

# 2024 Annual Report to the School Community

School Name: Fountain Gate Primary School (5072)



- 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 March 2025 at 04:02 PM by Ilknur Moore (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 28 March 2025 at 04:15 PM by Ilknur Moore (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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

Fountain Gate Primary School is located in the south-eastern suburbs, approximately 45 kms from the Melbourne CBD. We acknowledge that our school is on Country of the Bunurong people of the South-Eastern Kulin Nation. We honour their connection to Country as traditional custodians of the land on which we learn and teach. We recognise that education has occurred on these lands for thousands of years.

Fountain Gate Primary School is represented by a wide range of culturally and linguistically diverse backgrounds in the student body. Each student is respected as a unique individual who brings a wealth of diverse experiences to the school. Our school values Respect, Trust and Care are at the centre of our work. In order to maximise the potential of every learner, teachers focus on developing relationships with each student and create opportunities to foster peer to peer relationships. Leadership is committed to balancing the high expectations it has for all its learners for academic progress with its commitment to supporting student wellbeing. Our school's vision states "Fountain Gate Primary School is a community of active, focused learners who share their curiosity, voice and expertise with others". Our moral purpose as an organisation is to know, inspire and challenge every child every day. The core purposes of our improvement efforts in 2024 were related to strengthening our focus on student learning - with an increased focus on numeracy and student wellbeing. Our professional learning included:

- Focusing on the development and use of whole school agreed and viable curriculum (mathematics) responsive to our teaching and learning model
- Building teacher knowledge to assess, plan and teach mathematics using a differentiated approach

Our workforce consists of 2.0 Principal class, 2.0 Leading Teachers, 2.0 Learning Specialist, 29.20 Teaching staff, 9.09 Integration staff, 2.4 Office staff, 2.12 Tutors (TLI), 1.0 ICT support, 2.0 Buildings and Grounds, 0.8 Community Hub Leader, 0.8 First Aid officer, 0.51 Canteen Manager, 0.88 Social Worker, 0.4 Attendance Officer and 1.0 Library Support. The students are organised in year level classes.

The school population in 2024 comprised 485 students: 257 male and 228 female, 64% of students speak a language other than English at home. The 362 families represent 33 different speaking languages. The school's Student Family Occupation index of 0.7097 places our school in the high level of socio-educational disadvantage.

Our teaching staff are supported by a significant number of Education Support staff including classroom education support and a social worker. Together, we work as a strong team to support the needs of our diverse community. Our community partnerships are strengthened through our Community Hub, supporting families by offering a range of classes which include language, citizenship, cooking and playgroup sessions. In 2024 we continued with delivering an Out of School Hours Care program.

Our school has strong relationships with its feeder kindergartens, which we visit regularly so that we can continue to forge close relationships to enhance the transition to school. Fountain Gate Primary School complies with all the VRQA requirements and the Child Safety Standards. As with most Victorian schools, we are implementing the Victorian Curriculum and we continue to have a focus on using Professional Learning Communities to develop a consistent approach to curriculum delivery. Our priorities include a strong emphasis on Literacy and Numeracy which is also

reflected in our staffing allocation to support students with their learning needs. Our specialist classes in Visual Arts, Performing Arts, Physical Education, Music, and STEM enhance our core curriculum. The wellbeing and safety of all students is at the forefront of all decisions we make and we are committed to using a Restorative Practices approach, which focuses on developing positive relationships between student to student and student to teacher.

Fountain Gate Primary School is a vibrant community to learn and teach in. The positive endorsement by parents and carers on their school satisfaction level at 90%, as reported in the annual Parent Opinion Survey in 2024, was significantly higher than the Victorian state average of 81.6%. Similarly, positive endorsement by staff on 'School Climate' at 84%, as reported in the annual School Staff Survey, was significantly higher than the Victorian state average of 77.7%.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our 2024 annual implementation plan had the following academic growth priorities and targets.

