

2024 Annual Report to the School Community

School Name: Wheelers Hill Primary School (5094)



- 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 21 March 2025 at 12:31 PM by Michael Ramsey (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 21 March 2025 at 12:31 PM by Michael Ramsey (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

School Vision and Values

At Wheelers Hill Primary School, our vision is to create a safe, caring, and supportive community where quality education is a top priority. We are committed to high expectations for all students, staff, and parents. Our mission is to provide a range of learning experiences that challenge, extend, and motivate every student, enabling them to reach their full potential in intellectual, emotional, social, and physical development. We strive for excellence through a diverse curriculum and tailored programs that value differentiation to meet the needs of every child.

Our core values guide all aspects of our school community:

- **Responsibility:** Being accountable to ourselves, others, and the world around us.
- **Acceptance:** Embracing our own uniqueness and respecting the differences in others.
- **Honesty:** Demonstrating fairness, truthfulness, and integrity in our actions and words.
- **Resilience:** Developing the ability to adapt, take risks, and face challenges with a positive mindset.
- **Respect:** Caring for ourselves, others, and the environment in which we live.

School Size, Structure and Location

Wheelers Hill Primary School is located in the south-eastern Melbourne suburb of Wheelers Hill, approximately 26 km from the city centre. The school serves a student population of around 700, organized into 28 single-level classes from Prep to Year 6. This structured approach ensures that each student's educational needs are met through age-appropriate and developmentally suitable learning environments.

The school's staff includes approximately 60 dedicated professionals:

- A Principal
- Two Assistant Principals (Wellbeing/Daily Operations and Curriculum/Assessment)
- Two Leading Teachers (Mathematics and Literacy)
- Three Learning Specialists (ICT, MSL and Enrichment)
- 28 Full-Time Equivalent (FTE) classroom teachers
- Several specialist subject teachers
- Administration staff
- Teaching aides

The school does not currently have any Aboriginal staff members.

Social and Enrolment Characteristics

Our school community is diverse, with students coming from a variety of cultural and socioeconomic backgrounds. As of 2024, we had three international students enrolled. The school's Student Family Occupation Education (SFOE) index is 0.1175, which would be one of the

lowest in the state. Wheelers Hill Primary School has a strong focus on creating a supportive, inclusive atmosphere, valuing the partnership between parents, carers, and staff to support student learning, engagement, and wellbeing.

Academic Excellence and Specialist Programs

Wheelers Hill Primary School is proud of its consistently high academic results, which are well above the state average and comparable schools. This achievement is supported by high-quality, evidence-based teaching and learning programs that prioritize academic excellence across all areas.

In addition to our rigorous academic curriculum, we offer a comprehensive specialist program that enhances our students' learning experiences. From Prep to Year 6, students engage in the following specialist subjects:

- **Visual Arts**
- **STEM (Science, Technology, Engineering, and Mathematics)**, including coding and robotics
- **Performing Arts**
- **Physical Education**
- **Languages:** Mandarin and French

These programs are designed to foster creativity, critical thinking, and a love for learning, ensuring that every student has the opportunity to develop a broad range of skills and knowledge from the curriculum.

Progress towards strategic goals, student outcomes and student engagement

Learning

Wheelers Hill Primary School continues to demonstrate high levels of academic performance that surpass state and like-school averages, as reflected in NAPLAN results and teacher judgements against the curriculum evidenced in the performance summary. In alignment with our Annual Implementation Plan (AIP) and strategic plan, the school has consistently focused on evidence-based pedagogical approaches to maximize student learning. We prioritize differentiated learning to meet the individual needs of each student and support their progress toward the next point of development, guided by a comprehensive and ongoing assessment schedule.

Our teachers collaborate in planning lessons and units of work, engaging in Professional Learning Communities (PLCs) to address challenges and refine their teaching practices, ultimately enhancing student outcomes. To support this process, the school calendar includes designated student-free days for assessment completion, term planning, and report writing, ensuring that teachers have dedicated time for professional development and planning.

