

2024 Annual Report to the School Community

School Name: Lalor North Primary School (5035)



- 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 09 March 2025 at 06:28 PM by Elizabeth Bryan (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 26 March 2025 at 11:37 AM by Elizabeth Bryan (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

Our Geographical Location

Lalor North Primary School is a Prep to Year 6 government school in the residential area of Lalor. The school was established in 1971 and is located in Melbourne's northern suburbs (approximately 20 km from Melbourne CBD). Lalor North Primary School is a member of the Whittlesea Network of schools.

Lalor North Primary School is a Designated Bilingual Program School and we value the many benefits of language learning. In 2024, almost two thirds of our students were learning the full Victorian Curriculum through the bilingual language of either Greek or Macedonian. We value our parents as partners and come together as a community often through formal and informal events.

Our Vision and Values

Lalor North Primary School's mission is to build a culture of high-expectations and ensure our students experience high levels of social, emotional and academic growth. Lalor North Primary School's values are Respect, Honesty, Unity, Success and Resilience. Our vision for all students is to learn and grow together in an inclusive, safe and caring community. We embrace learning, celebrate success and make a difference for every child and their future. Integral to our vision is a close working partnership with families to work together to create a safe and well-maintained environment that supports wellbeing, teaching and learning.

Our Social and Enrolment Characteristics

Our school community encompass a rich multicultural, linguistic and intergenerational heritage with a diverse population. In 2024, we had an enrolment of 295 students made up of 135 females and 160 males. We began and ended the year with fourteen classrooms, even though our enrolments continued to steadily increase by 10% throughout the year. Lalor North Primary School also welcomed six fee paying international students in 2024. The overall socio-economic profile of the school is in the medium band with Student Family Occupation and Education index of 0.49 for the 2024 school year.

Languages are a strength for every student at Lalor North Primary School. We have approximately 54% of our students with a language background other than English and there is a sense of pride in the linguistic, cultural and social diversity of our community. The learning programs are carefully built on this rich tapestry of languages, bilingual heritage and personal identity. The school is especially unique as students are enrolled in one of three curriculum programs;

- The Standard Curriculum Program,
- The Greek Bilingual Curriculum Program
- The Macedonian Bilingual Curriculum Program.

Lalor North Primary School leads Victoria in Bilingual Education. Our Greek Bilingual Program has been in operation since 1977 and is the oldest continually operating bilingual program in Victoria. The Greek Bilingual Curriculum has doubled its enrolment in the last two years. Our Macedonian Bilingual Program commenced in 1984 and continues to operate at its highest ever enrolment of 123 students this year. Both of our bilingual programs enjoy tremendous support from local

communities as well as being internationally recognised by the governments of Greece and North Macedonia respectively. Approximately 60% of our school population is enrolled in a bilingual program.

The school focus in 2024 was again on continuous improvement delivered through consistency of practice, utilising a common instructional model, and research-based approaches with an emphasis on differentiation to meet student learning needs. The school staff continued to build knowledge and practice in relation to the Department of Education Professional Learning Communities (PLC) initiative which was first implemented in 2019. This focus ensured staff were using data and the improvement cycle to review and plan for teaching and learning at the students' point of need.

A key feature of our school is our experienced and dedicated stable staffing profile. There is a high level of trust among staff, with a willingness to engage in collaborative approaches to data analysis and curriculum planning through PLCs. In 2024, the school employed 44 staff members with 12 working part time. The staffing profile included 1 Principal and 2 Assistant Principals, 1 Leading Teacher, 3 Learning Specialists, 25 classroom teachers, 12 part-time Education support staff, 1 Business Manager and 3 Administrative Staff. The school was also provided with 2 part-time Greek seconded teachers sponsored by the Greek Government as part of being a designated bilingual school. Most classrooms are composite grades with the Greek Bilingual classes operating as a 2-grade model of Prep to 2 and 3 to 6 due to enrolment numbers.

Our specialist programs include Physical Education, Visual Arts, Digital Technology and in its second year of implementation, a STEM class. Italian is our LOTE and is taught to our students in Prep to Year 6 in the Standard Curriculum Program. Classroom teachers deliver lessons in Digital Technologies and Library. Student voice is valued through our proactive Student Representative Council (SRC) and student leadership program.