#### **NAPLAN:**

Changes to NAPLAN methodology prevented growth targets (Yr 3 - Yr 5 matched cohort) from being set in 2024. This meant that the school set NAPLAN AIP goals based on improving the percentages of students in the proficiency bands of 'strong' and 'exceeding' when compared to 2023.

School targets in Numeracy were met for both the Year 3 and 5 cohorts, with the Year 3 cohort exceeding the similar schools average and the Year 5 cohort matching this measure. Both Year levels were less than the state average.

Reading percentages for both Year 3, 52% and Year 5, 54% fell short of our internal targets and were less than similar schools and state averages.

In Writing the Year 3 result 69% did not meet our school target, was just below 'similar school' average at 70% and below state average of 78%. The Year 5 result of 69% met our school target but was below both the similar school average at 67% and the state average of 73%.

#### **TEACHER JUDGEMENT:**

Our AIP goal was to maintain or improve the percentage of students from Prep – 6 to be achieving at or above the age expected level in Number & Algebra, however changes to the Mathematics 2.0 curriculum measures to one progression point meant that this figure was no longer comparable.

Teacher judgements in English and Mathematics for students at or above age expected standards were higher than similar schools and lower than state averages.

#### **HIGHLIGHTS:**

Professional Learning Teams worked through two maths improvement cycles over the year. These cycles supported teacher teams in the application of the new Maths 2.0 curriculum and strengthened teaching and learning.

In 2024 we saw a change in school demographics with an increase of newly arrived students starting at our school with no English Language school experience. This group represented 7% of our student population and comprises part of a larger EAL cohort.

Equity, EAL and Indigenous cohort teacher judgement results were similar to their 'non' cohort comparison groups, and in some cases better. Both the Equity and EAL cohorts comprise a large percentage of our student body. Ongoing work to highlight the needs of these students through staff PL and PLT work has supported teachers to understand and meet the needs of these groups of students. All classroom staff attended 2 days of professional learning focused on EAL learners delivered by Monash University to strengthen practice in this space. Over the course of 2024 the school saw a marked increase in newly arrived students starting at our school with no English Language school experience to 7% of the total student demographic (and a part of the 64% of EAL students).

The Learning Support Team (including Tutors) worked intensively with a number of cohorts over the year. In response to data, Term 3 focused on strengthening Reading with the Year 2 cohort, in particular consolidating phoneme / grapheme correspondence. In Term 4 students in Year 3 and 5 who were identified on this year's NAPLAN results as 'Needs Additional Support' in literacy met with a tutor for intervention support three times a week.

#### **NEXT STEPS:**

Analysis of a range of data sources such as system (NAPLAN) standardised assessment (PAT R) and other school-based assessment i.e pre/post and formative assessments all indicated that English, in particular Reading, as a priority area for 2025 and beyond.

The school will focus on further strengthening and aligning our reading practices with the Department's reading approach advice starting in Foundation to Year 2 with further clarifying and enhancing the scope and sequence of literacy instruction for Years 3 to 6 becoming a priority over the coming years.

## Wellbeing

Supporting the wellbeing of students, families and staff continues to be at the heart of our schools approach to creating a safe and secure learning environment. The school's Wellbeing Team utilises internal resources while also partnering with external services to ensure that appropriate supports and programs are in place to support a safe, calm and orderly environment where everyone has the opportunity to thrive.

Work to further strengthen and connect the personal and social capabilities curriculum to the broader curriculum and build links to our teaching of the Respectful Relationships and Zones of Regulation occurred. Additionally our Mental Health in Primary Schools team supported staff by delivering forum presentations to increase staff knowledge and confidence in the mental health space, including understanding emotional awareness, resilience and regulation with a particular focus on practical strategies for teachers to use in class with students.

Partnering with Student Support Services (SSS) the school engaged in two pilot projects over the course of the year.