In 2024, the school continues to provide targeted support for students performing below curriculum expectations through the Tutor Learning Program, with a focus on literacy and numeracy. For students working above or below the expected curriculum levels, Individual

Education Plans (IEPs) are developed to address specific learning goals and provide tailored support.

In addition to these programs, the school offers a variety of enrichment opportunities for students excelling above expected levels. These include programs such as the Maths Olympiad, Literacy Sleuths, Maths and Mini Investigators, and ICT enrichments, all designed to challenge and extend high-performing students.

Building on insights from the 2023 school review, 2024 marks the beginning of work on our new strategic plan. The key priorities outlined in the plan include maximizing student learning outcomes and optimizing student wellbeing. A significant area of focus in 2024 has been the wellbeing components of the strategic plan, ensuring that our students are supported not only academically but also emotionally and socially as they thrive in a positive and nurturing environment.

Wellbeing

In 2024, the results of staff, parent, and student surveys related to wellbeing continue to show that Wheelers Hill Primary School is performing above state and like-school levels. The positive endorsement from the staff survey was the highest ever recorded in 2024, reflecting the strong culture of wellbeing at the school.

The foundation of wellbeing at Wheelers Hill Primary is built on the School Wide Positive Behaviour Support (SWPBS) framework, which is deeply embedded within the school community. SWPBS promotes a culture of positive behaviour, recognition, and reward, and this approach is well understood by both parents and students. The school's core values, which are embedded within the SWPBS framework, form the basis for wellbeing initiatives and are consistently recognized, used, and demonstrated daily by both students and staff.

The restorative practice approach is integral to resolving student conflicts and is supported in the school yard by a trained group of student peer mediators. In the classroom, social and emotional learning is explicitly taught through programs like The Resilience Project, supplemented at times by Respectful Relationships. These programs, alongside the explicit teaching of SWPBS expectations, contribute to creating a supportive environment for all students.

For students who require additional wellbeing interventions, such as those in the PSD program or those with diagnoses that require reasonable adjustments, Individual Education Plans (IEPs) were developed. 2024 marked the last year the school participated in the Program for Students with Disabilities (PSD). Starting in 2025, the school will transition to the Disability Inclusion process, which will be a future focus of the school, with an emphasis on continuing to provide comprehensive support and tailored interventions for students with diverse learning needs. These interventions will continue to be managed through a wraparound approach involving the assistant principal, class teachers, parents, and relevant professionals.

Engagement

In 2024, Wheelers Hill Primary School maintained an average absence rate of 16.9 days per student, which is slightly higher than the rate in 2023. Absences were generally attributed to short and extended holidays, as well as illness, with very few instances linked to school refusal or disengagement. The average number of absent days remains lower than both similar schools and the state average, demonstrating strong student engagement and regular attendance.

A culture of high expectations and active participation in learning is firmly embedded at Wheelers Hill Primary, supported by both the school and its families. This commitment is reflected in the positive responses received from students in the *Attitudes to School* survey and from families in the *Parent Opinion Survey*, with both groups emphasizing the importance of regular school attendance. Parents express a strong desire for their children to attend school every day, and students share this sentiment, valuing their time at school.

While the school does not have a specific attendance program, the engaging and challenging curriculum, positive classroom environments, and the strong relationships between staff and students all contribute to attendance rates that are above the state average.

In 2024, a Student Absence Learning Plan was introduced to provide a consistent approach to student learning during absences. This plan ensures students remain connected to their learning while away and requires principal approval for absences longer than two weeks, further supporting the school's commitment to maintaining strong attendance and engagement.

Other highlights from the school year

Along with the academic and wellbeing achievements highlighted above, Wheelers Hill Primary School continues to offer a broad and balanced curriculum with a variety of successful extracurricular activities and highlights in 2024.

The school organized three camps for Year 4, 5, and 6 students, each lasting three days. Year 4 students attended Camp Manyung in Mt Eliza, Year 5 students went to Log Cabin Camp in Creswick and Sovereign Hill in Ballarat, and Year 6 students participated in an adventure at Camp Kangaroobie in Princetown.

