds are the envy of many schools, with a wide variety of plant life maintained by a part-time gardener.

Kingsbury Primary School has a strong commitment to providing excellent education for all students. It has a reputation for promoting high standards of achievement and effort in all curriculum areas. The 2024 School Performance Report placed Kingsbury Primary School in the ‘High’ category for both Learning and Wellbeing compared to similar schools. Students are encouraged to become active, independent learners who work collaboratively in the classroom by taking responsibility for their learning and behaviours. Our teachers are highly nurturing and work collaboratively to improve their practice. They recognise that they play an important role in educating each child academically, socially, and emotionally.

In 2024, there was a total of 10.2 full-time teaching staff, which includes the Principal and Assistant Principal. Non-Teaching staff make up 3.3 EFS, including the office manager, business

manager and student support staff. Depending on funding, the total number of Education Support Staff can increase or decrease across the year. The curriculum provision included specialist classes in The Arts, Physical Education, Languages Other Than English, and a wide range of enrichment programs, including Life Education, Bike Education, STEM, Digital Technology, cross-age tutoring, buddies, camping, excursions, and incursions, inter-school sport, swimming, percussion, dance and multi-age activity days. The school motto: 'Aspire Aim Achieve', reflects a commitment to the provision of excellent education for all students, to promoting high standards of achievement and effort in all areas of the curriculum. Contextual challenges continue to centre on lifting the performance of all student's outcomes in reading, writing, and mathematics. The school is well-placed to implement the new Victorian Curriculum 2.0 with a well-balanced staffing profile of experienced teachers and new graduates. With the high proportion of EAL students, the school's EAL instructional model will continue with all identified students receiving small group intensive literacy lessons blended with mathematical vocabulary. The school continues to employ a teacher to deliver its tutoring program focusing on reading and mathematics. Kingsbury Primary School has a diverse population with several neurodivergent students who are catered for through IEPs and extra support from school specialists. Kingsbury Primary School has identified many Tier 2 students who receive a range of supports. Accessing funds for Tier 3 students is ongoing, and we expect the funds that flow through the process to be distributed in a way that provides these students with a sense of achievement, belonging, and success.

Changing demographics and a transient community have now seen a slight decrease in our enrolments, currently sitting at 138 students. Student numbers can increase significantly due to our school supporting international enrolments. The school's SFOE index is 0.3913, which places the school in the medium category. Approximately 32 students have English as an Additional Language (EAL). There are currently 6 classrooms which comprise of a Foundation, 2 grade 1/2s, grade 3/4, grade 4/5 and a grade 5/6. The school has a strong commitment to student welfare, having a dedicated staff member to support students and parents to engage positively with the school.

Kingsbury Primary School continues to relate positively to its learning community. Our school climate remained strong with our school satisfaction rating through the Parent Opinion Survey with 93.3% rating the school in the positive.

Kingsbury Primary School uses The Berry Street Education Model and Respectful Relationships across all grade levels to provide a clear framework to get the best out of students and ensure they are well-positioned to learn at their best. An Out of Hours School Care (OHSC) program is also provided

Progress towards strategic goals, student outcomes and student engagement

Learning

Student Learning in 2024 via different metrics demonstrates our student learning has maintained learning standards for most of these metrics. Teacher Judgement rating student at or above age expected standard placed the school above state and similar schools for Literacy. Teacher Judgement in Mathematics had our students performing better than similar schools by over 6%,

however we were slightly below state. NAPLAN results were a mixed bag. Our grade 3 reading showed the percentage of students in the strong or exceeding domain at 62.5% and a 2-year average of 59.3%. The single-year data was above similar schools but below state. Our 2-year average was comparable with similar schools but below state. Our grade 3 Mathematics NAPLAN single-year result was below similar and state. However, our 2-year average was above similar schools. Our 2024 year 5 NAPLAN data demonstrated that our percentage of students reading in the strong or exceeding domain was comparable with like schools but below state. This was replicated when averaged out over 2 years. In Mathematics, our year 5 students were above similar schools in the strong and exceeding domains but below state for 2024. Our 2-year average for these students was significantly above similar schools. Changes to the way NAPLAN was reported to schools in 2023 meant that growth data was not available at this time.