The Occupational Therapy project involved an audit of current practices, buildings and resources to support current Tier 1 processes in the school. Supporting staff with broad recommendations on whole class adjustments to support the needs of all of their students. From this work we identified

a need for further work in the play area in junior school. This then led to a Speech project, with SSS staff working with teachers and classroom ES staff to strengthen their skills and knowledge. Foundation to Grade 2 refined the play for learning program to better develop student oral language and peer to peer positive communication skills for students through play-based learning.

Ongoing relationships with local kindergartens and secondary colleges also supported students and families during stages of school transition, both into Foundation and Year 7. Partnerships with and referrals to external agencies such as Windermere, NDIS providers, Orange Door, Wellsprings Women's Services, Foodbank, State School Relief also support students and their families to access support and services.

### Goals & Outcomes

Our AIP goals included tracking a number of wellbeing and learning factors measured as part of the annual Attitudes to School Survey completed by students in Years 4 to 6. The school results exceeded the goals for every factor that was being tracked. The school results were also higher than those of similar schools and state averages for each of the factors measured.

Tracked Attitudes to School Survey factors:

- Sense of connectedness: goal 76% - result 85%
- Sense of confidence: goal 74% - result 88%
- Managing Bullying: goal 76% - result 81%
- Attitudes to Attendance: goal 88% - result 94%
- Stimulated Learning: goal: 84% - result 90%
- Emotional awareness and regulation: goal >73% 79%

Feedback from students and staff has highlighted that embedding this work in 2025 is the priority. Further strengthening of the MHiPS rollout will focus on forward facing supports for student and classroom staff, responding to critical disclosures, practical classroom interventions, and refining processes and triaging / referral of student wellbeing needs

### Engagement

The roll out of the Disability Inclusion reform was supported by the Inclusion Leader and Wellbeing Team. This included changes to whole documentation and strengthening staff practices to cater for students with diverse needs. This included collaboration and valuing the voice of students, parents/carers and staff to highlight the individual students' strengths identifying opportunities for development and growth through providing adjustments and support.

A focus on building staff to student and school to family connection was enhanced by a number of school initiatives.

Student voice, agency and leadership was expanded in 2024 with the introduction of the 'Play Leaders' program with thirty Year 5 & 6 students being trained to run peer led games and activities for other students at recess and lunch breaks. This complemented the work of school captains and the student representative council in running a range of activities and fundraising for

the local community groups such as Food Bank, States School's Relief and the Pajama Foundation.

The Fathering Project was also piloted in 2024 as a way to support and connect fathers and father figures to each other and promote positive engagement with their children's learning community. After school early evening activities supported families to build connections and engage in a no cost dinner and activity with their children.

Whole school celebrations and community events continued to be acknowledged and celebrated over the course of the year, including Education Week, Reconciliation Week, School Olympics Day, Harmony Day, ANZAC Day and Book week to name a few.

Camps, Incursions, Excursions and Oral Language experiences were also planned and connected to key learning areas to provide students with opportunities to build confidence, connection through a stimulating learning environment.

An ongoing commitment to increase engagement and attendance led to improvements in attendance data for 2024. Consistent messaging to students, staff and families about the importance of attendance including the cumulative impact ongoing absenteeism has on a child's learning has been at the centre of this work.

Students and classes had opportunities to track personal attendance data and celebrate their improvements with school events, attendance certificates and class rewards activities.

Using ongoing metrics the attendance officer and executive team were able to identify children and families at risk of increased absenteeism earlier, meeting with carers and students to understand the barriers to attendance such as medical needs, school avoidance and family holidays. Individualised strategies were identified to cater for the needs of each young person and their families which targeted building connectedness with peers and staff.

The school met the AIP target of a reduction of 10%, reducing the percentage of students with 20+ days of absence from 48% in 2023 to 38% in 2024. Pleasingly the school average number of absence days from Foundation to Year 6 also dropped in 2024 to 20.4 days, bettering both similar schools average at 22.3 days and the state average at 21.8.