One of the highlights of 2024 was the successful visual arts showcase, which alternates years with the school productions. The art show, which was months in the making, highlighted the school's exceptional visual arts program and allowed students to display their creative works to the school community. The event was well received, with over a thousand community members attending to celebrate the students' artistic achievements.

In 2024, Wheelers Hill Primary School participated in the State School Spectacular for the first time. This event provided an exciting opportunity for students to showcase their singing and dancing talents, and they did so with enthusiasm and pride.

The Parents Association also re-established its activities in 2024, contributing to the school community in several meaningful ways. They hosted a welcome picnic for new and returning parents, organized fun sports and games events, including a mini-Olympics, and supported the

school's fundraising efforts. The school is grateful for the hard work and dedication of the Parents Association and their ongoing support throughout the year.

In 2024, Wheelers Hill Primary School continued to prioritize sustainability through initiatives such as nude food days, composting, and recycling programs. The school also introduced Walk to School Days, encouraging students and families to engage in sustainable transportation choices. Additionally, the school earned its fourth ResourceSmart sustainability star, recognizing its efforts to reduce water usage and raise environmental awareness across the school community.

Financial performance

As of December 31, 2024, Wheelers Hill Primary School maintained a robust financial position. The school's total operating revenue was primarily generated through the Student Resource Package, government grants, and locally raised funds. Notably, the school received various state and federal grants, contributing to its strong financial standing. Equity funding was also received to support students facing social disadvantage, though it remained modest for the year.

Expenditures for the year were primarily directed towards staff salaries, student activities, maintenance, and professional development. Camps, excursions, and other extracurricular activities also contributed to the overall expenditure, which exceeded the total revenue by a small margin, resulting in a net operating deficit. However, the school's financial position remained solid, with a substantial amount of funds available across various accounts, including a high-yield investment account and the official school account.

In addition, the school receives a small amount of funds from voluntary contributions, which are directed towards digital programs, classroom supplies, and the maintenance and management of the library and building fund areas. Profits from the school-run Out of School Hours Care (OSHC) program are also reinvested into funding a variety of school programs, and supporting additional time and resources for staff.

The school receives a modest amount of equity funding, which is used to support students in the literacy support program. Additionally, the school generates some funds through school council contracts, including gym and room hires for after-school clubs and music lessons.

While there were a number of fundraising events throughout the year, minimal funds were raised. These funds went towards supporting the art show, State School Spectacular and contributed to supporting the teaching and learning programs at the school.

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

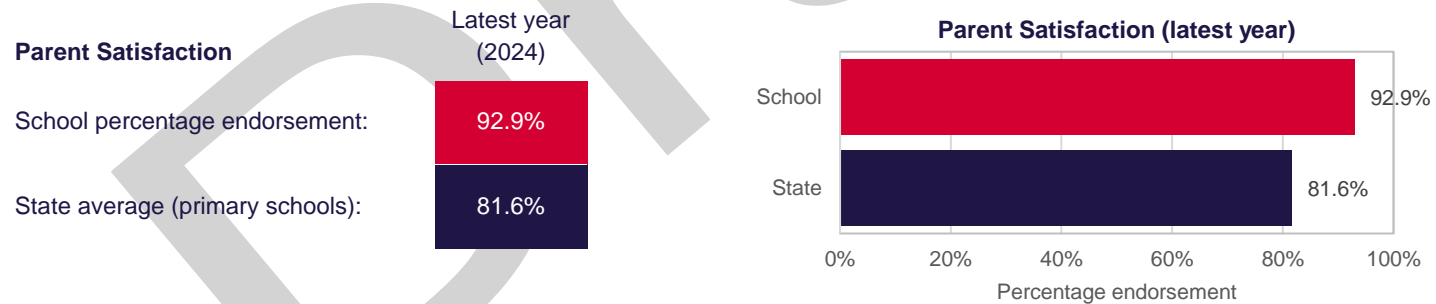
A total of 695 students were enrolled at this school in 2024, 318 female and 377 male.
62 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

