

2024 Annual Report to the School Community

School Name: Dromana Primary School (0184)



- 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 23 April 2025 at 10:16 PM by Nicholas Davern (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 23 April 2025 at 10:17 PM by Nicholas Davern (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

Dromana Primary School, located in Dromana Victoria has served the communities of McCrae, Safety Beach and Dromana for 163 years since its establishment in 1861. It is located at the foot of Red Hill and Wonga (Arthur's Seat), less than one kilometre from the Dromana foreshore. The school motto, 'Proud of the past, looking to the future...' resonates strongly within the community with many attending students following in the footsteps of their parents and grandparents. The strength of the school within the community is testament to its history and also the high-quality education it continues to provide to its students. Our school vision '*A connected community inspiring individual excellence in every child*' reflects what we do each and every day at Dromana Primary School. Our purpose is '*We ignite curiosity in our children, with genuine care and support, to ensure they thrive*'.

In 2024, our school had 507 students enrolled across 23 classes. The breakdown of our class structures included:

- Foundation (4 Classes)
- Year 1 (4 Classes)
- Year 2 (3 Classes)
- Year 3 (3 Classes)
- Year 4 (3 Classes)
- Year 5 (3 Classes)
- Year 6 (3 Classes)

2024 also saw Dromana Primary School operate 5 specialist subjects with students have one session a week with the following specialist subject areas:

- Performing Arts
- Japanese
- Physical Education
- Coding and Robotics
- Visual Arts

In 2024, our leadership structure comprised a Principal, two Assistant Principals, and a Learning Specialist, providing strategic direction and instructional leadership. Our middle-level leadership team further strengthened our school's capacity, featuring a dedicated Wellbeing Leader, two Numeracy Leaders (Junior and Senior School), and two Literacy Leaders (Junior and Senior School), each driving Annual Implementation activities towards our goals in their respective areas.

Our school was again fortunate to be supported by a dedicated team of Education Support staff, whose contributions were instrumental in fostering an inclusive and well-functioning learning environment. This team comprised three administration members, a business manager, and 15 staff members committed to supporting inclusive practices and ensuring our most at-risk students had equitable access to learning and ongoing support.

Our student cohort included 15 students who identified as Aboriginal or Torres Strait Islander. Additionally, our overall Student Family Occupation and Education (SFOE) index was classified within the 'Low-Medium' range, reflecting the socioeconomic context of our school community.

2024 saw Dromana Primary School enter into its fifth year operating as a Professional Learning Community, based on the Dufour Model where we were guided by the three big ideas; Focus on learning, Collaboration and Results Orientation.

We further strengthened our Professional Learning Community structures, maintaining a strong focus on enhancing instructional practice in writing. To support this, we continued to implement the Data Wise approach, enabling staff to engage in a structured inquiry process and make data-informed decisions on targeted areas for improvement at each year level. This work was underpinned by peer observations and the adoption of evidence-based strategies, leading to a 5.7% increase in students achieving the expected standard in writing compared to our 2023 teacher judgment results.

The Tutor Learning Initiative was once again embedded within our school programming, with some of our part-time teaching staff delivering targeted intervention sessions. These sessions focused on supporting our most at-risk learners, with a strong emphasis on reading, phonics, and numeracy to enhance student growth and achievement.

We continued our valued partnership with Monash University, mentoring pre-service teachers as they progressed through their professional learning journey. It was a privilege to welcome third- and fourth-year pre-service teachers into our school community, where they became integral to our staff and culture, gaining hands-on experience while contributing to our collaborative learning environment.

Guided by our core values of Respect, Responsibility, and Resilience, our school continued to strengthen the implementation of the School-Wide Positive Behaviour Support (SWPBS) program and our restorative approach. As a connected and inclusive community, 2024 saw a truly dedicated staff, who fostered meaningful and lasting relationships with students, families and our community to create a supportive environment and culture where learning was celebrated.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Dromana Primary School continued its strong focus on improving student learning outcomes in alignment with our School Strategic Plan and Annual Implementation Plan. As a thriving Professional Learning Community, our collaborative structures and commitment to collective efficacy remain deeply embedded in all aspects of our work. This ensures that every student has access to high-quality teaching and learning.

A major highlight this year was our continued implementation of the Data Wise Improvement Process, which has driven meaningful improvements across the school. Building on our 2023 collaborative inquiry into Numeracy—in 2024, we applied the improvement cycle process to Writing. Through data analysis, we identified syntax as a key area for growth. Staff engaged in peer observations, participated in professional development, and embedded Explicit Teaching practices into writing lessons, strengthening instructional consistency and responsiveness across

classrooms.

