2024 Annual Report to the School Community

School Name: Clayton North Primary School (0734)

- 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 03 April 2025 at 03:46 PM by Sue Simadri (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 03 April 2025 at 03:47 PM by Sue Simadri (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

Clayton North Primary School is located on Dandenong Road in the City of Monash and has a rich history of educational excellence, serving the community for nearly 160 years. We cater to children from Clayton and the surrounding suburbs of Oakleigh, Huntingdale, and Notting Hill. A growing enrolment of international students is supported by our strong English as an Additional Language program that caters for new arrivals. Our Vision/Mission is to create an inclusive community where individuals can confidently learn in a challenging and supportive environment to positively impact their future. The Clayton North Primary School Values of Respect, Responsibility and Resilience are referenced and demonstrated in all aspects of the school.

The staffing profile is made up of 2 Principal Class Officers (1 Principal and 1 Assistant Principal), 1 Leading Teacher, 1 Learning Specialist, 11 teachers (10.6 EFT), and 6 Education Support Staff (3.8 EFT). The School Family Occupation (SFO) density has remained relatively consistent, indicating little change in the socioeconomic status (SES) of the school community compared to other schools in the state. More than 85% of students have a Language Background Other Than English (LBOTE) in a school population of 220. In 2024, we had two classes in Foundation, three classes at 1/2, three at 3/4, and two at 5/6, making a total of ten classes.

Clayton North Primary School proudly develops strong learning relationships with students, teachers and parents in our welcoming, multicultural community. We have an open, approachable atmosphere where everyone feels valued and welcome. We take pride in our students for their resilience and their responsible and independent attitude to learning. Students with a disability are carefully planned for and supported to reach their full potential. We work closely with a range of community partners to cater for our families and students in new and innovative ways.

Our school is well-resourced, with a Bring Your Own Device (BYOD) program in place for year 5/6 students, which has enabled the provision of 1:1 notebooks in 3/4 classrooms, and a generous number of notebooks and iPads in F-2 classrooms. Supporting students to develop computer skills is a major priority to prepare them for online assessments, such as NAPLAN. A challenging comprehensive curriculum is provided based on the Victorian Curriculum 2.0. Students enjoy a vibrant, safe and stimulating learning environment that allows every student the opportunity to develop to their full potential.

Clayton North Primary achieves high academic standards, and a strong emphasis is placed on Literacy and Numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross-referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language other than English (Japanese), and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by various Outdoor Education camps and excursion initiatives.

The school has developed a structured approach to curriculum planning that ensures comprehensive documentation and a common understanding of the whole-school curriculum by

teachers and parents. Student data is analysed regularly by teachers in their curriculum planning. This includes a suite of year-level assessments, such as EOI, MOI, Running Records, NAPLAN, and an analysis of school performance data, including student, staff and parent surveys.

2024 was the final year of the Strategic Plan period 2020-2024. A successful DE School Review was undertaken, and the process and outcomes were celebrated by students, staff, community and school council. A resulting Strategic Plan for the next four year period was subsequently determined. The strong sense of community is evidenced by the pleasing levels of parent participation across a wide range of areas. In 2024, all families were provided access to complete the Parent/Carer Opinion Survey. Forty six families responded with an overall level of 90% endorsement. Strong levels of positive endorsement were gained across all survey factors, with 95% or more positive responses to questions relating to student connectedness, school communication, respect for diversity and high expectations for success.

I congratulate and acknowledge the school council for their governance and support during 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

Clayton North Primary School continued to provide an inclusive, content-rich curriculum. Each student was supported through the provision of comprehensive and engaging content that enabled the next steps in their learning.

In 2024, the school's AIP focused on the implementation of Key Improvement Strategies to support student learning in literacy and numeracy, to improve student engagement, and to improve the health and wellbeing of all students. Actions to meet these goals are related to the FISO dimensions of Teaching and Learning, Assessment, Leadership, and Engagement. The goal was to build staff capacity to provide teaching and learning at the point of individual student needs. Professional Learning Communities (PLCs) supported consistency in the implementation of the instructional model and enhanced the use of data to inform teaching.

A series of professional learning sessions served to upskill all staff and build their confidence in using programs and strategies, and establish consistent approaches across the school. This is evidenced in the development of a planning template aligning with the instructional model for all staff to use across the school. A 0.4 tutor and a 1.0 EAL teacher supported students requiring additional assistance and those children with literacy and language needs.