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: **Low**

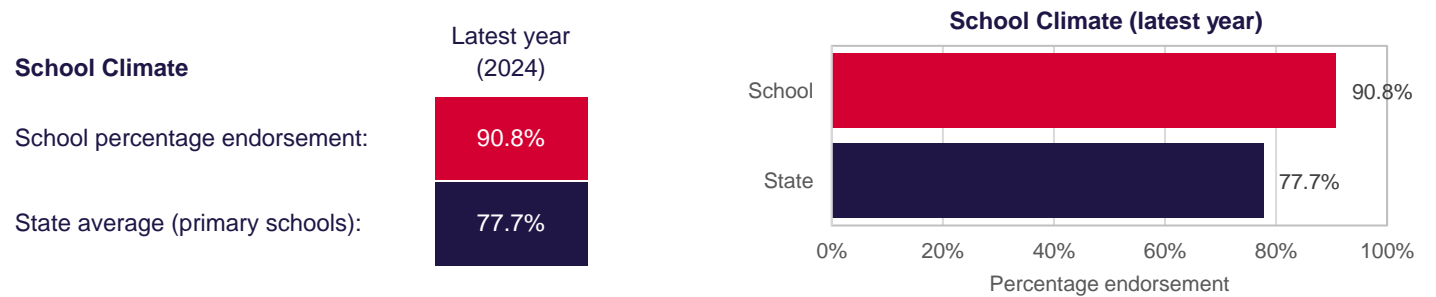
Parent Satisfaction Summary

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.

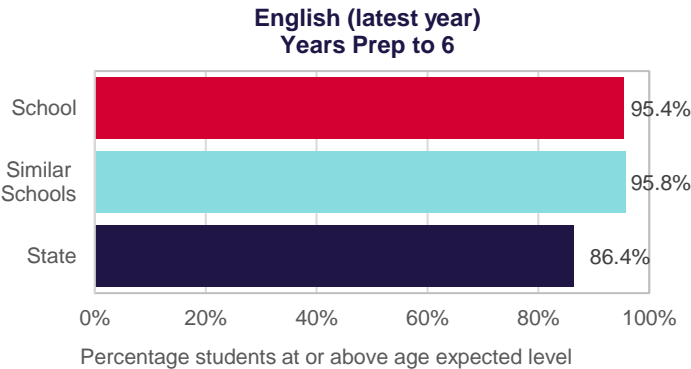
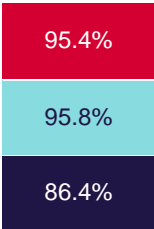
English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



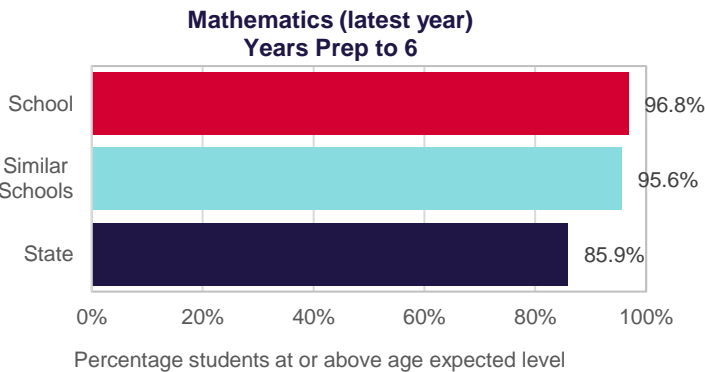
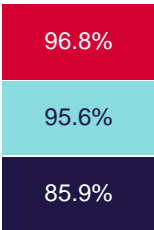
Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



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.