Further work in 2025 will be to message attendance with positivity and seek feedback from the school community to refine and enhance student and families experiences.

## Other highlights from the school year

Our Community Hub in 2024 extended and strengthened across all areas of its ongoing work providing English, citizenship, computer, wellbeing classes and a very active playgroup. To further support our community we partnered with Wellsprings for Women for settlement services having an outreach worker onsite each week.

The relationship between families, the community, and partnerships through the Community Hub continued to flourish, reflecting our collective commitment to connection. By sharing the school's Annual Implementation Plan and school priorities, we ensured transparency and fostered greater alignment across our entire school community. This not only supported the strong home-school partnerships we value but also enhanced collaboration and communication. A critical aspect of this alignment was the closer coordination of whole school timelines for key events, such as Foundation student enrolments, ensuring a smooth and seamless process for families. Additionally, we emphasised the importance of parent-teacher interviews, which are vital in

maintaining open communication and ensuring that we are all working together to support each student's success. Through these efforts, we continued to strengthen the bonds that make our school community thrive.

In 2024 we offered diverse opportunities for students to shine in their passions and interests and one of our highlights was the opportunity for all of our Year 6 students to take part in Wakakirri, storytelling through dance and drama. In addition to this various clubs were offered throughout recess and lunch. A successful grant application through Sporting Schools enabled 30 of our Year 5 students to be trained as Play Leaders who run games for students at recess and lunchtime promoting health, social engagement and student empowerment.

Our school has a 'Gardening Club' that promotes sustainability within the school and the community and an active Koorie Club who meet regularly. The students in Year 3 & 4 students attended Mt Evelyn Camp and our Year 5 & 6 students were involved in various sporting events (Cross Country, Athletics, Gala Days and Interschool Sport)

Students in Foundation to Year 2 took part in a swimming program at Casey Arc.

All students took part in a range of excursions and incursions that were a direct link to extend learning across the curriculum throughout the year.

## Financial performance

Fountain Gate Primary School is in a good financial position due to strategic financial management by School Council, Principal and Business Manager, resulting in a surplus which is targeted at supporting a number of school projects in 2025 and beyond. The 2021 – 2025 School Strategic Plan and the 2024 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities. The school received funds through Equity Funding, Primary Welfare, Swimming in Schools, National Student Wellbeing Program, Student Excellence Program, Tutor Learning Initiative, Schools Mental Health Fund, Mental Health in Primary Schools, Active School - PE and Sport.

Equity funding in 2024 contributed to:

- employment of staff to address student learning and wellbeing needs as identified in school data
- building the capacity of leaders to support teachers in their professional growth through taking part in Growth Coaching
- building the capacity of teachers through targeted professional learning in Numeracy
- building the capacity of teachers through targeted professional learning in Student Wellbeing with a focus on evidence based Social Emotional Learning programs

Equity Funding has also been used in 2024 to support the Learning Specialists in their roles by having them share one class and alternate their non teaching week in their learning specialist roles working directly with their allocated teams.

To support the implementation of Disability Inclusion a Wellbeing and Inclusion Leading Teacher has been out of the classroom full time to support this work.

To further support staff and students, instructional leaders have been allocated additional time to support their PLTs through observations, and have dedicated time each week to take part in our

Meta PLT (leadership meetings) which has focused on following two structured improvement cycles.

An attendance officer has been employed to track priority cohorts and is a vital link between the classroom teacher follow up and the whole school attendance process.

Major expenditure included:

- Building and grounds maintenance and improvement, including new a junior playground and rejuvenation of front administration
- Information and Technology equipment: new and replacement
- Curriculum resources: Literacy and Numeracy to drive Annual Implementation Plan
- Professional Learning for all staff
- Staff and student health and wellbeing

**For more detailed information regarding our school please visit our website at <https://www.fountaingateps.com/>**

## 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.

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### SCHOOL PROFILE

#### Enrolment Profile

A total of 485 students were enrolled at this school in 2024, 228 female and 257 male.

