

2024 Annual Report to the School Community

School Name: Yubup Primary School (5576)



- 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 28 April 2025 at 08:24 AM by Maree Moyle (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 08 May 2025 at 11:11 AM by Maree Moyle (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

Yubup Primary School is located on Ellscott Boulevard, Mickleham, an outer suburb to the north of Melbourne. Our school opened for the very first time in 2024 and had an enrolment of 372 in its first year. The surrounding area continues to grow with new building developments and new housing estates particularly inside the Botanical and Aitken Grove estates to the south and east of our school.

At Yubup School we understand how important each and every child is and take great pride in working with our parents and wider community to ensure our students enjoy a successful education inside a caring environment. Students are supported and encouraged by staff, parents and carers to appreciate and value their role and the role of others within the extended school community.

Yubup Primary School's dedicated and caring staff team use their professional expertise to deliver a current, engaging and innovative curriculum that is respectful and embracing of all cultures and which considers the diverse needs of our students in a safe, inclusive setting. Our staff collaborate regularly to ensure that high expectations for learning and behaviour are achieved in order to develop each child's potential and ensure that each child is valued and nurtured as an individual. We respect and value strong partnerships with families and the wider community and work together to create a caring, inclusive and respectful school culture. As a community, we teach and support our students to become learners for life, who will be happy, resilient, caring and respectful citizens that strive for personal excellence and contribute positively to society.

Our school values are:

COLLABORATION: Collaboration is fundamental to the way we learn and work together at Yubup Primary School and is more than just teamwork! It is an opportunity to learn from and with each other, broaden our experiences, challenge our thinking and consider a range of different perspectives. Collaboration has been shown to not only develop higher-level thinking skills in students and adults, but also boosts confidence and self-esteem as well.

COURAGE: Courage has been selected as one of our core values as it helps children to persevere against challenges, and in the process it raises their self-esteem. In addition, courage at Yubup means to always feel supported to try something new, even if it is hard and out of our comfort zone or if things are uncertain. Courage also means to believe in ourselves and the people around us. Finally, at Yubup, courage means building the confidence of our students to have an opinion and to respectfully stand up for what they believe is right, even if it is not the popular option.

CURIOSITY: At Yubup Primary School, Curiosity means the ability and habit to apply a sense of wonder and a desire to learn more. Curious people try new things, ask questions, search for answers, relish new information, and make connections, all while actively experiencing and making sense of the world. To us, Curiosity is about engaging fully in learning and, ultimately, in life.

EXCELLENCE: Excellence at Yubup Primary School means we always strive to work on ourselves and achieve our personal best in the classroom. We also highly value excellence for all members of our school community and always encourage others to do their personal best. At Yubup Primary School, we are a school that strives for excellence in academic, sporting, artistic

and social pursuits and continually celebrate the individual and collective achievements of all students at our school.

INCLUSION: Our school value of inclusion is one that underpins all that we do and how we work and interact with one another. Inclusion incorporates cultural diversity, gender, age, disability and additional learning needs. At Yubup Primary School, we have a school culture that is welcoming and that celebrates the unique skills and qualities of every student and staff member in a supportive and kind learning environment for all.

We have a dynamic and hard working teaching/administration team that demonstrate daily a collective responsibility to our students. Our staffing profile throughout 2024 consisted of 2 Principal Class Officers, 9 learning specialists, the equivalent of 20 FT/PT classroom teachers, 2 permission to teach staff, and 29 ES staff, which includes a fulltime facilities manager. Based on the school's Student Family Occupation and Education index, which takes into account parents' occupations and

education (0.3739), our overall socio-economic background fits within the low-medium band. Class sizes ranged from 16-24 in the Prep-2 cohorts and 21 - 26 in the Year 3-6 cohorts, with a majority of the students residing

within the school's direct catchment area. There is a strong commitment to the community and high expectations are in place with regards to academic attention to positively impact on student learning outcomes.