Student achievements against the Victorian Curriculum were a credit to the dedicated staff. The number of students in Years Prep to 6 who achieved at level or above in English and Mathematics in 2024 was well above similar schools and the state average.

NAPLAN Year 3: With an achievement of 52%, the percentage of students in Strong or Exceeding for Numeracy was on par with similar schools and below the state average of 65%. In Reading, 52% of students were Strong or Exceeding, which was below similar schools and well below the state average of 69%. In Writing, 68% in Strong or Exceeding was slightly below the similar schools' achievement of 74%. The 2024 results in Reading were significantly improved in

comparison to the 2023 data, reducing the proportion of Needs Additional Support by 9%. The 2024 data across all other categories declined in comparison to the 2023 results.

NAPLAN Year 5: The percentage of students in Strong or Exceeding for Numeracy at 79% was significantly higher than similar schools at 56% and the state average of 67%. The percentage of students in Strong or Exceeding for Reading was higher than similar schools and the state average, with an achievement of 75%. In Writing, 70% in Strong or Exceeding was on par with similar schools at 71%. In comparing performance between 2023 and 2024, we have made significant improvements in the Year 5 data, reducing the proportion of Needs Additional Support in all categories. It is worth noting here that the improvement in our Yr 5 Reading data from 2023 placed Clayton North above all schools in the Inner East.

A range of actions in working to address the aligned key improvement strategies in the 2024 AIP saw focused provision and support in the learning and wellbeing areas. These are evidenced and noted in both the 2024 Pre Review School Evaluation (PRSE) and the DE 2024 Review Report for CNPS. Highlights included the department E5 model and implementation of the DE Professional Learning Communities Initiative, including -
• professional learning to build leaders' and teachers' capacity to implement PLC practices and the FISO improvement cycle
• specific action to ensure a high level of consistency with a refined instructional model
• implementation of high-quality formative assessment techniques and classroom routines

Wellbeing

Clayton North Primary is a school that caters well for student welfare and well-being. Our small student/teacher ratios, whole school approach, Education Support Staff and committed teachers facilitate this work. Throughout 2024, we continued to build strong relationships and active partnerships with our local community and support services, and have used these resources well. Our DE Student Support Services Psychologist and Speech Pathologist regularly connect with CNPS to provide support for students and families, as well as teaching staff and the community. This includes formal assessments of students and helping to develop individual programs to support students with special needs. Outside agencies are utilised to help us closely understand the needs of our students and how best to cater for them. Our dedicated EAL staff provide assessment and support for newly-arrived English as an Additional Language students. Our Program for Students with Disabilities is a credit to the school, and our capable, caring Education Support Officers provide significant support to students and their families. Parent perceptions from the school review validated the school to be 'supportive, inclusive, and a safe multi-cultural place to be'.

Practical guidance and resources are used to support staff and students to respond to inappropriate behaviour and promote cyber-safety and well-being. Staff work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly. As a community, we respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required. The new student management system, Compass, allows for automatic attendance alerts and any welfare concerns to be tracked and centrally managed. Direct contact with families is made to address non-attendance and the importance of attendance and punctuality is addressed regularly in parent forums such as the newsletter, weekly assemblies, parent reports and parent-teacher interviews. Staff and leadership utilised the "Seesaw" app across the school to regularly communicate with

parents and to share student learning and achievements.

Social-emotional Learning continues to be explicit in our curriculum, and all classes follow our Respectful Relationships Program scope and sequence and the School Wide Positive Behaviour Framework. The Kid's Hope Mentoring Program provided support and mentoring for a group of students from various year levels, who were experiencing vulnerability during the year. This one-to-one model positively impacted children identified with emotional and social development needs. Classroom teachers used a daily monitoring and check-in tool to identify students experiencing social or academic challenges. A focus was on ensuring students' mental health and wellbeing to support their learning. Our students strongly endorsed well-being support in their responses to the 2024 Attitudes to School Survey. Highlights include: 91% positive endorsement of Sense of Connectedness and 88% positive endorsement of Management of Bullying are significantly higher than similar schools and the state average, and reflect our strategies to manage this area; 90% positive endorsement of Attitudes to Attendance; 90% positive endorsement of Advocate at School. This is a significant achievement and an indication of our overall school culture, which is one of high care and support that is well-balanced with high school and teacher expectations.