64 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.

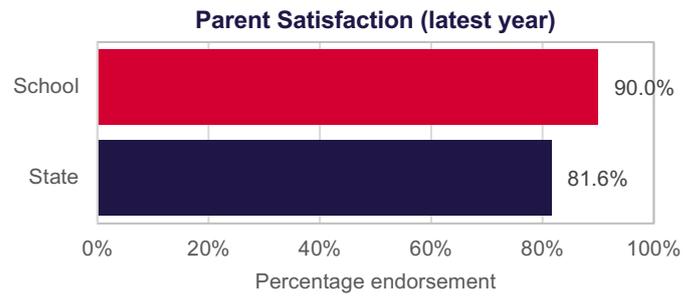
This school's SFOE band value is: **High**

#### Parent Satisfaction Summary

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

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

Parent Satisfaction		Latest year (2024)
School percentage endorsement:		90.0%
State average (primary schools):		81.6%



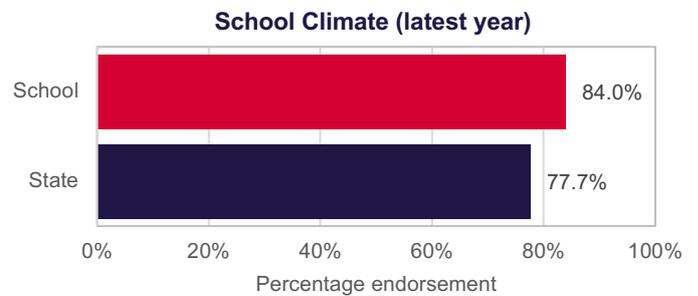
### School Staff Survey

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:		84.0%
State average (primary schools):		77.7%



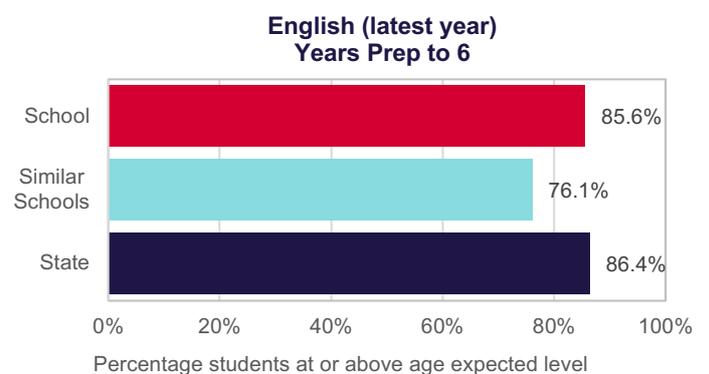
## LEARNING

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

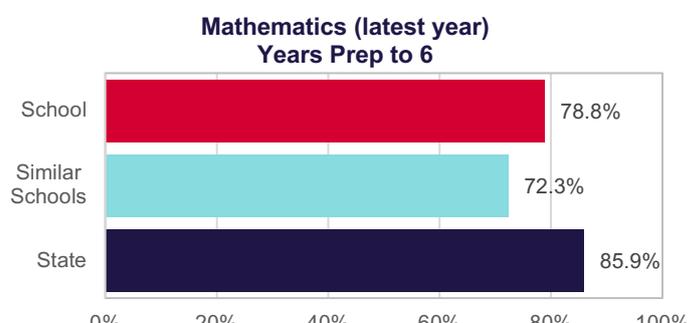
### Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6		Latest year (2024)
School percentage of students at or above age expected standards:		85.6%
Similar Schools average:		76.1%
State average:		86.4%



Mathematics Years Prep to 6		Latest year (2024)
School percentage of students at or above age expected standards:		78.8%



Similar Schools average:

72.3%

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.