The key components of the teaching programs at Yubup Primary School are the effective teaching of Literacy and Numeracy skills. The school also provides quality programs in both Visual Arts, Performing Arts, Science and Physical Education. During 2024, discussions with DE focused around our school's entitlement to additional classrooms/specialist spaces in light of projected growth in student enrolments from our local neighbourhood area. This saw an additional eight relocatable classrooms arrive onsite late in the school year in the form of 2 double storey relocatable buildings.

We have a strong focus on student leadership and support students to understand that great leaders bring out the best in others through involvement in Student Representative Council, School and House Captain positions and through our buddy program. A range of additional opportunities for students were offered in 2024 included being part of sport carnivals, leadership events, Wakakirri, family events and a school concert. Based off our bi-annual census, 62% of students had English as an additional language, 4 students were Aboriginal or Torres Strait Islander, and 2 students were international students. Students at Yubup Primary School were well catered for by a caring staff with high expectations for student learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Yubup primary School, the leaders and teaching staff work in Professional Learning Communities that focus on the learning needs of the students. The school's key focus is on maximising the Literacy and Numeracy skills of every student. During 2024, our Instructional Leaders were timetabled to work alongside PLCs, and this resulted in an increased use and understanding of assessment platforms to inform teaching and learning. Student data became the

focus of our work, which resulted in targeted student growth by the end of the calendar year. Leaders and teaching staff at Yubup Primary School continue to undertake purposeful professional learning that is ongoing, collaborative and connected to working with students and understanding their needs. We believe that if we continue to strengthen the pedagogical knowledge of staff through evidence based practice, along with a culture of high expectations, then student learning outcomes will improve.

Newly formed instructional frameworks, the introduction of Explicit Direct Instruction and the effective running of PLCs, helped guide improved teacher practice. We firmly believe that through a strong culture of collaboration and meaningful use of student learning data, there will be a shared responsibility and accountability for staff and student improvement. Teacher judgement of student achievement linked to the Victorian Curriculum continuum indicates that our students are performing

on par with similar Victorian Government Primary Schools in Literacy and Numeracy for students 'at or above expected level'. Use of student data to inform teaching will continue to be a focus where the accurate analysis of data will precisely place the needs of the students at the front and centre of all that teachers do in their planning/work programs. This will ultimately lead to sustained quality teaching across all classrooms at Yubup Primary School.

'NAPLAN year 3' Reading and Numeracy data indicates that our students are performing at a 'lower' level than similar and state school averages when it comes to assessing students who performed in the 'Strong or Exceeding' proficiency levels.

'NAPLAN year 5' Reading and Numeracy data indicates that our students are performing at a 'much lower' level than similar and state school averages when it comes to assessing students who performed in the 'Strong or Exceeding' proficiency levels. As all students were new to our school in 2024, we now have and utilise a range of data sets that will inform teacher practice and allow us to target teaching at the point of need for all students. It is also important to recognise that NAPLAN results are just one measure of student achievement and should not be the sole focus. We also understand that being a new school in 2024 meant that these results were not a reflection of our school's teaching and learning practices.

This data, combined with other assessments, will provide us with valuable information which will be used to inform future planning and ongoing improvement of student learning outcomes across P-6.

Wellbeing

Wellbeing was a major focus throughout 2024, as we firmly believe that if we get this right from the very beginning, then the natural by-product will be improved learning outcomes. It is important to note that the delivery of our Wellbeing Curriculum took place every week which honed in on specific wellbeing topics that were relevant to all of our newly enrolled students. We were able to embed and apply the principles of School Wide Positive Behaviours Support program and even achieved Blue Level accreditation in 2024. This ensured there was a positive and consistent approach to student management and the explicit teaching of the school rules, values and expectations ensured a safe and supportive environment for all. The students became familiar with behaviour expectations (via our behaviour matrix) which reinforced consequences for inappropriate behaviour. The school's curriculum also focused on the building of positive relationships across the school.