In 2024, we strengthened our music program with significant enrichment activities such as weekly choir lessons, LNPS has Talent Show, music festivals, musical performances in our community as well as musical recordings with our students. Our fortnightly assemblies regularly showcased our students' musical talents.

Facilities

The school facilities include three permanent buildings and one double portable building. You enter through the main building, which accommodates the administration areas, library, staff room, STEM Centre and eight general purpose classrooms. Another building contains nine general purpose classrooms with six breakout spaces to accommodate flexible learning opportunities. The third building is a specialist Centre where there is a gymnasium, fully equipped kitchen and specialist classrooms. The school grounds include adventure playgrounds, basketball courts, outdoor table tennis space an oval and several unused areas yet to be developed.

In 2024, the school has undergone remarkable transformations leading to a significant increase in school pride among students, staff and the community. These improvements have fostered a greater sense of belonging and enthusiasm within and beyond our school community. One significant improvement has been our new school fencing and school signage which now identifies the school and the bilingual programs we offer on both Derna Street and Monash Street. The signage has also identified the much needed clear gate numbering.

We have invested heavily in upgrading the school's physical infrastructure. This included the refurbishment of the library, outdoor areas to improve student play areas, modernised classrooms and advanced our technology for greater access for all students. We worked with an artist to create a spectacular mural which showcased our value of unity and cultural history which portrays our narrative from the time the school was built. These improvements have not only created more

conducive learning environments but also boosted the overall aesthetic appeal of the school, as well as improved cultural safety for our Koorie students.

The journey of our school's improvements and the surge in school pride has been transformative. The physical changes have made an impact and led to collective spirit, dedication, and commitment of our school community which has followed with an increase in our enrolments. Our proactive School Council, Student Representative Council and Student Leaders have been supportive of these improvements and the feedback from the school community is extremely positive.

Progress towards strategic goals, student outcomes and student engagement

Learning

Lalor North Primary School continues its improvement in the delivery of student focused learning, underpinned by best practice and research based instructional strategies. A quality and relevant curriculum program was implemented with a focus on differentiation in Mathematics and English. Our goal is to provide high quality teaching practice that extends the capabilities of each individual child in all three of our curriculum programs (Standard Curriculum Program, Greek Bilingual Program and Macedonian Curriculum Program).

In 2024, Lalor North Primary School entered its second year of the new School Strategic Plan (2024-2027). We continued our focus on maximising the learning growth for each student in Literacy and Numeracy and to strengthen student engagement, voice, agency and leadership in their learning.

Teacher judgement against the Victorian Curriculum achievement standards indicates strong achievement across the school. In Literacy 86.8% of students from Prep to Year 6 are working at or above age expected level which is above similar schools (78.3%) and state averages (86.4%).

In Numeracy, 83.2% of students from Prep to Year 6 achieved at or above expected level, which is above similar schools (75.6%) and state averages (85.9%). These results indicate that our professional learning and focus on student data to drive our curriculum implementation has had an impact. All students on the program for Students with a Disability have shown solid progress towards achieving individual learning goals.

In 2023, NAPLAN was revised to report against proficiency standards as percentage of students in the strong or exceeding proficiency levels. This year we can observe the two-year averages as a result of this change.

Our 2024 NAPLAN assessment of Year 3 shows that 58.5% of Year 3 students are performing in strong and exceeding in Reading compared with the similar school average of 57.8%. In Numeracy, 48.8% of Year 3 students are performing in the strong or exceeding range with similar schools averaging at 50.5%.

Our 2024 NAPLAN assessment of Year 5 shows that 63.6% of Year 5 students are performing in strong and exceeding in Reading compared with the similar school's average of 61.5%. In

Numeracy, 57.8% of Year 5 students are performing in the strong or exceeding range with similar schools averaging at 55.9%.

In the 2024, our Annual Implementation Plan continued to focus on student learning with an increased emphasis on numeracy throughout the school. We continued to work with regional support to delve into data to further strengthen our analysis and interpretation of whole school numeracy data. Mathematics planning was informed by the PLC cycles of inquiry and professional learning focused on the four proficiencies and Number Talks in Mathematics in the Victorian Curriculum. Further work included using rich sources of student data to inform planning and teaching, collaborative work to develop the numeracy continuums and a focus on triangulating numeracy assessment data. Throughout the year teacher teams engaged in rigorous PLC collaborative work which has led to significantly improved planning, delivering challenging tasks and meeting the learning needs of all students.