A significant amount of work was completed with the EIL and staff to unpack the new English and Mathematics curriculum in 2024. Staff, in particular, spent much time in collaborative groupings to unpack the curriculum into manageable and accessible language for students and parents/carers. These 'I can' statements, which were explicitly delivered to students but also posted for the community, allowed parents to understand the language of learning and support their children. The Network continued to support schools with their focus on improving Mathematical standards by having regular pop-up meetings to demonstrate the changes to the curriculum. Supporting students in mathematics through problem-based activities and puzzles remained difficult for many, as resourcing this shift was an ongoing discussion. The school accepted and endorsed observational rounds, with all classroom teachers receiving feedback on practices related to actions derived from the AIP.

The full implementation of the new curriculum in 2025 will continue to be a focus for staff and students. A new Victorian Teaching and Learning Model (2.0) will also need to be extrapolated and implemented across the year. All these initiatives have been added as action in the 2025 Annual Implementation Plan. The continuation of Little Learners Love Literacy in the Junior School achieved good results in the end-of-year Literacy data. However, the program was administratively heavy, and extra support for the teacher was required to continue the program at its current administrative level. With the introduction of compulsory phonics teaching for all schools and associated resources, the current program will need to be reviewed. Our whole school spelling program (which is based on synthetic phonics) continues in the senior school, and we get very good results from this. The school's personal support from the region dropped off a little as our results, in comparison to similar schools, were very good, and therefore, our in-house leadership stepped up to implement the actions derived from the AIP. The school continues to support teaching and learning by having a dedicated Learning Specialist whose role is to deliver key actions from the AIP. The Tutor Learning Initiative continued in 2024 with a highly regarded practitioner. We expanded the program to students outside the umbrella identified by the department. The focus for our tutor students has been literacy and mathematics. Our strong EAL program was reviewed and applauded in 2024. Identified students who need ongoing and immediate literacy support are provided with small group daily instruction.

In 2024, the School Performance Report, which pulls data from a range of metrics, rated the school High in both Learning and Wellbeing. This is a significant positive result for the school and indicates the teaching and learning space blended with well-placed wellbeing initiatives are having a positive impact on students. Of particular note, in the 'Learning' domain only 4 similar schools out of 41 scored high.

Wellbeing

Kingsbury Primary School continues to be central to ensuring all students are ready to learn and have the right resources to be successful. Based on the Attitude to School Survey (ATSS) our students feel connected to school with a Sense of Connectedness single year score of 94.2% compared to a State Average of 76.8%. The comparison school's score was 76.6%, which clearly demonstrates our outstanding results. Of particular note, two questions scored 100%; I like this school and I am happy to be at this school. We know that students who feel happy and connected to school will attend more, engage better with their learning and be motivated to learn.

To facilitate school connectedness, the school implements the Berry Street Education Model that supports both teachers and students in engaging with the school, their peers, and their teacher to support their learning and well-being. Future work with this model will be to entrench the program into the weekly learning plan and support its implementation with a dedicated coordinator who can develop the curriculum and support teachers and students via feedback. The Berry Street Education Model is an initiative based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth.

Data across the key indicator area of Management of Bullying continues to be better than State means. Our score in 2024 was 83.3%, which was over 6% better than similar schools and nearly 8% better than the state. Our 4 year average also outstrips similar schools and state. This can be attributed to our continued work in and out of the classroom using evidenced-based practices such as The Berry Street Model, which will have a renewed focus in 2025. We will continue to improve our support for identified Tier 2 funding students in 2025 through working with support agencies and NDIS providers and running small group sessions to support our student cohorts. Much work was completed in 2024 to access Tier 3 funding support due to the significant changes rolled out across the state. We expect funding to roll out in 2025 for specific students. It will be our intention to utilise our Junior School Council members to support our school in elevating our wellbeing scores by having regular meetings and listening to their voice. As funding becomes clear in the 2025 budget the school will identify resources to support the wellbeing of the whole student population and specific cohorts.. By the metrics delivered in 2024 we can be proud of our work in the wellbeing space.