This work complements our whole-school structured literacy approach. In 2024, we deepened our focus on phonics and spelling, embedded the Gradual Release of Responsibility model, and prioritised checking for understanding to ensure instruction remained responsive to student needs. Literacy sessions now consistently include explicit instruction in Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, Syntax and Punctuation. We also continued to invest in decodable texts and high-quality Literacy resources to support foundational skill development for all learners.

Our strategic efforts led to strong student learning outcomes in 2024. In Year 3 Writing, 87% of students achieved in the Exceeding or Strong proficiency levels—surpassing the state average (78%) and outperforming similar schools (82%) and the network (81%). Similarly, in Year 3 Reading, 78% of students achieved at these higher levels, compared to 69% statewide. Our focus on explicit teaching within the area of Phonics and Writing contributed significantly to this improvement.

In Numeracy, 71% of Year 3 students achieved at Exceeding or Strong levels—an 11 percentage point increase from 2023. This progress reflects our school-wide focus on challenging tasks, number fluency and targeted professional learning for staff during 2023.

Our Year 5 Writing results were also strong, with 77% of students reaching Exceeding or Strong proficiency, outperforming both the state and network (73%).

Across all NAPLAN domains, high participation rates (95–98%) ensure that our results are a reliable reflection of student achievement. Dromana Primary School will continue to build on these successes through sustained professional learning and a strong focus on explicit teaching practices during 2025.

Wellbeing

In 2024, the school's leadership structure included a dedicated Assistant Principal for Wellbeing, responsible for overseeing programs and support systems to foster a positive learning environment for students, staff, and the wider community. A strong focus was placed on embedding restorative practices in classrooms, developing strategies to collect and analyse baseline data to track student wellbeing, and providing targeted support for at-risk students. As the school became more data-informed, wellbeing initiatives were refined to implement proactive measures and learning opportunities, ensuring that student support was both strategic and impactful.

Progress Towards Strategic Targets

Within wellbeing, our 4 year strategic plan targets include measures from our Attitudes to School Survey which is a survey conducted by our Year 4 - 6 students each year. Another measure we use is the Staff Opinion survey which is also conducted each year. Please find the 2024 results below when compared to our School Strategic Plan (SSP) goals.

Attitudes to School Survey (AToSS) Goals and 2024 Results

- By 2025, positive percentage endorsement will increase in the Attitudes to School Survey factors.
 - **SSP Goal:** Student voice and agency from 80 per cent (2021) to 88 per cent
 - **2024 Result:** 75% (Similar Schools 65%, Network 71%, State 67%)

- **SSP Goal:** Self-regulation and goal setting from 80 per cent (2021) to 88 per cent.
 - **2024 Result:** 89% (Similar Schools 81%, Network 86%, State 83%)
- **SSP Goal:** Differentiated learning challenge from 89 per cent (2021) to 93 per cent.
 - **2024 Result:** 90% (Similar Schools 84%, Network 86% State 85%)
- **SSP Goal:** Stimulated Learning from 85 per cent (2021) to 90 per cent.
 - **2024 Result:** 88% (Similar Schools 75%, Network 86%, State 85%)
- **SSP Goal:** Teacher concern from 78 per cent (2021) to 84 per cent.
 - **2024 Result:** 78% (Similar Schools 73%, Network 75%, State 74%)

Staff Opinion Survey (SOS)

- By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.
 - **SSP Goal:** Academic emphasis from 61 (2020) to 70 per cent.
 - **2024 Result:** 84% (Similar Schools 65%, Network 69%, State 68%)
 - **SSP Goal:** Collective efficacy from 67 per cent (2020) to 73 per cent.
 - **2024 Result:** 95% (Similar Schools 80%, Network 86%, State 81%)
 - **SSP Goal:** Teacher collaboration from 48 per cent (2020) to 64 per cent.
 - **2024 Result:** 88% (Similar Schools 68%, Network 72%, State 70%)
 - **SSP Goal:** Understanding how to analyse data from 58 per cent (2020) to 69 per cent.
 - **2024 Result:** 100%
 - **SSP Goal:** Promote student ownership of learning goals from 85 per cent (2020) to 90 per cent.
 - **2024 Result:** 100%
 - **SSP Goal:** Trust in Students and parents from 71 per cent (2010) to 75 per cent.
 - **2024 Result:** 90% (Similar Schools 70%, Network 74%, State 71%)

Foundation Transition

In 2024, we welcomed 91 new Foundation students to Dromana Primary School, with a fun and supportive transition process led by our Transition and Wellbeing Team. Our goal was to help students and families feel comfortable and connected as they began their school journey here at Dromana Primary School.