Engagement

Relationships are key to a thriving school, and at Clayton North, the promotion of positive relationships amongst students, between students and staff, and between 'the school' and all our families is seen as paramount. At the beginning of each year, Clayton North Primary School staff engage their children in a range of activities to develop connections and build positive student-teacher relationships. Every class revisit our expectations to ensure an agreed-upon understanding of school values and the responsibilities that students and families have to uphold the culture of caring and support for one another. All behavioural instances are followed up, where practical, and we have zero tolerance towards bullying and harassment. The CNPS Student Engagement and Wellbeing Policy is reviewed and updated each year and this document outlines expected behaviours for students, staff and parents of our school. This document includes information on cyber safety.

Clayton North Primary School provides a range of extracurricular activities for children to participate in. These include lunchtime clubs - Chess, Coding, Japanese, and Art - and various sporting options. Student Leadership opportunities provide students with voice and agency and support the development of their leadership skills, fostering confidence and problem-solving abilities.

In 2024, our absence data of 22.4 days on average was on par with similar schools (23 days) and the state (21.8 days). The importance of regular attendance and the impact on learning of extended absences is regularly emphasised to students, parents and the wider community. Student absences are carefully monitored, followed up and included in student written reports, with absence letters sent home to families twice each term.

Attitudes to School Survey data from 2024 show high levels of student endorsement of effective classroom behaviour (87%), effective teaching (85%), and differentiated learning challenge (83%) all on par with similar schools and state data. Learner dispositions, including Perseverance (85%), Motivation and Interest (91%) and Sense of Confidence (74%) are also strong results. All results are on par or above similar schools and state data, demonstrating a healthy learning culture. The Parent Opinion Survey aligns with student attitudes and variables for student cognitive

engagement; High Expectations for Success (94%) and Stimulating Learning Environment (84%) are excellent endorsements of teaching at Clayton North Primary School. Our highly engaging specialist programs in 2024: Visual Art, Performing Arts, Physical Education and Japanese language offered high-quality learning opportunities for our students. These programs continued to provide depth and breadth to the learning experiences for children. Extra-curricular opportunities enhance learning at school, and in 2024, our students enjoyed a range of excursions and incursions. A group of Year 5/6 students participated in the Victorian State Schools Spectacular, and all children had the opportunity to experience Melbourne Symphony Orchestra performances. Senior School staff organised a sleepover event at the school for their students providing social activities leading to memorable experiences.

Other highlights from the school year

Clayton North Primary School provides unique opportunities for all of its students.

Upon enrolment, each child is allocated to a House. House teams acknowledge four significant people in history - Dunlop, Namatjira, Freeman and Wood - these renowned people model the behaviours we want our students to strive for. The House System aims to promote a sense of belonging and pride in our students, and connectedness to our school. Students stand for the position and are voted in as House Captains by their peers and staff. Our House Captains are reliable and responsible leaders of the school community, contributing to the tone of the school and promoting our school's values.

With representation from over 40 different nationalities, Harmony Day is a highlight in the Clayton North Primary School calendar as it offers the opportunity to showcase the inclusive and respectful culture we are so very proud of. As part of the celebrations, students are encouraged to wear their traditional cultural clothes or to dress in orange on the day. The community is treated to a spectacular presentation of cultural performances from parents and students, culminating with a shared meal of enticing flavours from around the world.

22 Year 5/6 students accepted the invitation to participate in the 2024 Victorian State Schools Spectacular, a musical extravaganza bringing students together from across Victoria. As entries into the mass choir, our students attended numerous rehearsals, at school and external venues, culminating with two grand performances at the John Cain Arena. This was a brand new experience for our students, and Clayton North's participation in this high-profile statewide event was applauded and celebrated by the school community.

The 2024 school review identified the school's approach to transitions as a key highlight, reflecting the school's ability to address the diverse needs of students entering, moving through, and exiting the school. Initiatives included transition into Foundation, a 'buddy' program, parent information sessions, online induction videos, and innovative approaches to grouping of students into classes. This was validated in the Parent Opinion Survey: 'Connection and Progression' measure of 95% positive endorsement.

Financial performance

Clayton North Primary School maintained a sound financial position throughout 2024.