Wellbeing

In 2024, Lalor North Primary School had a strong focus on wellbeing and developing the resources and supports required for all students with wellbeing needs. We continued to work together to build a safe and stimulating learning environment for every student to thrive physically, emotionally, socially, and academically.

In 2024, we also continued to work closely with our school community and engage with our families to promote and strengthen a sense of connectedness to support student wellbeing. Through regular special whole school events and activities, we have continuing to embed a culture of trust across the school so that we all come together under the value of UNITY.

In its seventh year of implementation, the School Wide Positive Behaviour Framework continues to be a part of the school culture when managing student behaviours. Combined with our school values and weekly Resilience, Rights, and Respectful Relationship lessons, our school is making excellent progress in empowering students and developing resiliency.

Student wellbeing has been especially prioritised in 2024 to create learning environments to promote greater engagement, inclusivity, collaboration, and flexible seating options for students. We saw classroom spaces transform to meet the academic and wellbeing needs of our students. As a result, student engagement and strategies to support regulation has shown improvement. School pride and sense of belonging has been a particular highlight.

In 2024, our wellbeing team grew to include a second Assistant Principal who could now focus of Prep to 2 students, and an Assistant Principal who could focus of Grades 3 to 6 students. This increased our targeted support for all students. We continued to have a Wellbeing Leader, and a Speech Pathologist to work directly with students and teachers, as well as employed additional wellbeing Educational Support staff to work with students directly. Overall, strengthening the wellbeing team has improved our ability to respond to and support students as well as work with families to support the referral process.

As indicated in the Students Attitudes to School Survey data, 80.2% of students in Year 4 to 6 feel a sense of connectedness to school, this is higher than similar schools (77.8%) and State averages (76.8%). Our four-year average is above both state and similar school averages.

In relation to Management of Bullying, 77.8% of students in Years 4 to 6 feel that its managed well, compared to 76.6% of similar schools and 75.5% state means. Again we are above both state and similar percentages.

Lalor North Primary School continues to have partnerships with; The Smith Family, Life Education, Repurpose IT, Food Bank, Good360, Playgroups Australia, State School Relief, Foundation House, Glasses for Kids, Stephanie Alexander Kitchen Garden, Bunnings, Smile Squad and Village OSHC for Before and After School Care.

Engagement

Lalor North Primary School recognises that creating and maintaining a positive and engaging school culture that values diversity and promotes positive behaviour is vital to school engagement. We have student engagement strategies across the school which include universal, targeted, and individual strategies as well as staged responses with appropriate supports.

We recognise that in addition to parent and community engagement and home background factors, teacher effectiveness has the largest impact on student learning outcomes. Improving the quality of teaching at our school has been a critical factor in moving students to the next level of learning. The school aims to ensure that all students have a smooth, planned, and logical progression through the stages of learning as well as being supported through our transition processes from year to year.

The engagement measure takes into consideration the attendance data of the school. In 2024, improving attendance continued to be a focus for our school and is monitored by the leadership team. The data informs us that the average number of student absence days was 27 days, which is higher than similar schools which sits at 23.2 days and much higher than the state average which is 21.8 days. In 2024, with a consistent approach of following up attendance and communicating daily with our families we managed to make some improvements. With many students in our community attending extended family holidays, we ensure all students have an absence learning plan with relevant learning activities for the duration of the absence.

The school will need to continue to build on the relationships developed with parents and carers to develop further understanding of the value of attending school, especially in the early years. Identifying authentic ways in which parents and carers can engage with the school and their children's learning will assist in creating a sense of urgency and importance regarding attending school every day.

To support engagement and attendance, a wealth of special days is organised throughout the year, with different themes to celebrate the wonderful diversity of our community, show case student learning, celebrate achievements, acknowledge charities and groups. Special days that occur during school times bring our whole school community together and are wonderful opportunities for multi-age learning and interaction. Students mix with all age groups and can enjoy activities together and learn new things about one another.