Engagement

Kingsbury Primary School continues to record more absences than the state average. Again, we explain this due to the many International families taking extended holidays. However, we have noted a small number of students who recorded significant absences. Our approach in 2025 (which will continue in 2024) will use the North Eastern Melbourne Area attendance protocols. Our 2025 AIP focus will also tackle students who have between 20 and 30 days off school. This cohort was chosen because there are many non international students. We will also look at our systems for recording absences through Compass. We have a continued focus on encouraging parents to explain student absence adequately and to notify us promptly. We will also seek to ensure that families are acutely aware of the importance of learning continuity. Our 2024 Prep induction was well attended, and the information package contained important data informing parents of the impact that being away from school can have on a student, especially if it becomes the norm. The school has a dedicated Student Engagement and Well-Being Coordinator who will work with students, families, and agencies to support engagement. This work is time consuming and

complex but necessary. Already in 2025 we have been able to support a school refusal student into CAHMS. We also have identified students from 2024 whose attendance is above 20 days to track their school attendance record and make direct contact with parents as necessary. We are also trialling a function on Compass that provides up-to-date daily reports on attendance for each student.

The Attitudes to School Survey indicates that Student Agency sits at 68%, slightly higher than state and network schools and equal to similar schools. A closer look at the individual data shows that as our students progress through the school, the scores dip considerably. For example, 79% of students rated Voice and Agency as positive in grade four. However, only 54% of students in grade six gave a positive result. Males in grade six dipped to 43%. There is evidence here that engaging students in the upper years, particularly boys, will need to be a focus in 2025. The leadership group will work to identify resources and strategies for this cohort. Receiving regular feedback from students will be paramount to tracking our success. Again, a strong Junior School Council will support our teachers in delivering engaging classrooms. The school believes that engaged classrooms start with relationships, and as a result, the first few weeks of 2025 were spent building close relationships between students and teachers and ensuring students had a voice in how their classroom will be run. This work can be seen in every classroom. We now have a dedicated coordinator to support teachers in fully embedding The Berry Street Education Model. A scope and sequence of activities that cover all facets have been developed, and classroom programs are expected to show this work each week. Our School will also be implementing the Respectful Relationships program as the department requires. This program has been linked to our Berry Street scope and sequence, and continuing funding support by the department will be used to support the coordinator in implementing and following up on this work. Being disengaged from learning has the potential to affect attendance and motivation, and we are working hard to ensure classrooms are vibrant and personal and that each child achieves and sees progress. In 2024, the Tutor Learning Initiative continued with a high number of students moving through the program. Interestingly, for 2025, the Department has included a goal in all AIPs to reduce the number of students in the program by 2026. The tutoring sessions meant that a wide range of students had access to small-group support. This approach will be continued for 2025, focusing on reading and maths. We will be using tutoring data to monitor the success of the program.

Linking learning back to families will continue to be a focus, with some changes coming in 2025. Staff will send out fortnightly newsfeeds on what has been achieved in class and what will be the upcoming focus. This will support families in having a clear understanding of the requirements of learning and link parents to the language of learning. This will replace the ‘I can’ statements developed in 2024. The school review questioned the effectiveness of this approach. In 2024, The school invested a significant level of resourcing to both our Performing Arts and our Visual Arts Program to support particular cohorts who were identified as being or may become disengaged from school,learning and peers. The Collaborative Arts program ran for the entire 2024 year and had some positive results. Due to significant changes in our staffing and programs, this program will not be available. However, the school will continue to provide resourcing from the 2025 confirmed budget to support engagement in our students.

Kingsbury Primary School had a number of engaging whole school events, that engage the wider community and we plan to broaden these events. Ensuring we remain an open and responsive school that values the diversity and skills sets of our parents and carers will flow down to student engagement.

Financial performance

Kingsbury Primary School managed its funds as per DET guidelines and used the income and resources to maximise the impact on student learning in 2024. For 2024, Kingsbury Primary School recorded a net operating deficit outlined in the spread sheet of $15,506, this was mainly due to a significant increase in casual replacement teacher payments being approximately $30,000 more than the previous year. We also spent close to $10,000 on relocating assets from the impending demolition works and updating staffroom facilities.

Locally raised funds made up a significant proportion of the school's income, and this was largely attributable to our continued partnership with our International Fee paying students. However, there was a reduction in locally raised funds of $35,294. It should also be noted that if International Fee Paying students do not pay fees then we do not get the money owed. In 2024, we did not collect all money owed to us because of this. In 2025, we have already followed a strict process of sending notifications of expulsion from the program unless payments are received.