All students participated in our structured transition program in Term 4, which included 4 morning sessions, giving them the chance to explore their classroom, meet their teachers, and get to know their peers. For students needing additional support, members of our Transition Team provided one-on-one transition sessions on top of the program, ensuring they had extra time and guidance to feel confident in their new school environment. It was a fantastic way to help our newest students settle in and feel at home before their big first day.

Before our structured transition sessions began, our new Foundation students had plenty of opportunities to settle in and get to know the school throughout Term 3. They took part in afternoon story sessions, specialist classes, and activity sessions, giving them a chance to

explore their new learning environment in a relaxed and welcoming way. These sessions also provided a wonderful opportunity for our staff to connect with families and gain insights into the learning needs of our newest students.

Connection with Resilience Project

For the first time, Dromana Primary School partnered with The Resilience Project to enhance our Social Emotional Learning program. We implemented consistent sessions focused on gratitude, empathy, and mindfulness, aiming to build resilience and emotional well-being among our students.

Annual Implementation Outcomes - Sense of Connectedness (Attitudes to School Survey Results)

In 2024, 82.7% of Year 4 to 6 students at our school reported a strong sense of connectedness, significantly higher than both the similar schools' average (74.2%) and the state average (76.8%). This marks a 7.2% improvement over our four-year average (75.5%), highlighting our success in fostering a positive and inclusive school culture where students feel connected to their peers, teachers, and the broader school community. Our school's focus on student wellbeing, engagement, and relationship-building has contributed to this positive outcome. Although our school has exceeded both the state and similar schools' averages, we continue to explore ways to build on this success by enhancing student voice, increasing opportunities for collaboration, and ensuring every student feels valued and included.

Annual Implementation Outcomes -Managing Bullying (Attitudes to School Survey Results)

In 2024, 78.4% of Year 4 to 6 students at our school endorsed the effective management of bullying, marking a significant improvement from our four-year average of 71.7%. This is higher than both the similar schools' average (73.6%) and the state average (75.5%), indicating progress in creating a safe and respectful environment. While this represents positive growth, our four-year average still slightly lags behind the similar schools' average (76.1%) and the state average (76.3%), suggesting there is room to build further. Our school has placed a strong focus on restorative practices in addressing bullying, helping students to reflect on their actions, take accountability, and repair relationships. This approach promotes understanding and growth in resolving conflicts, contributing to a more supportive school community where students feel safe and valued.

Engagement

Student Attendance

In 2024, student attendance remained strong across all year levels, with rates ranging from 88% to 90% in Prep to Year 4, while Year 5 and Year 6 recorded slightly lower attendance at 86% and 84%, respectively.

Our 2024 student absence data shows an average of 24.8 days per student, which is higher than both the similar schools' average (21.4 days) and the state average (21.8 days). Over the past four years, our school's average absence rate (22.8 days) has also been slightly above the similar schools' average (19.7 days) and the state average (20.1 days).

While these figures suggest a higher level of absenteeism, it is important to consider the impact of a group of students with long-term absences, which has resulted in an inflated overall average in 2024. Rather than all students missing this amount of school, the data reflects the attendance

challenges of a particular group of students who have experienced extended absences due to medical, social, or personal circumstances. As mentioned below, our partnership with organisations such as Anglicare to work with families assisted in reengaging some of our families with extended absences.

Creating Connections through Clubs

In 2024, Lunchtime Clubs became a standout initiative at DPS, empowering students to take ownership of their interests and create engaging opportunities for their peers. Students were encouraged to form their own clubs with friends, develop an idea, and present it to the leadership team for approval.

Once approved, clubs were officially launched at our fortnightly whole-school assembly, with students introducing their ideas to the entire school community. Each club then ran for two weeks, creating a cycle of fresh and exciting activities until the next assembly, when new students would present the next round of clubs.

This initiative was a huge success, with participation from Foundation through to Year 6. Some of the most popular clubs, such as the UNO Tournament and Soccer Tournament, attracted nearly 200 students, demonstrating the enthusiasm and engagement of our school community.

By fostering student leadership, creativity, and collaboration, Lunchtime Clubs became a true highlight of 2024, ensuring every student had the opportunity to connect, participate, and thrive. In total, close to 200 students were involved in the creation and organisation of a club in 2024.

Enhancing Engagement Through Wellbeing Partnerships

In 2024, we prioritised student and family engagement by building strong partnerships with Anglicare and our School Chaplain to create a caring, connected, and supportive school environment.

For the first time, we partnered with Anglicare, expanding access to essential support services for families. Their ability to engage directly with families—both within the school and through home visits—allowed for meaningful, personalised assistance. Anglicare also played a pivotal role in launching the Treehouse Program, an initiative designed to support student social and emotional development. Operating weekly from our spare classroom in the stadium, this program helped students strengthen social skills, build confidence, and manage strong emotions in a nurturing space.