The school's expenditure was closely aligned to the school's goals and priorities. Budgets and financial reports were monitored by the School Council and the Business Manager, reviewing and adjusting regularly. Revenue received through the SRP term grants was supplemented by 68% of families paying an essential items charge. A small Student Resource Package (SRP) surplus from 2023 was carried into 2024 and enabled the school to confidently undertake our workforce plan. We used some of these financial resources to upgrade carpets and floor tiles in the Foundation and 5/6 classroom following the extensive storm rain damage. We also upgraded heating and cooling with efficient split systems in the four 1/2 classrooms. The school had 16 international full-fee-paying students during the year. This money was used to enrich the student programs and went towards the upkeep of the school buildings and surroundings. During 2024, student enrolments stabilized, and we were able to budget appropriately for our classes and specialist areas. Careful financial management and a continuing focus on productivity and efficiency have ensured that our school continues to utilise our resources to provide high standards of learning for students.

The Student Resource Package budget was in credit at the end of 2024.

For more detailed information regarding our school please visit our website at https://www.claytonnorthps.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 221 students were enrolled at this school in 2024, 108 female and 113 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
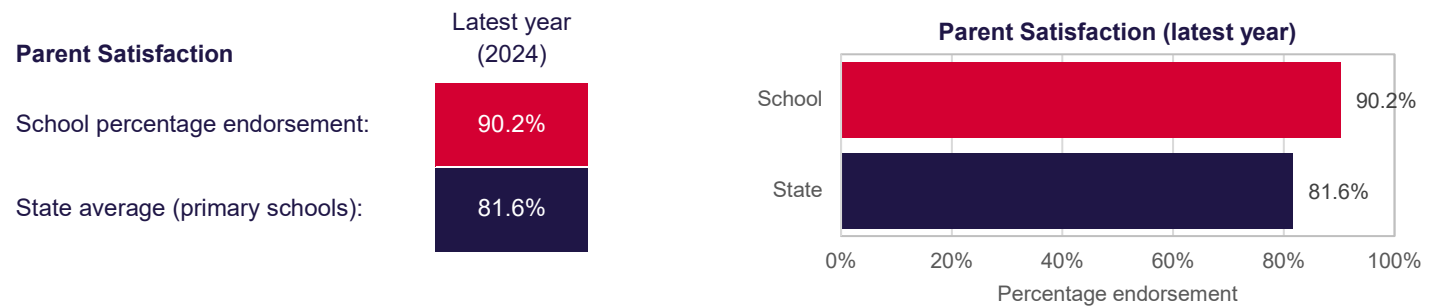
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	90.2%
State average (primary schools):	81.6%

Parent Satisfaction (latest year)