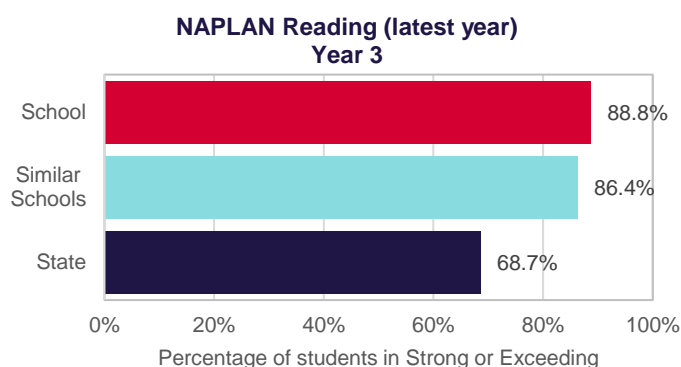
NAPLAN

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.

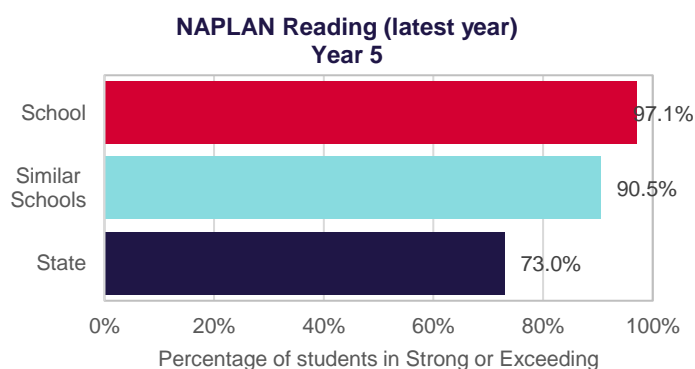
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.8%	89.8%
Similar Schools average:	86.4%	87.6%
State average:	68.7%	69.2%



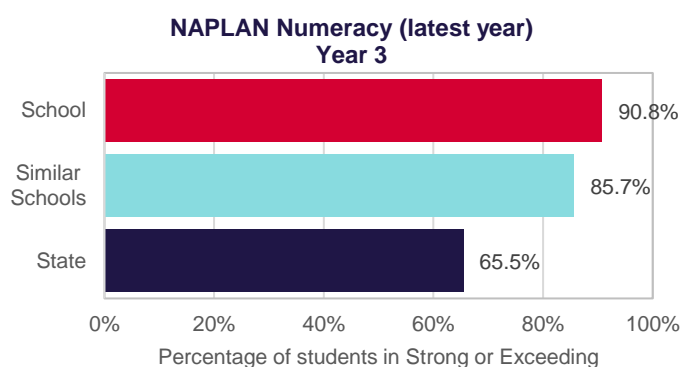
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	97.1%	96.7%
Similar Schools average:	90.5%	90.7%
State average:	73.0%	75.0%



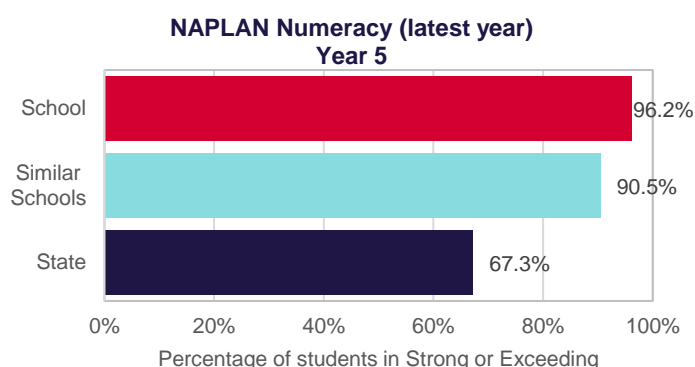
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.8%	91.3%
Similar Schools average:	85.7%	86.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	96.2%	95.8%
Similar Schools average:	90.5%	90.3%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