During 2024, student support and well-being continued to be a strong focus for Kingsbury Primary School with additional education support staff provided for students at risk funded outside of what the department provides. In 2025, we have budgeted for $75,000 to come into the school through the new Tier 3 funding model. We have already obtained close to $43,000 for one student alone and, therefore, are very confident in achieving our budget target.

The Tutor Learning Initiative funds were again utilised to support targeted learning and intervention, and the decision was taken again to extend our TLI program beyond the level funded by the Department.

There is still uncertainty about how much more of the school funds will be required to support the finalisation of the capital works programs being completed at the school. We have successfully pushed back on a number of significant costs that were put to us.

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 136 students were enrolled at this school in 2024, 58 female and 78 male.

31 percent of students had English as an additional language and 4 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.

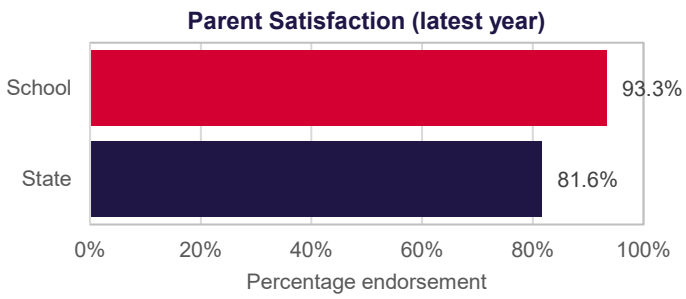
This school's SFOE band value is: **Medium**

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:	93.3%
State average (primary schools):	81.6%



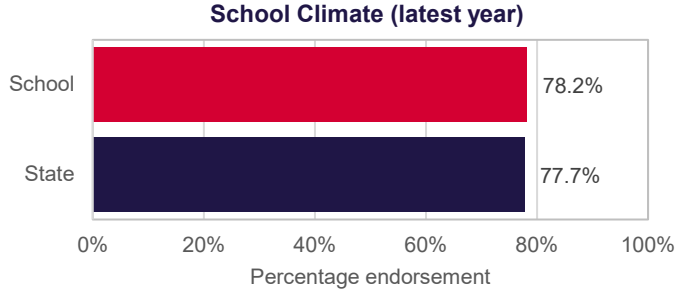
School Staff Survey

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:	78.2%
State average (primary schools):	77.7%



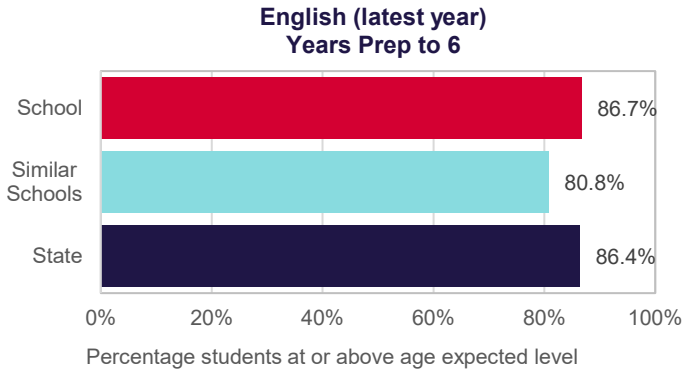
LEARNING

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

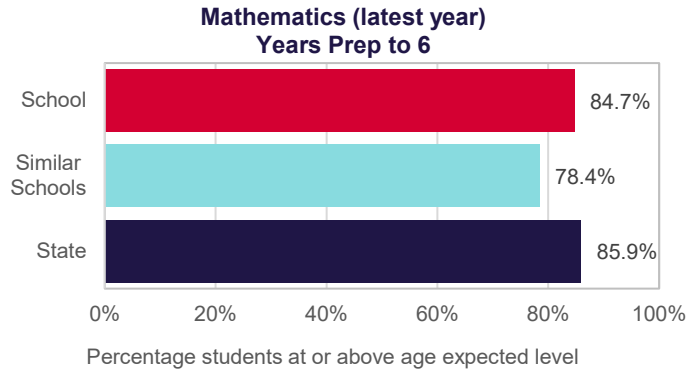
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	86.7%
Similar Schools average:	80.8%
State average:	86.4%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	84.7%
Similar Schools average:	78.4%
State average:	85.9%