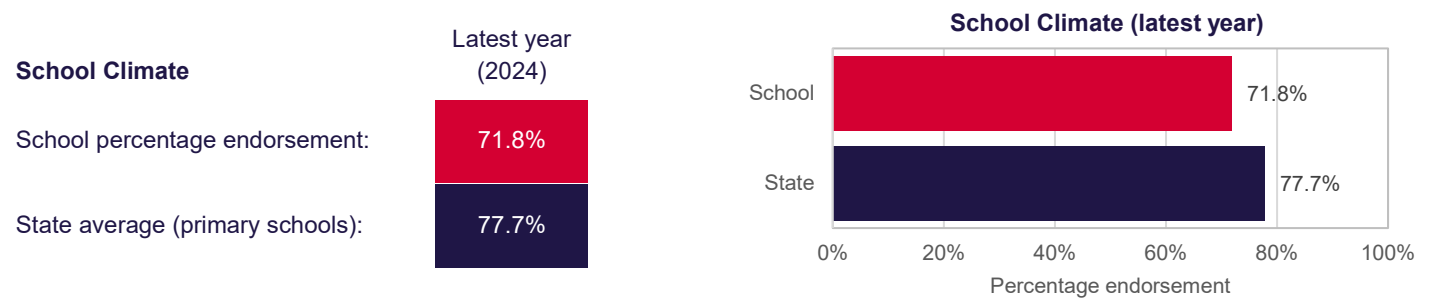|	
School	90.2%
State	81.6%

Percentage endorsement

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.
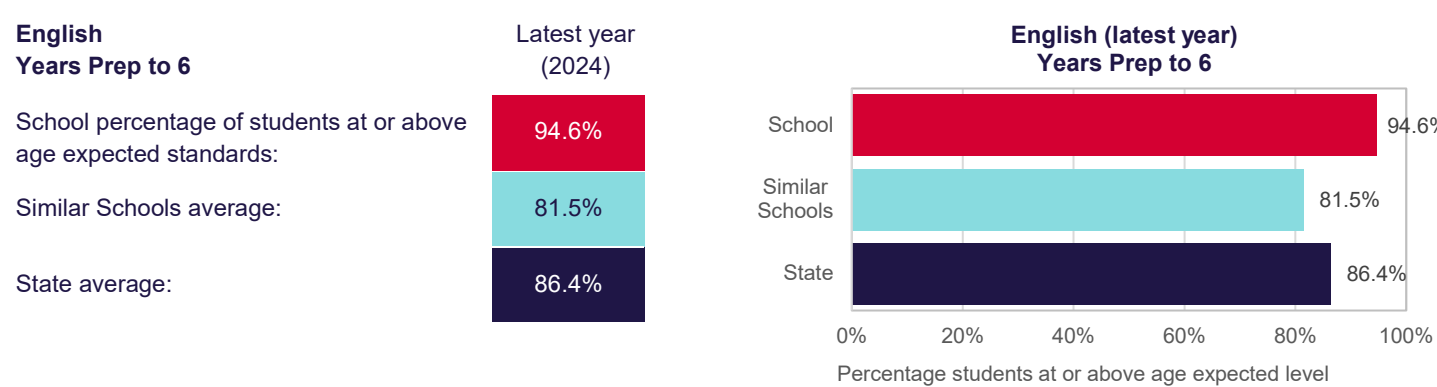
School Climate	Latest year (2024)
School percentage endorsement:	71.8%
State average (primary schools):	77.7%

School Climate (latest year)

School	71.8%
State	77.7%

Percentage endorsement

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:	94.6%
Similar Schools average:	81.5%
State average:	86.4%

English (latest year) Years Prep to 6

School	94.6%
Similar Schools	81.5%
State	86.4%

Percentage students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

88.6%

Similar Schools average:

77.4%

State average:

85.9%
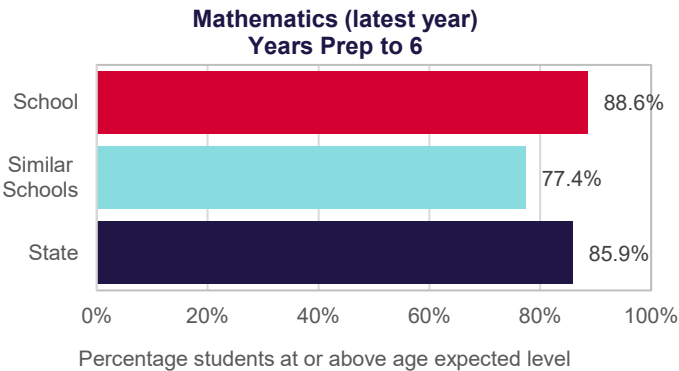
Mathematics (latest year)
Years Prep to 6

School — 88.6%
Similar Schools — 77.4%
State — 85.9%

Percentage students at or above age expected level

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.
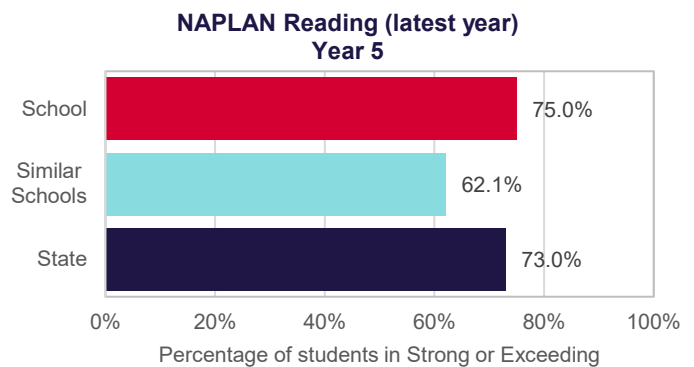
Reading Year 3