An upward trend in regard to classroom behaviour and student safety (local surveys), reinforced the active and vigilant approach by staff to focus on our school rules and values. The reward system in place has seen students strive to make positive choices, as they look to claim rewards based off positive behaviour. This has also seen a decrease in unsafe and disrespectful choices in the classroom/yard across the school year. Teaching staff also provided opportunities to implement focused lessons that assisted in meeting the emotional, social and wellbeing needs of individual students.

Some future actions will include:

- *Continuing to implement the Respectful Relationships program
- *Embedding strategies for inclusion using the Berry Street Education Model Framework starting with the training of key staff to lead this work
- *Developing a whole school model for student voice and agency

The school's explicit work with students around our school values continues to be critical as we have continued to grow. The school's comprehensive safety and wellbeing policies and practices are implemented and seen as important in supporting student-learning success and in reducing risk. A number of data sets inside the Students Attitude to School Survey were really impressive. Results indicated that we were well above state and similar school averages in a number of domains. This included both 'Sense of Connectedness' and 'Management of Bullying' were our students responses indicated that they feel safe and included whilst at school. By working to empower students and build school pride, we feel we have created a positive and supportive learning environment in our very first year. We feel students feel invested in their education and are motivated to participate in the daily learning process.

Engagement

We believe we are on the right path at Yubup primary School when it comes to developing strong engagement for our students and wider community. This is heavily reflected in some data sets, and we expect further improvements as we put into place increasing and broadening actions. Daily attendance is critical for academic success. Average attendance rates (at each year level) in 2024 ranged from 84% - 89% which indicates a need to focus on the importance of regular school attendance across all year levels in 2025. At Yubup Primary School, we are committed to improving school engagement for all students to meet individual needs and achieve schooling success. In 2024, we introduced a range of wellbeing strategies across the school to set the preconditions of each learning day and a positive learning environment. Adjustments were also made to curriculum delivery and the learning environment to support individual students.

A number of supports were implemented to encourage improved attendance throughout 2024 which included:

- *Information in the school newsletter promoting the importance of attendance
- *Teacher/parent conversations when attendance concerns about the individual were raised, providing multiple options for parents to report attendance reasons
- *Phone communication with parents when no attendance reason had been received by the school 3 days after the absence

Data sets from both the Parent Opinion / Staff Surveys both indicated that there were real wins when it comes to engagement at Yubup Primary School. Results saw us well above state averages in 'Parent Satisfaction' and 'School Climate'. We are incredibly proud of these results.

especially when we take into account that we only opened up in 2024. On another note, there was a large numbers of families engaging in school based activities such as Student Learning Conferences, fundraisers, family picnics and the use of Compass and Facebook. Our school's positive and strong reputaion in the local community is also further testament to the strong engagement and support we have had with our parent and wider school community. Yubup Primary School will look to provide all students with the opportunity to take ownership of their learning through a developing focus on student agency and voice which will be closely linked to the inquiry based learning process.

Yubup Primary School also has developed close links with local secondary colleges, local kinders and our local community centre which is cloated next to ou school.

Strong transition programa has been developed to ensure a smooth transition for our Year 6 students as they move from primary school and into a secondary setting.

We also provide a very supportive transition program for Foundation Students. We have developed an intensive orientation program that provides many opportunities for visits prior to the commencement of the school year. We have established strong links with local Kindergartens and visit them regularly throughout the year. School tours and information sessions for prospective students and their families ensure a smooth transition for all.

Other highlights from the school year

Particular highlights from our inaugural year included:

- School sports programs - inter-school sports, cross country, and athletics days
- Excursions - Diggers Rest Animal Farm, Year 2 sleepover, Year 3/4 and Year 5/6 camps
- F- 2 Christmas concert - students and staff created a fantastic performance and the audience was delighted with the performances
- Fundraisers - included the Colour Run
- Mother's Day Picnic and Father's Day drive through breakfast
- Meet and greet sessions with the parent community
- Year 6 Graduation
- Whole school assemblies (weekly)
- Establishment of lunchtime clubs

Overall, 2024 was a fantastic year for our newly opened school where students and our parent community enjoyed many extra-curricular activities.