LEARNING (continued)

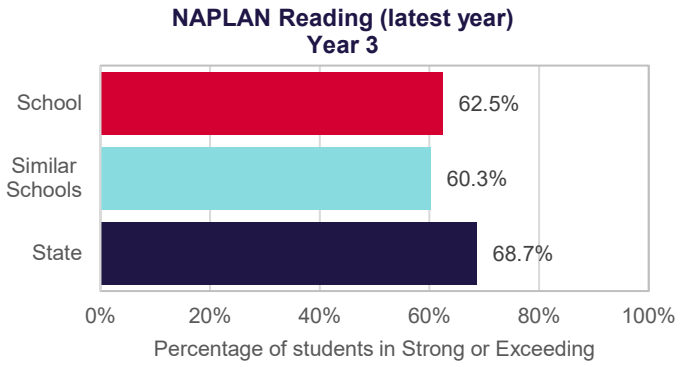
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

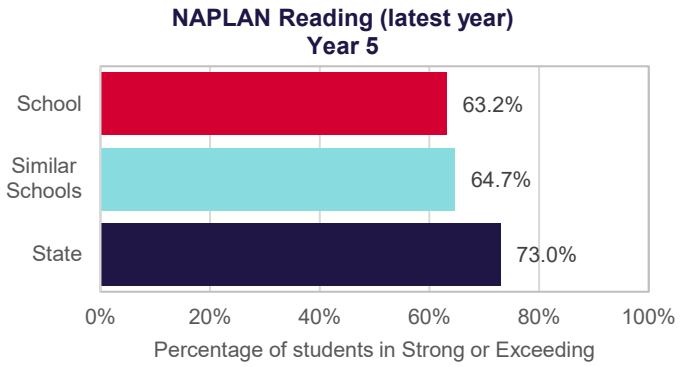
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

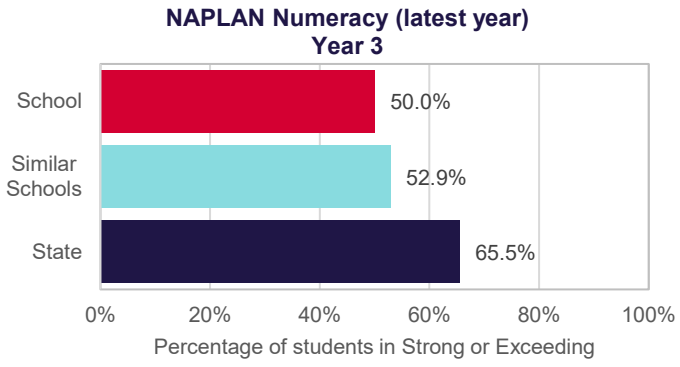
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.5%	59.3%
Similar Schools average:	60.3%	60.7%
State average:	68.7%	69.2%



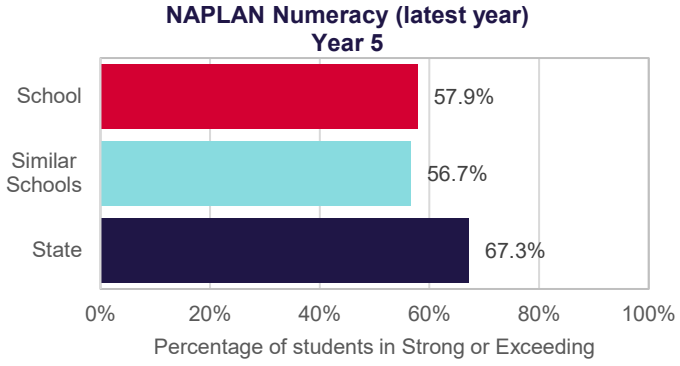
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.2%	68.4%
Similar Schools average:	64.7%	68.7%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	57.7%
Similar Schools average:	52.9%	54.6%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.9%	70.3%
Similar Schools average:	56.7%	58.5%
State average:	67.3%	67.6%