94.5%

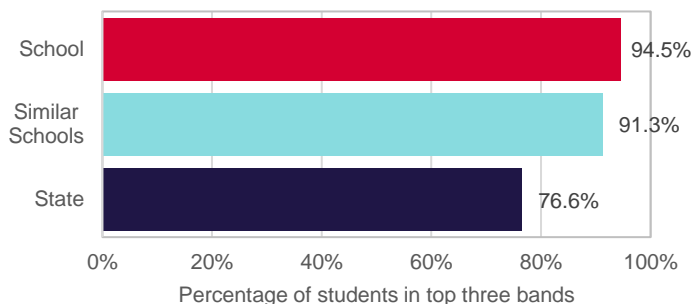
Similar Schools average:

91.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

94.4%

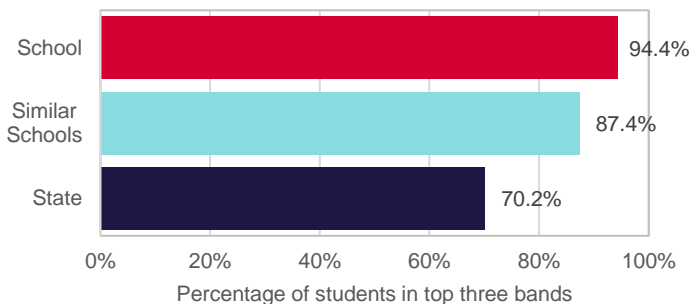
Similar Schools average:

87.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

89.9%

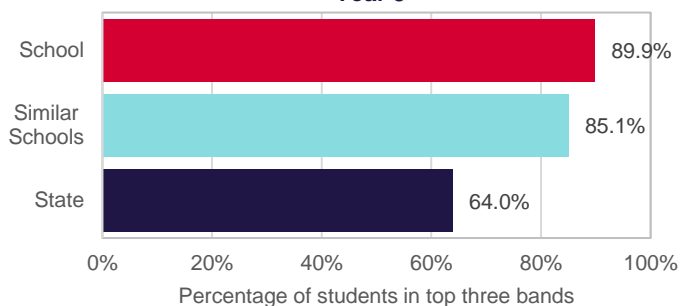
Similar Schools average:

85.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

87.6%

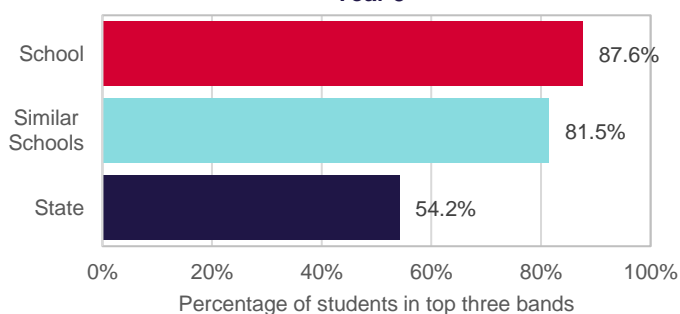
Similar Schools average:

81.5%

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.

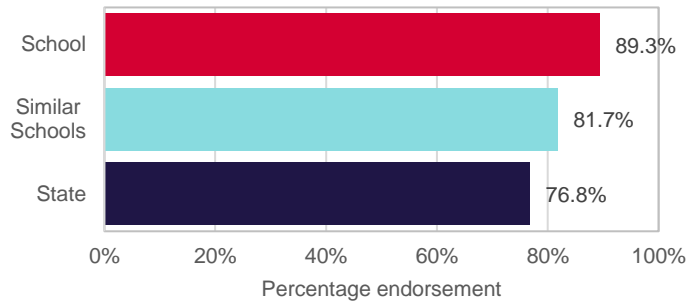
Student Attitudes to School – Sense of Connectedness

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:	89.3%	90.1%
Similar Schools average:	81.7%	82.4%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



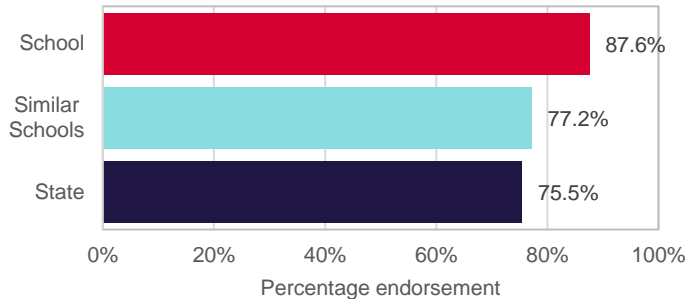
Student Attitudes to School – Management of Bullying