In 2024, we celebrated Harmony week, Carnevale Italian Activities, held a Greek Bilingual Concert and a Macedonian Bilingual concert to showcase the bilingualism to our families. School Captains and Vice Captains undertook significant leadership roles in the school, hosting and helping to plan weekly assemblies and a range of special events in the school.

Other highlights from the school year

Lalor North Primary School experienced an exciting year of positive improvements and celebrated the following highlights throughout the school year.

Academic Improvements

Our students learning outcomes had shown a great improvement both in NAPLAN and Teacher Judgement. A strong focus on academics and providing the right climate for learning, improved resources, targeted teaching and positive school culture have all contributed to the significant improvements in our school's data sets.

School Improvements to Promote School Pride

In 2024 we continued to see the transformation in the physical environment at Lalor North Primary School. The school implemented a range of changes to enhance school pride among students, staff, and the community. These included new furniture, carpet and creating new breakout spaces to support student learning and engagement. Our street appeal was also improved with the completion of the fencing and playground spaces.

Growth in Student Enrolments

The launch of our promotional strategy, our website showcasing our academic emphasis and inclusive environment for learning, together with the improved newsletters have rebranded the school has strengthened our school profile resulting in a boost in enquiries and a 10% increase in enrolments. Our community speak highly of the school and feedback has been very positive.

Mural

In 2024, we worked closely with an artist to create a mural which represented our school. The mural is a vibrant and eye catching and the school community appreciate the narrative that sits behind it. The mural invites reflection on our shared journey from the establishment of the school in 1971 and moves into the values that unite us today focusing on a more inclusive future together.

Technology Advancements

In 2024, we created a plan to heavily increase our bank of student devices across the school as well as the success of our STEM program as a specialist subject. The school heavily invested in resourcing the program and upgrading the STEM facility. Student, parent, and staff feedback indicated that technology advancements had significantly improved student engagement.

Macedonian Bilingual 40th Anniversary Concert

The Macedonian Bilingual Concert held at the Plenty Valley Arts and Entertainment Centre was an incredible event and certainly memorable, bringing emotion and an enormous sense of pride to our school community. The remarkable performances in both Macedonian and English, showcasing the linguistic skills and cultural diversity of our students in the Macedonian Bilingual Program were definitely a highlight. The concert was a beautiful celebration of our Macedonian Bilingual Program for our families and special guests. The entire concert was a testament to the unique program we have here at our wonderful school.

Student Representative Council (SRC)

The work and progress of our Student Representative Council (SRC) and other student leaders was a strength for the 2024 school year. Students actively engaged in leadership roles and proactively supported many school led projects. The SRC was actively engaged in the Garden

project with our efforts showcased online in an educational episode in “Living with Purpose”. The SRC also introduced the concept of recycling in classrooms and brought sustainability to a focus with impressive whole school change.

Safety & Security

In 2024, the school heavily invested in key areas to improve the school environment to increase safety and security. This included, new fencing, locked gates and entrances, safer car park areas, safety signage, resurfacing, general repairs, with CCTV cameras also installed. Overall general improvements throughout the school were certainly noticed which improved features of health and safety for our whole school community.

Further highlights included...

- A Successful grant – Schools Upgrade Grant \$30,000
- A Successful grant - Inclusive Playground Grant \$281,000
- New furniture to improve classroom spaces
- Successful application of Teaching Innovation Fellowship as part of the Teaching Excellence Program \$25,000
- Hosted bilingual school network at Lalor North PS for fourteen bilingual schools
- Tutor Learning initiative was successfully implemented for three terms.
- High Abilities Program continued with our cohort of students to extend students academically.

Financial performance

The school remains in a sound position with a small net operating surplus in 2024. A well-planned annual budget ensured the schools resources supported its educational priorities and goals. Financial commitments were met within expected timelines and finance reports to facilitate the monitoring of the school's expenditure each month were carefully managed with improvements and adjustments made along the way as required.

The school maximises all available financial, human and physical resources to have the greatest impact on student learning. The school is well positioned, completing the school year with a surplus of \$10,006.

In 2024, the school received Equity funding totalling \$254,655 for the purpose of improving student learning. Using these funds, the staffing profile was increased to enable greater supports for student learning and wellbeing to address the learning needs of the students as well as to provide smaller class sizes. The school receives additional funding from the Department of Education for being accredited as a Bilingual School which is mostly used to employ languages staff.