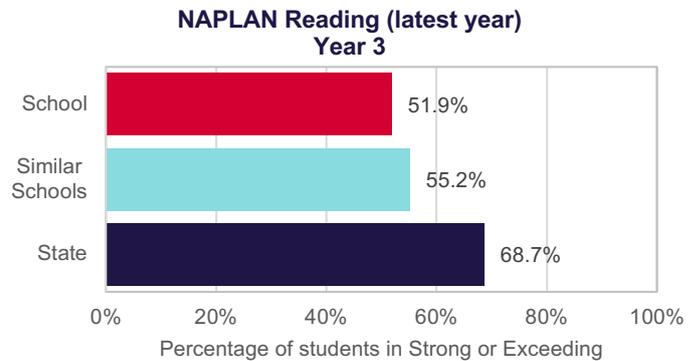
### NAPLAN

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.

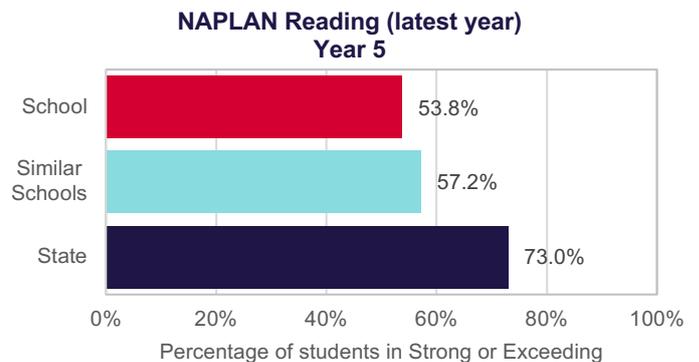
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.9%	55.5%
Similar Schools average:	55.2%	53.7%
State average:	68.7%	69.2%



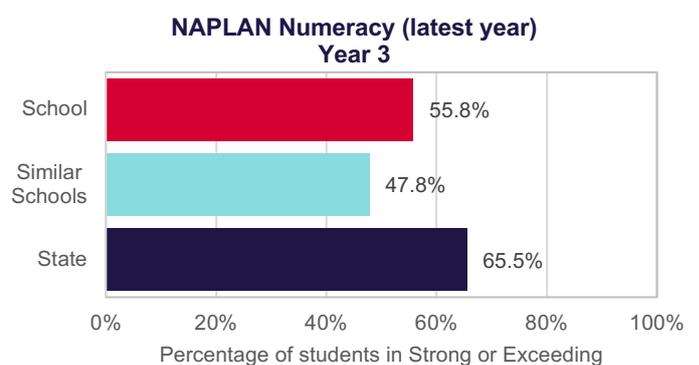
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.8%	55.1%
Similar Schools average:	57.2%	60.5%
State average:	73.0%	75.0%



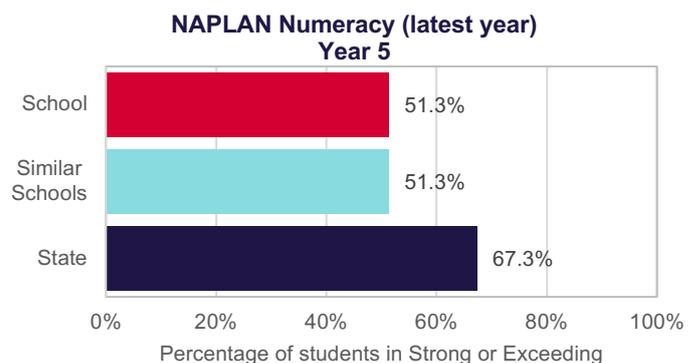
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.8%	53.3%
Similar Schools average:	47.8%	47.4%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.3%	49.3%
Similar Schools average:	51.3%	52.1%
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:

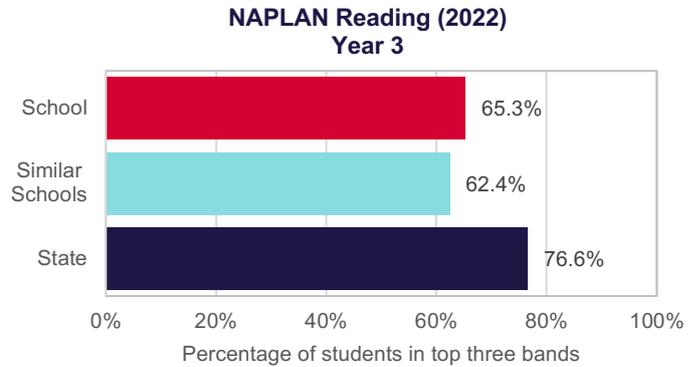
65.3%

Similar Schools average:

62.4%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

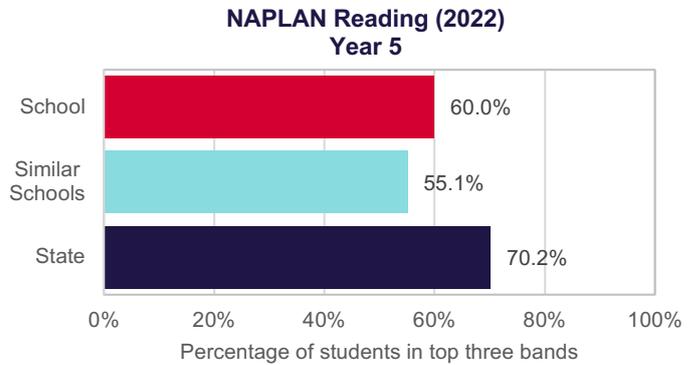
60.0%

Similar Schools average:

55.1%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

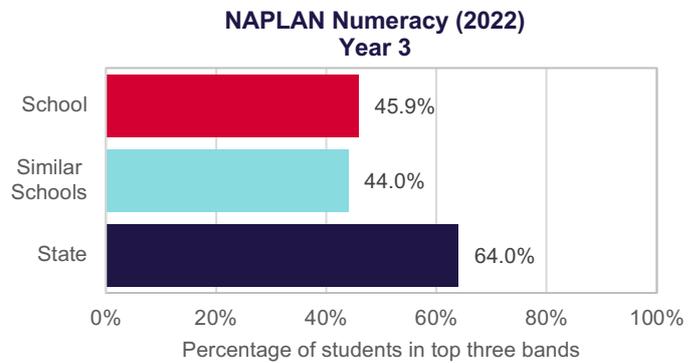
45.9%

Similar Schools average:

44.0%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

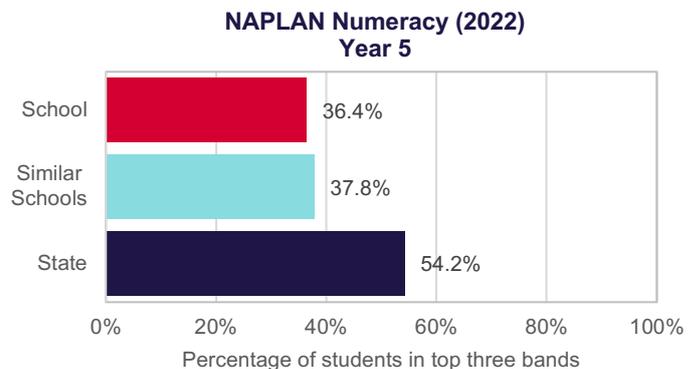
36.4%

Similar Schools average:

37.8%

State average:

54.2%



## WELLBEING

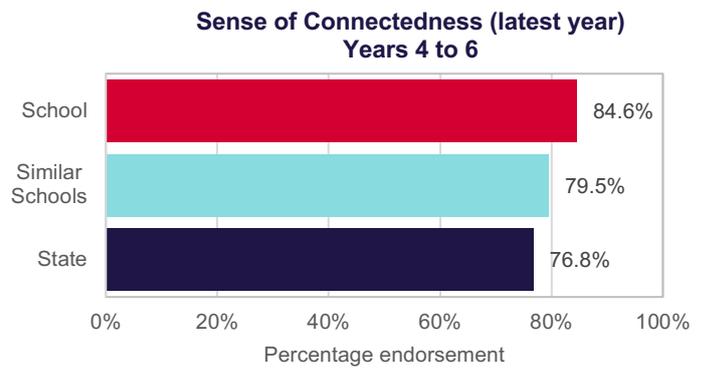
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	84.6%	75.4%
Similar Schools average:	79.5%	81.0%
State average:	76.8%	77.9%

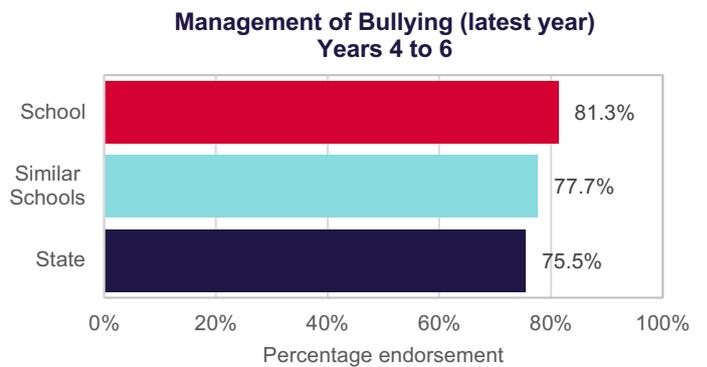


### Student Attitudes to School – Management of Bullying

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:	81.3%	74.3%
Similar Schools average:	77.7%	78.6%
State average:	75.5%	76.3%



## ENGAGEMENT

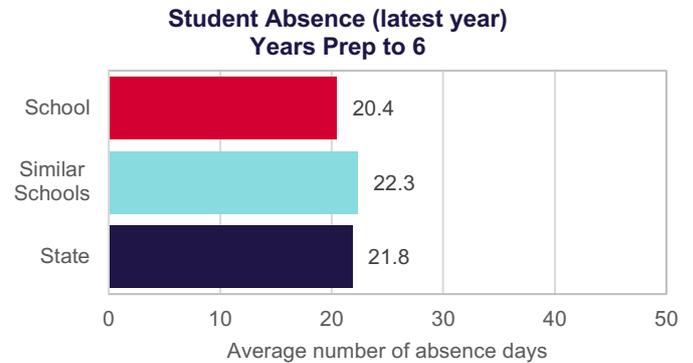
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	20.4	24.0
Similar Schools average:	22.3	22.0
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):	91%	88%	90%	91%	89%	88%	92%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,364,849
Government Provided DET Grants	\$1,272,959
Government Grants Commonwealth	\$69,038
Government Grants State	\$0
Revenue Other	\$15,604
Locally Raised Funds	\$200,961
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,923,411</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,151,365
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,151,365</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,083,800
Adjustments	\$43,852
Books & Publications	\$8,141
Camps/Excursions/Activities	\$115,362
Communication Costs	\$11,811
Consumables	\$163,816
Miscellaneous Expense <sup>3</sup>	\$24,686
Professional Development	\$52,325
Equipment/Maintenance/Hire	\$108,945
Property Services	\$159,913
Salaries & Allowances <sup>4</sup>	\$254,828
Support Services	\$95,069
Trading & Fundraising	\$117,639
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,759
<b>Total Operating Expenditure</b>	<b>\$7,294,946</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$628,465</b>
<b>Asset Acquisitions</b>	<b>\$371,954</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$439,698
Official Account	\$61,464
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$501,162</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$195,030
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$236,093
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,942
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$44,097
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$501,162</b>

*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.*