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:	87.6%	89.1%
Similar Schools average:	77.2%	77.8%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

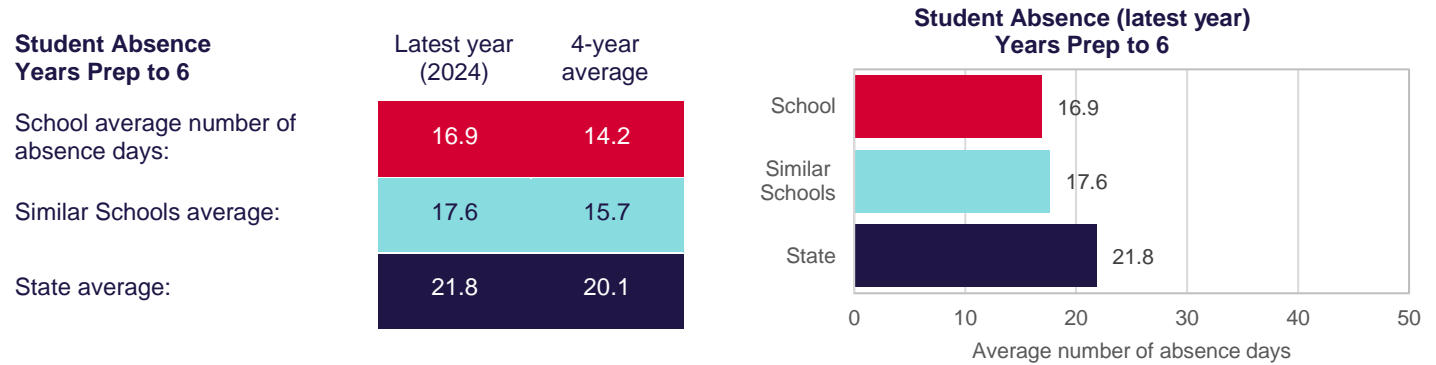


ENGAGEMENT

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):	92%	91%	93%	91%	91%	91%	92%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,320,607
Government Provided DET Grants	\$293,052
Government Grants Commonwealth	\$492,834
Government Grants State	\$2,550
Revenue Other	\$63,678
Locally Raised Funds	\$943,071
Capital Grants	\$0
Total Operating Revenue	\$8,115,791

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,283
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,283

Expenditure	Actual
Student Resource Package ²	\$6,551,431
Adjustments	\$50,756
Books & Publications	\$13,117
Camps/Excursions/Activities	\$228,002
Communication Costs	\$4,785
Consumables	\$120,772
Miscellaneous Expense ³	\$38,786
Professional Development	\$15,836
Equipment/Maintenance/Hire	\$196,399
Property Services	\$69,443
Salaries & Allowances ⁴	\$674,270
Support Services	\$95,536
Trading & Fundraising	\$66,794
Motor Vehicle Expenses	\$1,094
Travel & Subsistence	\$0
Utilities	\$58,099
Total Operating Expenditure	\$8,185,120
Net Operating Surplus/-Deficit	(\$69,329)
Asset Acquisitions	\$53,755

- (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	\$469,740
Official Account	\$971,442
Other Accounts	\$286,998
Total Funds Available	\$1,728,180

Financial Commitments	Actual
Operating Reserve	\$266,497
Other Recurrent Expenditure	\$9,679
Provision Accounts	\$41,902
Funds Received in Advance	\$417,937
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$216,860
Cooperative Bank Account	\$77,799
Funds for Committees/Shared Arrangements	\$4,127
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$66,741
Capital - Buildings/Grounds < 12 months	\$64,679
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	\$1,166,220

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.