In summation, all funds received from the Department of Education, or raised by the school, have been expended to support the social, emotional and academic achievement of educational outcomes and other operational needs of the school consistent with department policies and School Council approvals. Maintenance continues to be a focus of the school due to the size of the property and the age and design of the buildings.

**For more detailed information regarding our school please visit our website at
lalornorthps.vic.gov.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 295 students were enrolled at this school in 2024, 135 female and 160 male.

55 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

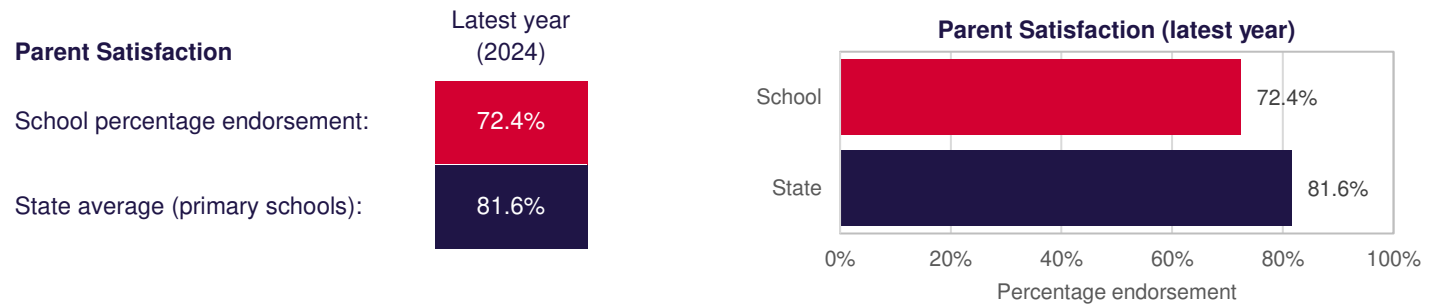
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

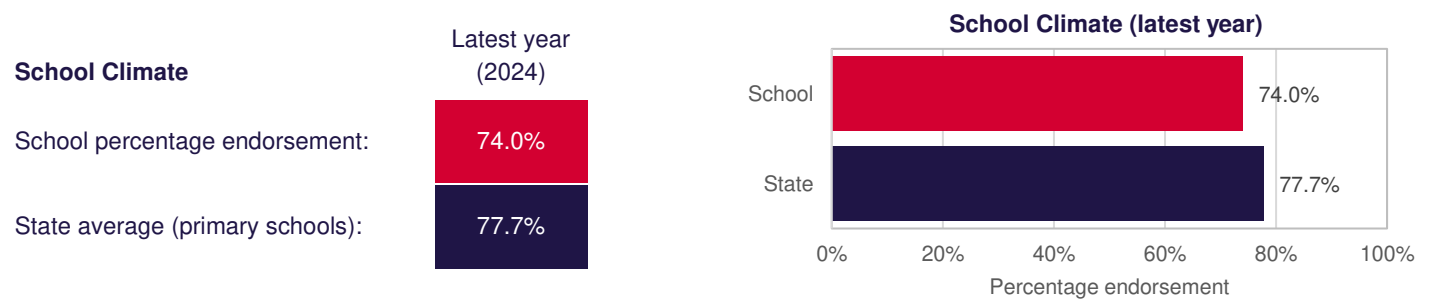


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

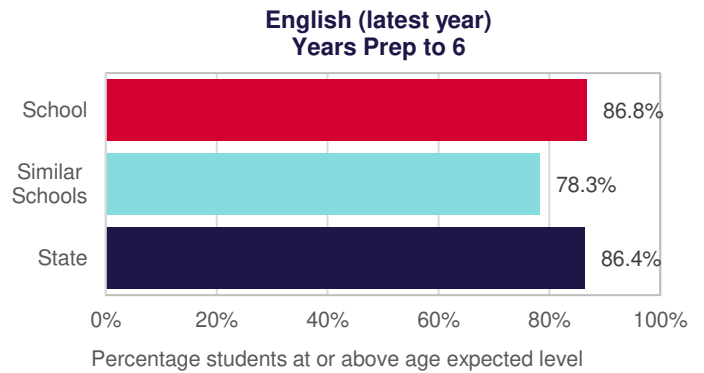
86.8%

Similar Schools average:

78.3%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

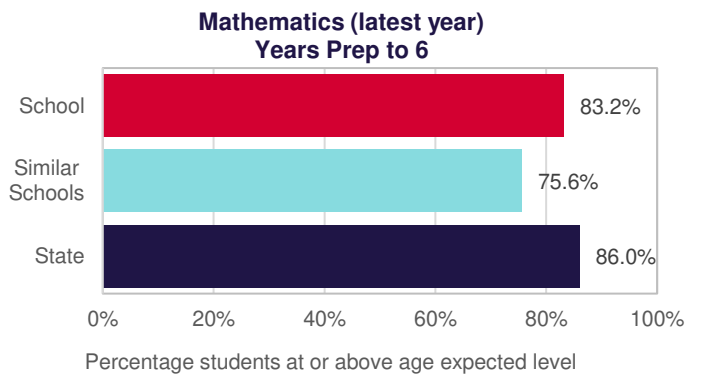
83.2%

Similar Schools average:

75.6%

State average:

86.0%



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.

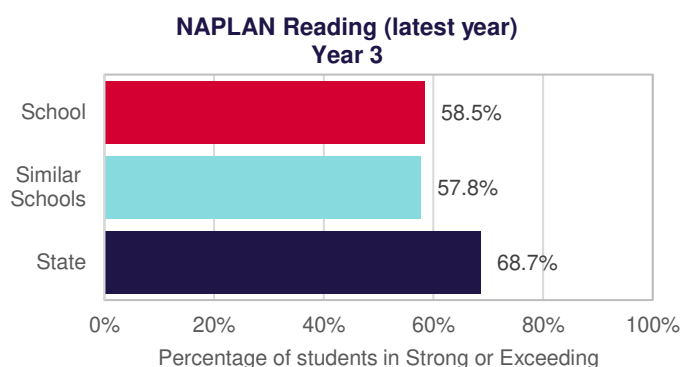
NAPLAN

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.

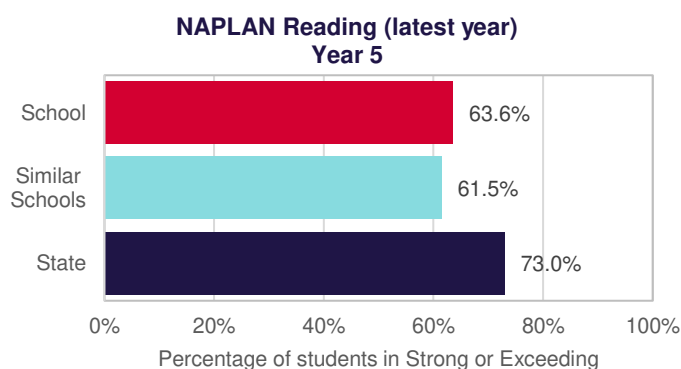
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.5%	50.7%
Similar Schools average:	57.8%	58.3%
State average:	68.7%	69.2%



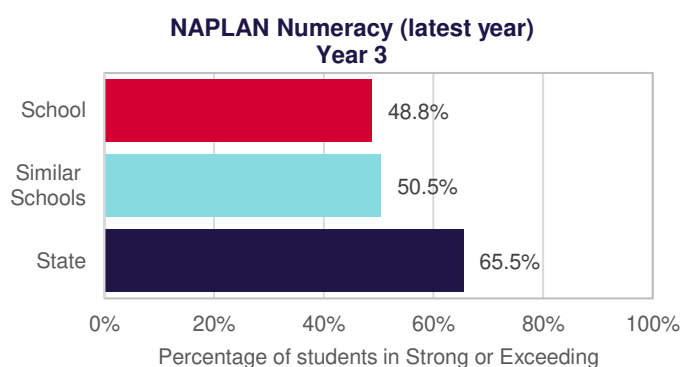
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	56.8%
Similar Schools average:	61.5%	64.3%
State average:	73.0%	75.0%