Financial performance

In 2024, Yubup Primary School managed both the Student Resource Package funding and Other Locally Raised funds in a fiscally responsible manner ensuring that all DE policy guidelines relating to the recording and reporting of revenue and expenditure were adhered to. DE's Framework for Improving Student Learning Outcomes informed the development of the cash budget and the allocation of funds to relevant program budgets. This ensured appropriate resources were procured to support the achievement of educational outcomes for our students and other operational needs. Whilst every effort was made to monitor and expend our Credit

Budget allocation, a number of unavoidable factors impeded this, resulting in a deficit for the 2024 school year. The main contributors to this deficit was rapid enrolment growth and the need to get staffing in place earlier in the year to ensure classes could be staffed given the current teacher shortage and our PSD funding only coming through for most students in term 4 whilst they required support for the entire school year. Yubup Primary School staffing was based on predicted enrolments in a new school, DE advice and underpinned by the current difficulties faced recruiting staff, especially in the outer suburbs of Melbourne. Unfortunately, our August SRP top up did not match enrolments or our associated Workforce Plan and late enrolments were not funded by DE.

With regards to our cash allocation, we were able to manage this within our planned budgets and finished the year with a bank balance of \$675,224. This sound financial position resulted from careful, and sustainable planning by our school leadership, our Business Manager and the Finance Committee who oversee all elements of this critical area.

2024 Revenue included:

- DET Quarterly Cash Grant (SRP Cash Component): distributed across all curriculum and operational budgets
- Camps, Sports and Excursion Funding – Funding applied for by eligible families to assist with the expenses related to camps, sport and excursions. All monies not expended by families in 2023 will be carried forward to 2024. All funds for exited students have been transferred to their new schools.
- Locally Raised funds in the form of parent payments for voluntary curriculum contributions and other self-funded activities, commissions, donations, hire of facilities, trading operations, and fundraising – all funds were allocated to the program/activity they were intended for with any remaining balances carried forward to 2025.
- Fundraising money was raised throughout the year from a variety of activities e.g. Colour Run, Raffles and special event days. All money raised from these activities will be allocated towards school projects and/or resources.
- Equity, Student Excellence Program and Tutor Learning Initiative funding was allocated to the credit line to support our coaching/intervention programs. These targeted programs assist with extending students and supporting students with additional learning needs.
- Swimming in Schools funding was carried over to 2025 as this program was not run in 2024

2024 Expenditure included the purchase of:

- Specialist resources and equipment
- Library books and furniture
- Classroom furniture and equipment
- Curriculum and teacher resources

In summation, all funds received from the Department, 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. This is consistent with Department of Education policies, School Council approvals and the intent/purposes for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at
www.yubupps.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 372 students were enrolled at this school in 2024, 182 female and 190 male.

62 percent of students had English as an additional language and 1 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.

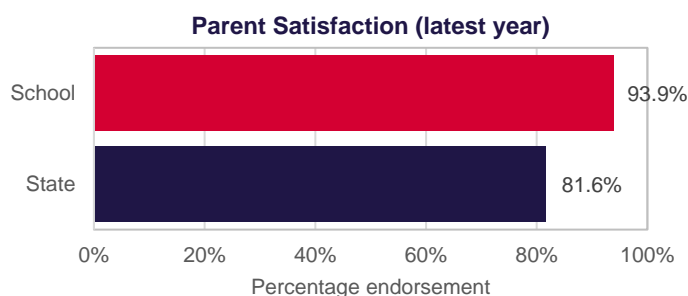
This school's SFOE band value is: **NDA**

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:	93.9%
State average (primary schools):	81.6%



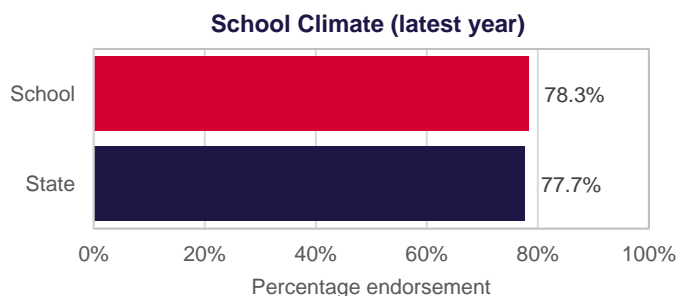
School Staff Survey

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:	78.3%
State average (primary schools):	77.7%