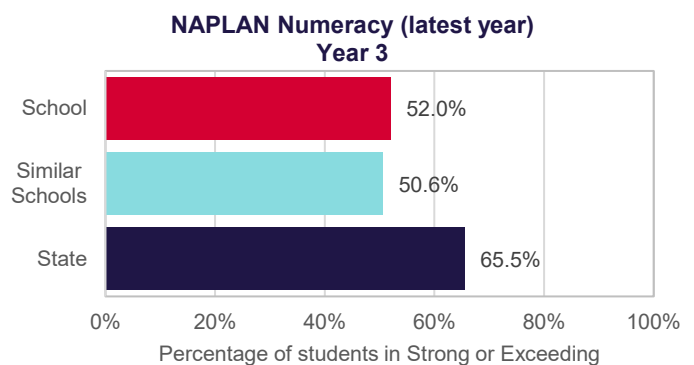|	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.0%	47.2%
Similar Schools average:	57.2%	57.8%
State average:	68.7%	69.2%

NAPLAN Reading (latest year) Year 3

School: 52.0%
Similar Schools: 57.2%
State: 68.7%
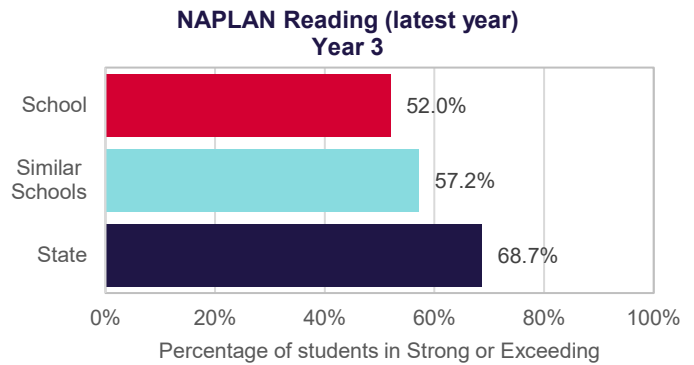
Reading Year 5

|	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	62.9%
Similar Schools average:	62.1%	64.3%
State average:	73.0%	75.0%

NAPLAN Reading (latest year) Year 5

School: 75.0%
Similar Schools: 62.1%
State: 73.0%

Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.0%	57.4%
Similar Schools average:	50.6%	51.0%
State average:	65.5%	66.4%

NAPLAN Numeracy (latest year) Year 3

School: 52.0%
Similar Schools: 50.6%
State: 65.5%

Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.9%	61.8%
Similar Schools average:	56.0%	56.7%
State average:	67.3%	67.6%
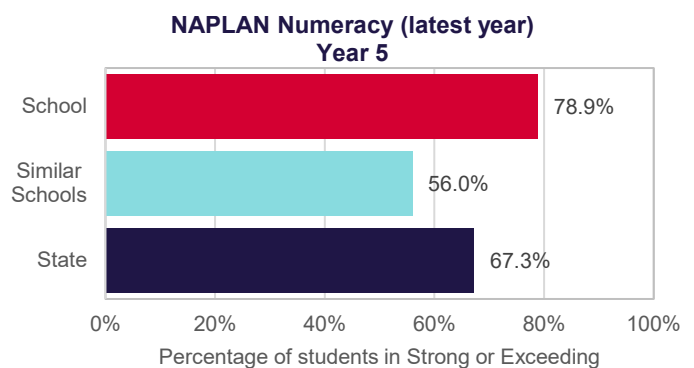
NAPLAN Numeracy (latest year) Year 5

School: 78.9%
Similar Schools: 56.0%
State: 67.3%

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:	75.9%
Similar Schools average:	70.9%
State average:	76.6%

NAPLAN Reading (2022) Year 3

School	75.9%
Similar Schools	70.9%
State	76.6%

Percentage of students in top three bands
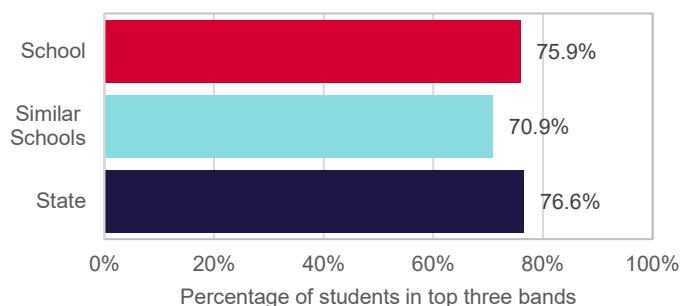
Reading
Year 5
(2022)