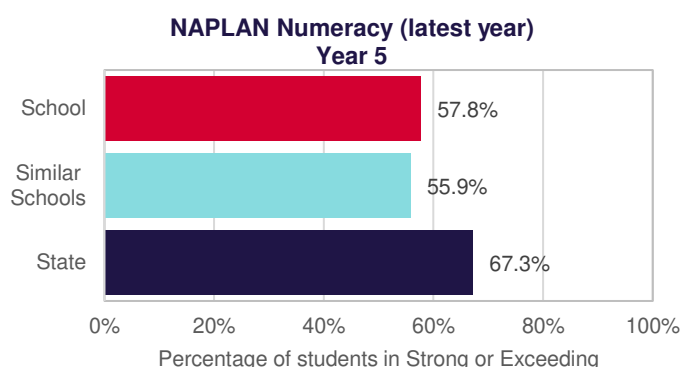
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.8%	38.2%
Similar Schools average:	50.5%	50.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.8%	46.7%
Similar Schools average:	55.9%	54.5%
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:

71.7%

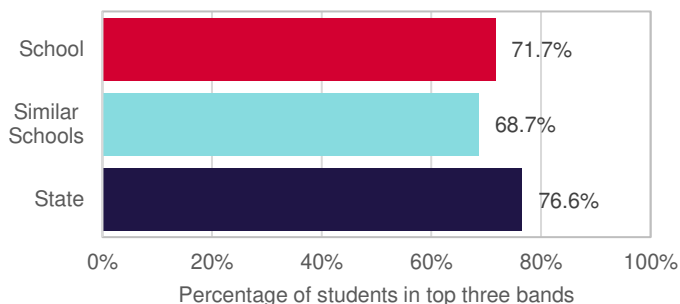
Similar Schools average:

68.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

63.2%

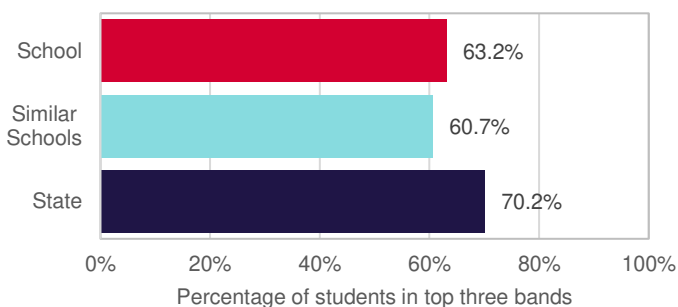
Similar Schools average:

60.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

45.5%

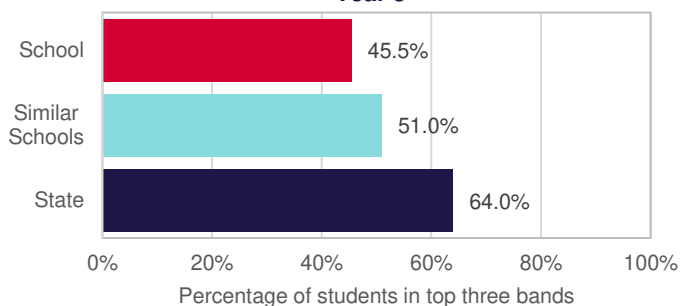
Similar Schools average:

51.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

31.4%

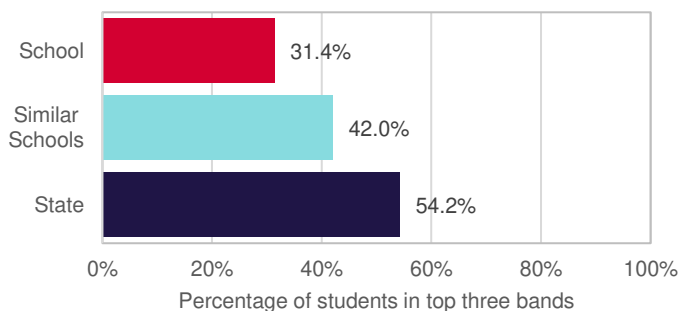
Similar Schools average:

42.0%

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.