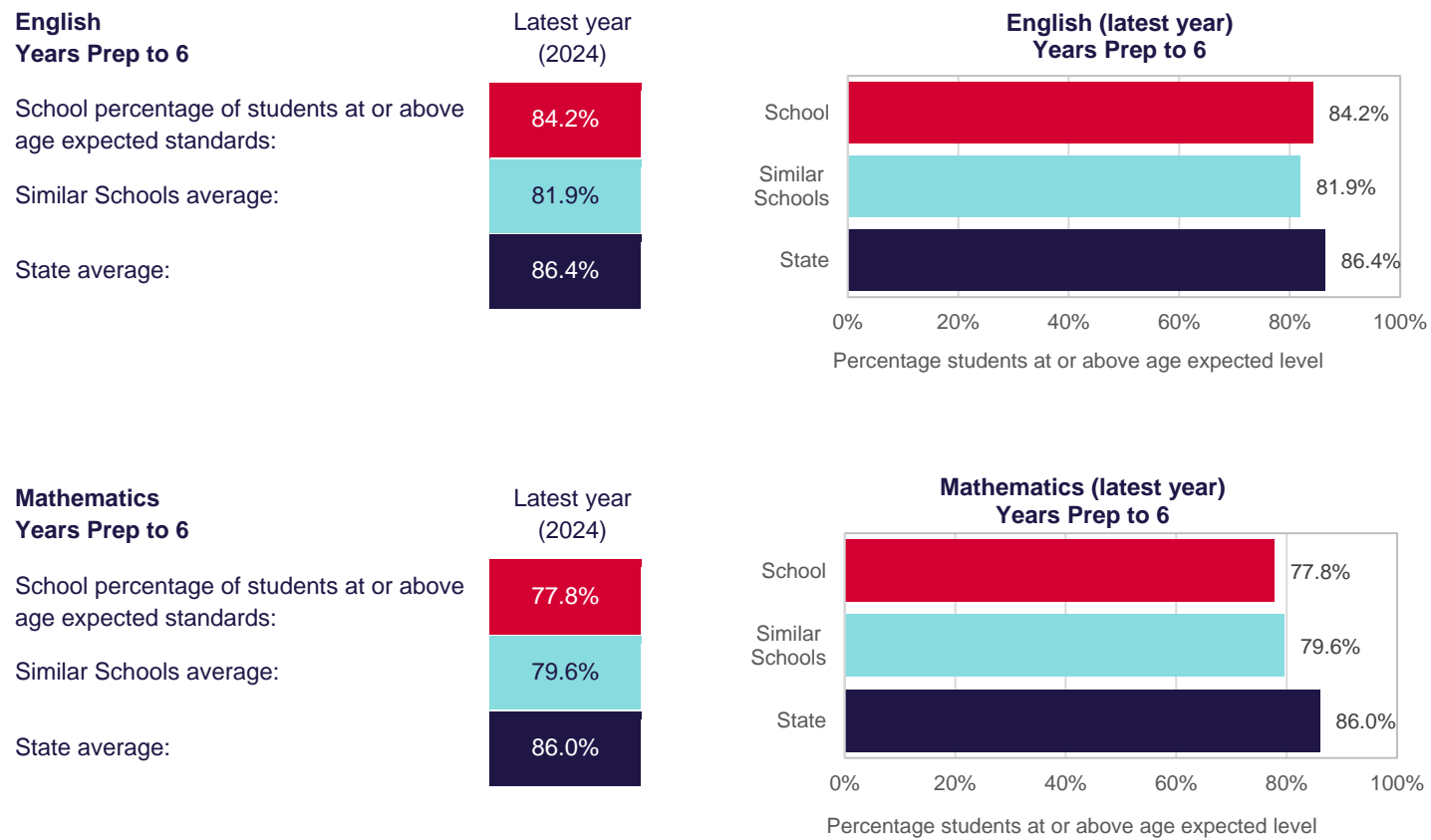


LEARNING

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.