School percentage of students in the top three bands:	73.5%
Similar Schools average:	61.3%
State average:	70.2%

NAPLAN Reading (2022) Year 5

School	73.5%
Similar Schools	61.3%
State	70.2%

Percentage of students in top three bands
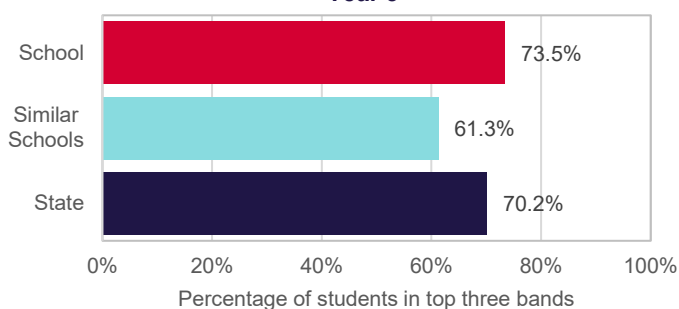
Numeracy
Year 3
(2022)

School percentage of students in the top three bands:	67.9%
Similar Schools average:	53.4%
State average:	64.0%

NAPLAN Numeracy (2022) Year 3

School	67.9%
Similar Schools	53.4%
State	64.0%

Percentage of students in top three bands
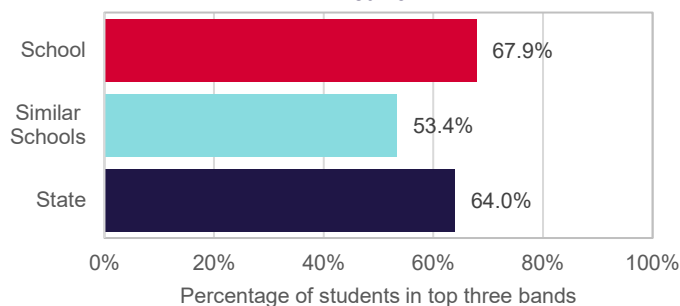
Numeracy
Year 5
(2022)

School percentage of students in the top three bands:	58.8%
Similar Schools average:	45.2%
State average:	54.2%

NAPLAN Numeracy (2022) Year 5

School	58.8%
Similar Schools	45.2%
State	54.2%

Percentage of students in top three bands
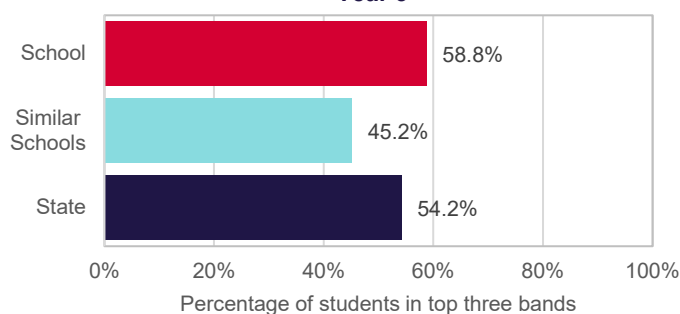
WELLBEING

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:	91.1%	87.5%
Similar Schools average:	80.4%	80.7%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6

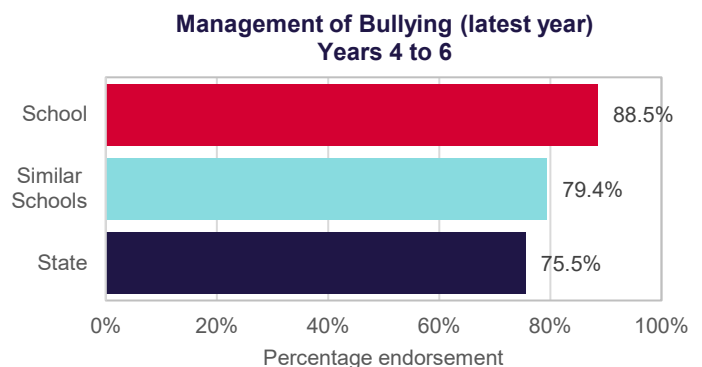|	Percentage endorsement
School	91.1%
Similar Schools	80.4%
State	76.8%
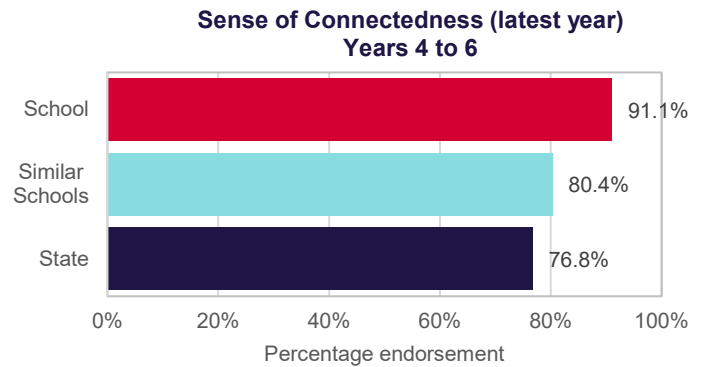
Student Attitudes to School – Management of Bullying