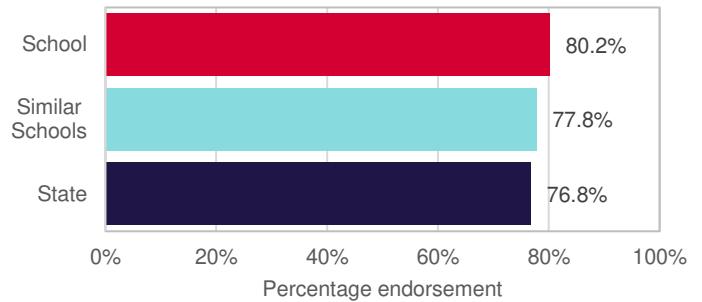
Student Attitudes to School – Sense of Connectedness

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:	80.2%	78.5%
Similar Schools average:	77.8%	78.2%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



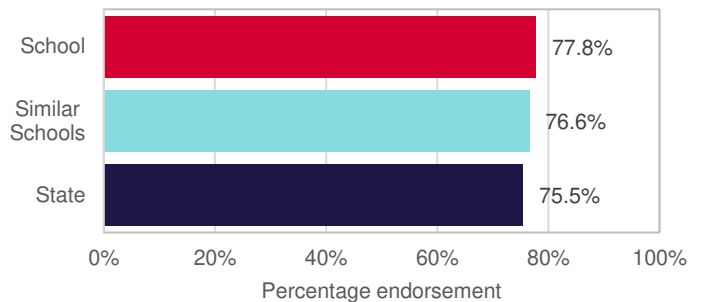
Student Attitudes to School – Management of Bullying

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:	77.8%	75.4%
Similar Schools average:	76.6%	75.6%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

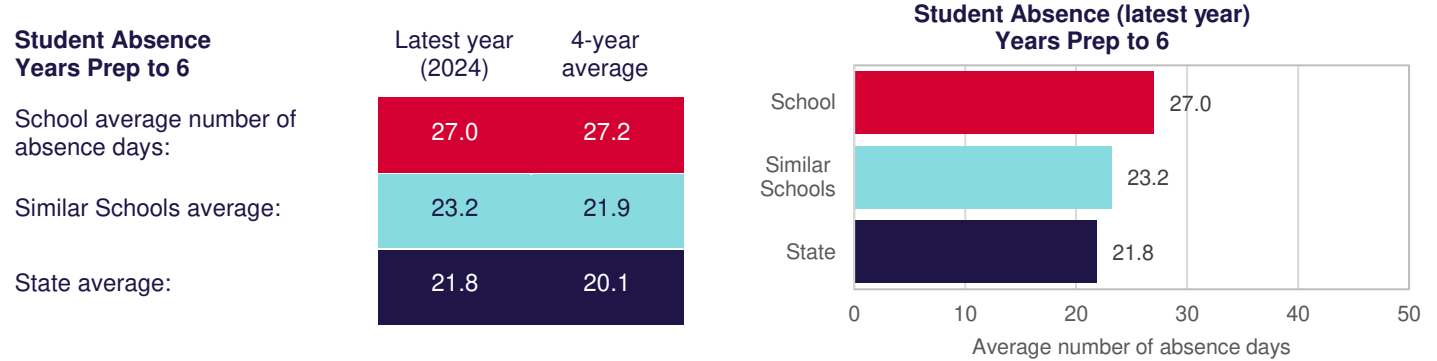


ENGAGEMENT

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):	88%	85%	88%	85%	89%	85%	86%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,805,874
Government Provided DET Grants	\$578,370
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$20,911
Locally Raised Funds	\$165,161
Capital Grants	\$5,000
Total Operating Revenue	\$4,579,815

Equity ¹	Actual
Equity (Social Disadvantage)	\$254,655
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$254,655

Expenditure	Actual
Student Resource Package ²	\$3,800,687
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$65,072
Communication Costs	\$502
Consumables	\$78,727
Miscellaneous Expense ³	\$25,276
Professional Development	\$17,508
Equipment/Maintenance/Hire	\$115,698
Property Services	\$192,319
Salaries & Allowances ⁴	\$109,761
Support Services	\$104,947
Trading & Fundraising	\$29,040
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,716
Total Operating Expenditure	\$4,579,254
Net Operating Surplus/-Deficit	\$561
Asset Acquisitions	\$16,150

- (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 03 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	\$304,379
Official Account	\$24,894
Other Accounts	\$0
Total Funds Available	\$329,273

Financial Commitments	Actual
Operating Reserve	\$130,772
Other Recurrent Expenditure	\$66,486
Provision Accounts	\$8,400
Funds Received in Advance	\$147,471
School Based Programs	\$48,000
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$401,130

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.