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.

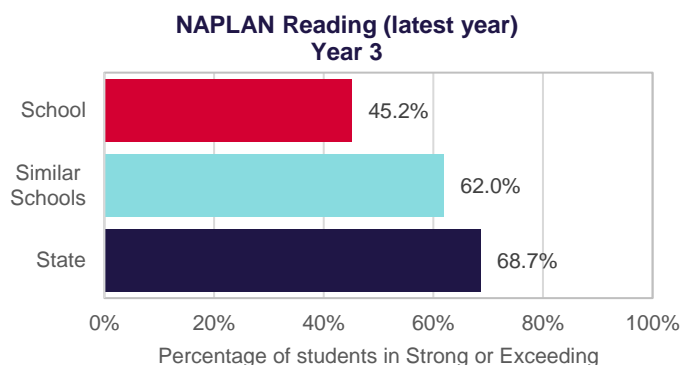
NAPLAN

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.

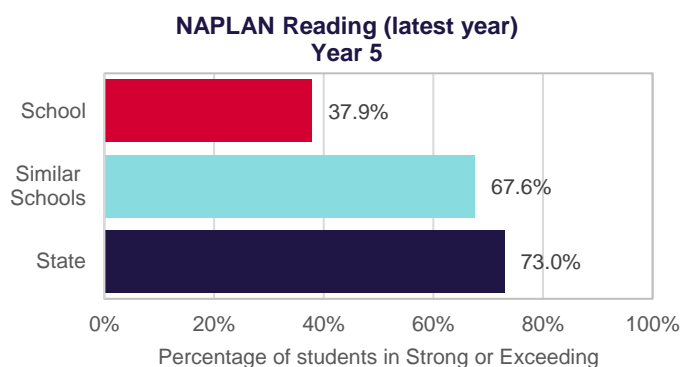
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.2%	45.2%
Similar Schools average:	62.0%	62.3%
State average:	68.7%	69.2%



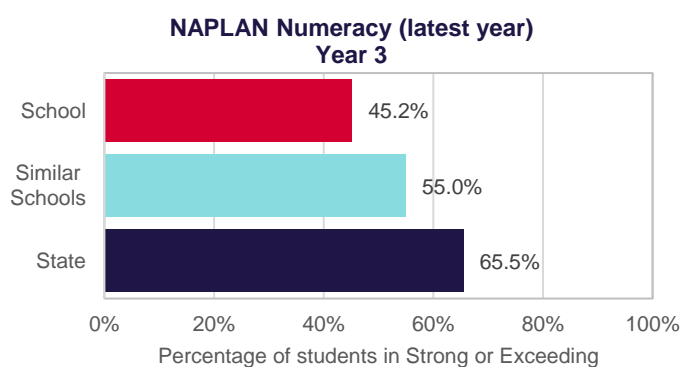
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.9%	37.9%
Similar Schools average:	67.6%	69.0%
State average:	73.0%	75.0%



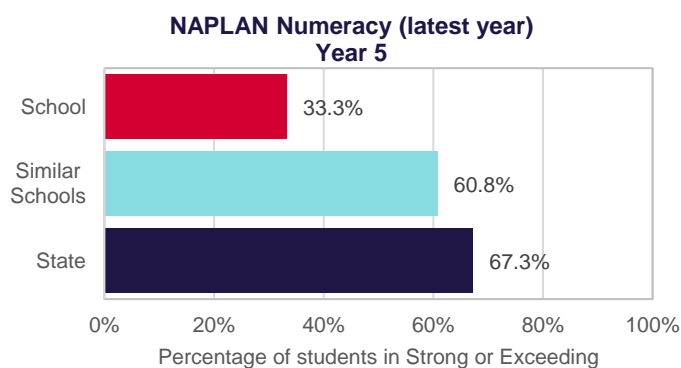
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.2%	45.2%
Similar Schools average:	55.0%	55.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	33.3%
Similar Schools average:	60.8%	60.3%
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:

NDA

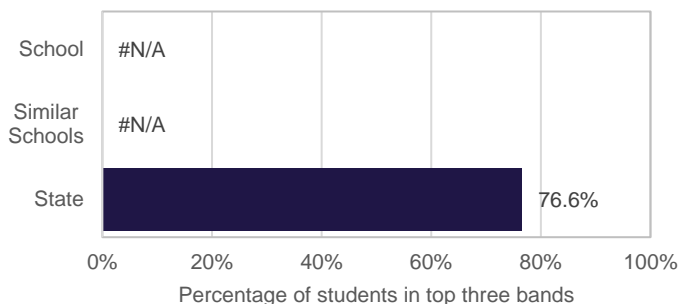
Similar Schools average:

NDA

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

NDA

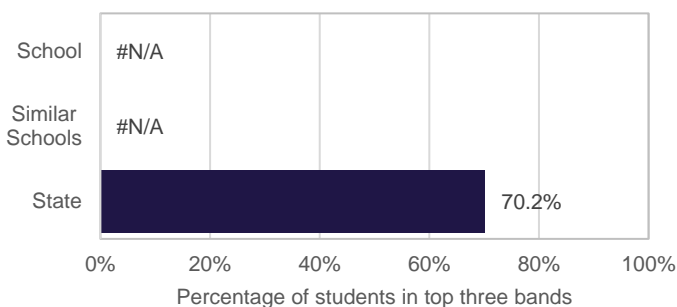
Similar Schools average:

NDA

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDA

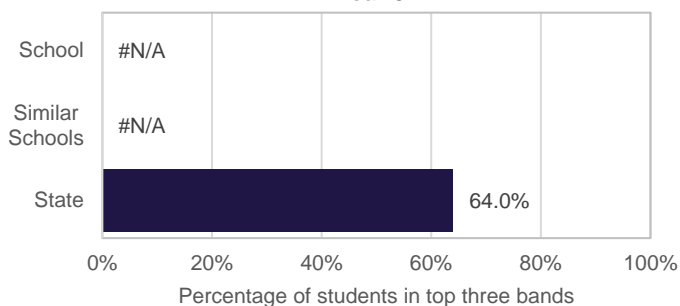
Similar Schools average:

NDA

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDA

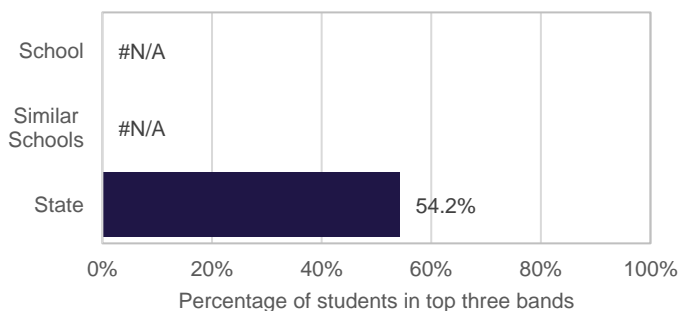
Similar Schools average:

NDA

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

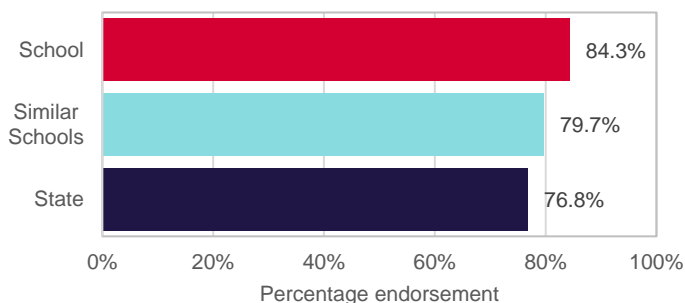
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	84.3%	84.3%
Similar Schools average:	79.7%	79.0%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