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:	88.5%	85.6%
Similar Schools average:	79.4%	79.2%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

	Percentage endorsement
School	88.5%
Similar Schools	79.4%
State	75.5%

ENGAGEMENT

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:	22.4	17.5
Similar Schools average:	23.0	22.1
State average:	21.8	20.1

Student Absence (latest year) Years Prep to 6

School	22.4
Similar Schools	23.0
State	21.8

Average number of absence days
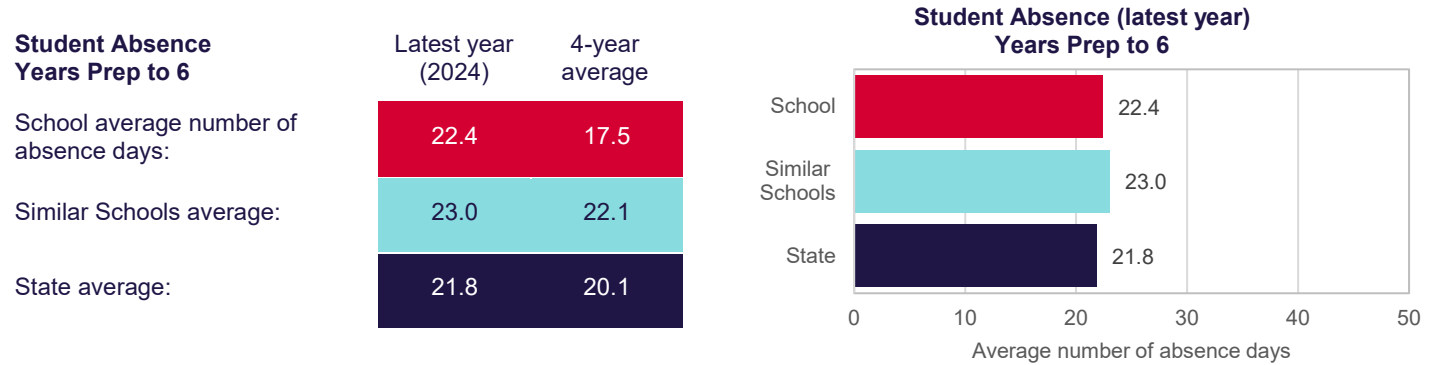
Attendance Rate (latest year)

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):	89%	86%	89%	89%	91%	88%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$2,338,857
Government Provided DET Grants	$424,211
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$41,180
Locally Raised Funds	$96,628
Capital Grants	$0
Total Operating Revenue	**$2,900,876**

Equity [1]	Actual
Equity (Social Disadvantage)	$62,665
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$62,665**

Expenditure	Actual
Student Resource Package [2]	$2,205,185
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$38,386
Communication Costs	$4,205
Consumables	$54,691
Miscellaneous Expense [3]	$8,782
Professional Development	$4,330
Equipment/Maintenance/Hire	$47,484
Property Services	$131,081
Salaries & Allowances [4]	$30,738
Support Services	$96,768
Trading & Fundraising	$1,130
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$30,816
Total Operating Expenditure	**$2,653,597**
Net Operating Surplus/-Deficit	**$247,280**
Asset Acquisitions	**$5,051**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	$566,842
Official Account	$62,580
Other Accounts	$0
Total Funds Available	**$629,423**

Financial Commitments	Actual
Operating Reserve	$74,735
Other Recurrent Expenditure	$4,305
Provision Accounts	$0
Funds Received in Advance	$11,528
School Based Programs	$0
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	$150,000
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	**$240,568**

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.