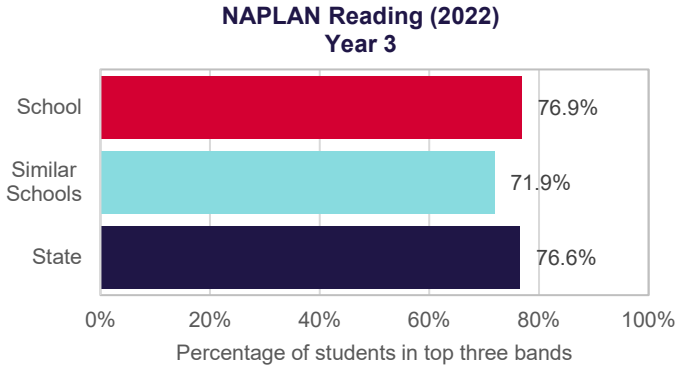
LEARNING (continued)

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.***

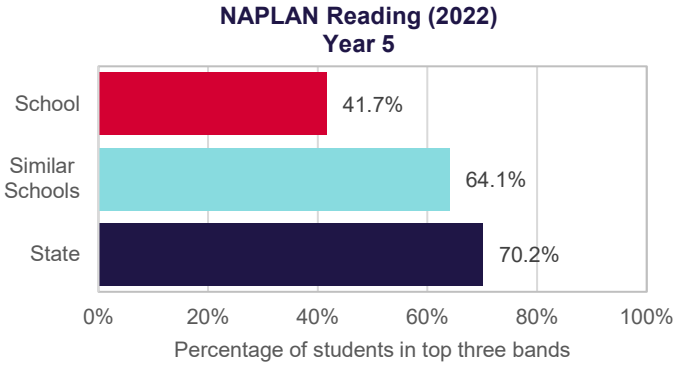
NAPLAN 2022

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

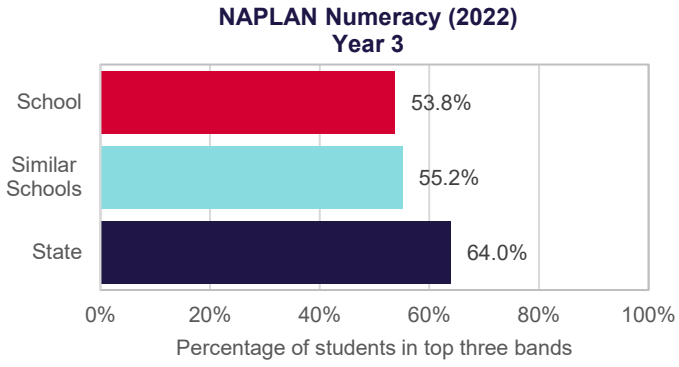
Reading Year 3	(2022)
School percentage of students in the top three bands:	76.9%
Similar Schools average:	71.9%
State average:	76.6%



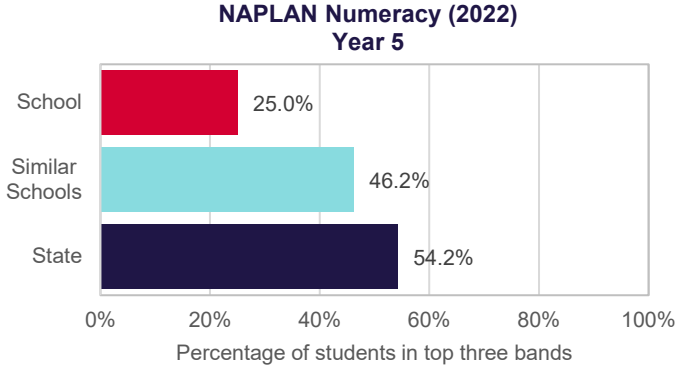
Reading Year 5	(2022)
School percentage of students in the top three bands:	41.7%
Similar Schools average:	64.1%
State average:	70.2%



Numeracy Year 3	(2022)
School percentage of students in the top three bands:	53.8%
Similar Schools average:	55.2%
State average:	64.0%



Numeracy Year 5	(2022)
School percentage of students in the top three bands:	25.0%
Similar Schools average:	46.2%
State average:	54.2%