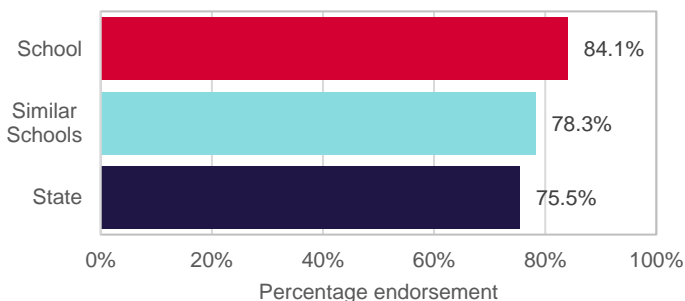
Student Attitudes to School – Management of Bullying

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:	84.1%	84.1%
Similar Schools average:	78.3%	77.1%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

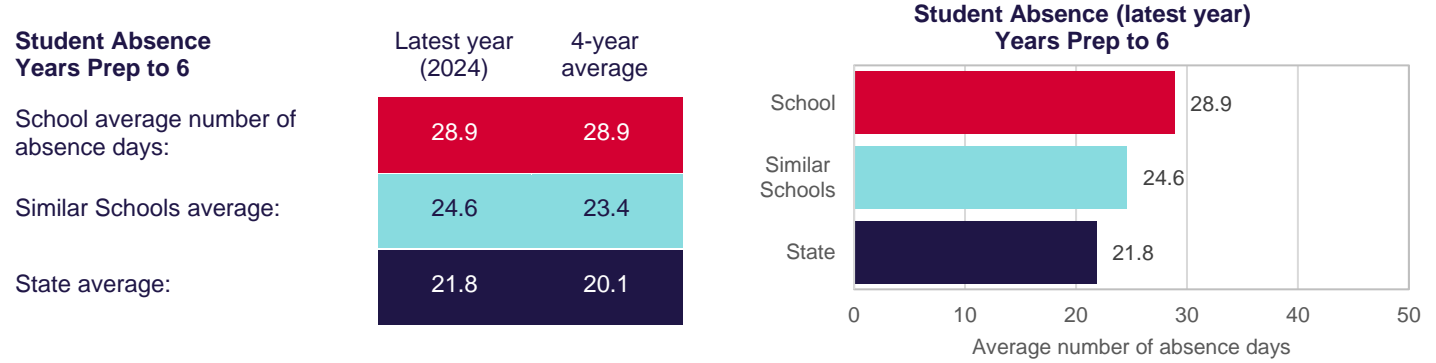


ENGAGEMENT

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



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,453,962
Government Provided DET Grants	\$900,521
Government Grants Commonwealth	(\$3,704)
Government Grants State	\$0
Revenue Other	\$46,132
Locally Raised Funds	\$232,726
Capital Grants	\$0
Total Operating Revenue	\$5,629,636

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$4,974,966
Adjustments	\$0
Books & Publications	\$13,303
Camps/Excursions/Activities	\$49,591
Communication Costs	\$5,194
Consumables	\$107,329
Miscellaneous Expense ³	\$25,253
Professional Development	\$9,363
Equipment/Maintenance/Hire	\$157,619
Property Services	\$43,529
Salaries & Allowances ⁴	\$48,802
Support Services	\$37,467
Trading & Fundraising	\$111,078
Motor Vehicle Expenses	\$1,950
Travel & Subsistence	\$0
Utilities	\$92,840
Total Operating Expenditure	\$5,678,281
Net Operating Surplus/-Deficit	(\$48,645)
Asset Acquisitions	\$33,115

- (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 12 Mar 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	\$665,659
Official Account	\$9,965
Other Accounts	\$0
Total Funds Available	\$675,624

Financial Commitments	Actual
Operating Reserve	\$114,769
Other Recurrent Expenditure	\$5,311
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$71,169
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$16,723
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$207,972

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.