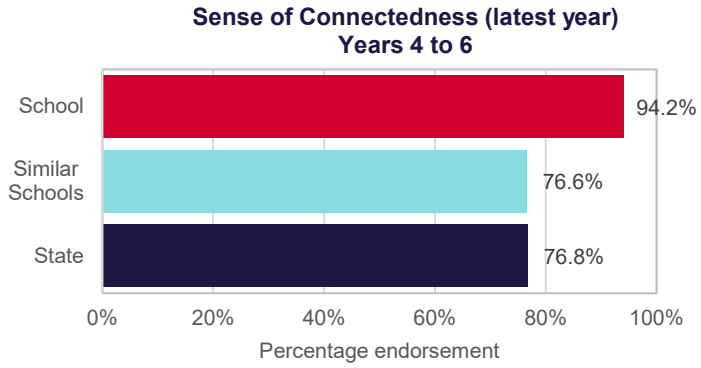
WELLBEING

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).

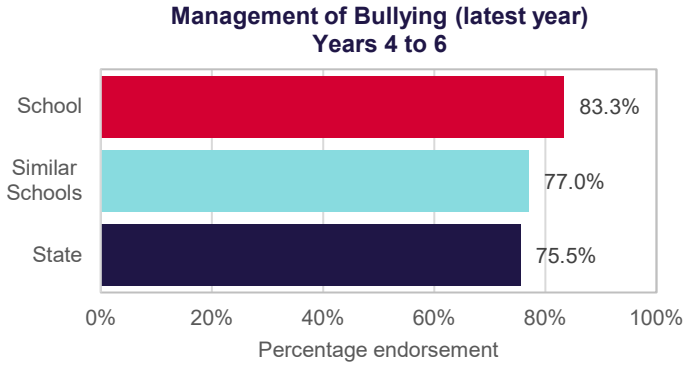
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	94.2%	91.6%
Similar Schools average:	76.6%	76.9%
State average:	76.8%	77.9%



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:	83.3%	85.8%
Similar Schools average:	77.0%	75.7%
State average:	75.5%	76.3%



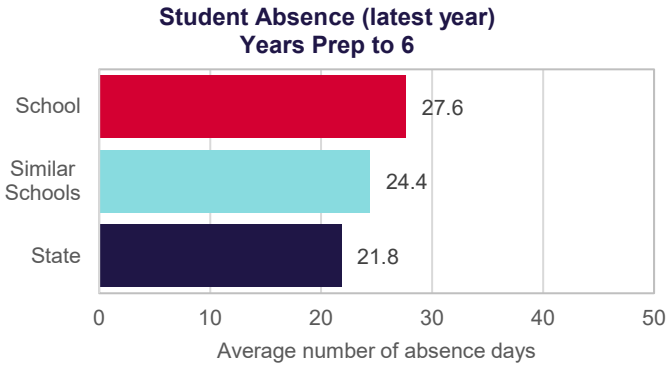
ENGAGEMENT

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:	27.6	24.7
Similar Schools average:	24.4	22.6
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):	86%	87%	86%	81%	84%	88%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$1,527,983
Government Provided DET Grants	$308,072
Government Grants Commonwealth	$7,943
Government Grants State	$0
Revenue Other	$17,786
Locally Raised Funds	$88,634
Capital Grants	$0
Total Operating Revenue	**$1,950,418**

Equity [1]	Actual
Equity (Social Disadvantage)	$49,488
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$49,488**

Expenditure	Actual
Student Resource Package [2]	$1,542,177
Adjustments	$0
Books & Publications	$1,137
Camps/Excursions/Activities	$20,233
Communication Costs	$1,045
Consumables	$26,286
Miscellaneous Expense [3]	$9,079
Professional Development	$1,856
Equipment/Maintenance/Hire	$10,289
Property Services	$38,243
Salaries & Allowances [4]	$197,122
Support Services	$76,993
Trading & Fundraising	$17,113
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$24,352
Total Operating Expenditure	**$1,965,924**
Net Operating Surplus/-Deficit	**($15,506)**
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	$327,564
Official Account	$27,025
Other Accounts	$0
Total Funds Available	**$354,589**

Financial Commitments	Actual
Operating Reserve	$70,625
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$20,004
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$2,500
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$93,128**

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.