Our School Chaplain further enriched student engagement by providing regular wellbeing support for 40 students every Monday and Friday. As an integral member of our Wellbeing Team, the Chaplain worked alongside the school and Anglicare to identify and address student needs, ensuring that the right supports were in place each week. This collaborative approach strengthened our ability to engage with students and their families, creating a network of care and connection across our school community.

Through these partnerships, we reinforced our commitment to student engagement and wellbeing, ensuring that every child felt supported and valued.

Other highlights from the school year

In 2024 Dromana Primary School continued to provide a wide range of activities and experiences for our students to enrich our Curriculum.

Some of our major school events in 2024 included:

- You Tell Us Interviews
- Community Sports Expo
- Foundation Welcome BBQ and Fun Night
- Mother's Day Afternoon Tea
- Father's Day Hotdogs and Handballs Event
- Student Led Conferences
- Parents and Friends Discos
- Foundation Transition Program
- Weekly Ride to School sessions
- Choir
- Anzac Day March and Service
- Year Six Graduation
- Dromana Primary School Community Christmas Concert
- Whole School Swimming Lessons
- Beach program
- Dromana Primary School Got Talent
- Remembrance Day Service with Dromana RSL at the Dromana Cenotaph
- Kinder at School Program
- Dromana Foreshore Connection to Country Experience (Foundation - Year 3)
- Dromana Primary School Art Show

School camps continued to be a highlight for our school community with all Year Two to Six students having the opportunity to attend camp. In 2024 we included a Year Two 'Camp Experience' where students were able to attend camp for a day.

Camps

Year Two - Golden Valleys Adventure Camp (Flinders)

Year Three - Briars Camp (Mt Martha)

Year Four - The Ranch (Boneo)

Year Five - Camp Rumbug (Foster North)

Year Six - Urban Camp

Year Five and Six - Ski Camp (Mt Hotham), Japan Study Tour Camp (Japan)

Excursions

Foundation - Termly Boatshed Sessions, Christmas Carols with the Elderly, The Big Goose, IGA Excursion, MOPA Excursion

Year One - Termly Boatshed Sessions, Connection to Country Excursion, McCrae Homestead.

Year Two - Termly Boatshed Sessions, Rippon Lea Mansion, ACMI Excursion, Connection to Country

Year Three - Termly Boatshed Sessions, Twisted Science

Year Four - Termly Boatshed Sessions, Dromana Preschool, Melbourne Art Centre

Year Five - Termly Boatshed Sessions, Melbourne Zoo, 360 Allstars

Year Six - Termly Boatshed Sessions, Dromana Secondary Transition Program, Mock Olympics, End of Year Activities – Gravity Zone, Beach and BBQ day, Lawn Bowl Challenge, Collaborative Mosaic Project.

Whole School – Athletics Days (Mornington Athletics Track), Swimming Lessons (Yawa), Beach Program – Year One to Six.

Other - I Sea I Care Dolphin Research, Japanese Speaking Competition (Monash University), RSL Choir Performance, Japanese Extension Melbourne Tour, Student Environmental Leadership Summit, Sir Hubert Opperman Bike Skills Competition, Robotics Tournament, Japanese Speech Contest, Hoop Time Basketball.

Incursions:

Foundation - Big Box Play Workshop, Bubble Incursion.

Year One – Science Incursion.

Year Two - Grandparents Afternoon, Taskworks Science Incursion, The Past in your Class.

Year Four - Hands on Science 'Forces and Motion', Design Incursion with 'Studio Reef Lab'.

Year Five - Unleash Your Potential Leadership Workshop

Year Six - Courage to Care, Bright Sparks, Revved up Youth Program, Lions Club Public Speaking Event, Lions Club Trivia Contest

Whole School Incursions/events -

- NAIDOC Week Celebrations
- Kids Roar Personal Safety Program
- Japanese Day
- Whole School Colour Run
- Book Week
- Footy Day
- Education Week
- Harmony Day
- Dromana Primary School Talent Show
- Kaboom Percussion
- Easter Hat Parade

We are proud of the range of experiences we were able to offer for our students and wider community throughout 2024. We are extremely appreciative of all the Dromana Primary School staff who enable our students to participate in such a wide variety of experiences, both within our school and also the wider community.

Financial performance

Our financial position remained strong as we closed out 2024 with higher-than-expected enrolments. While our indicative enrolment was projected at 483 students, our actual enrolment

reached 507, resulting in increased revenue. This growth provided greater financial stability, allowing us to enhance resources, support programs, and invest further in student learning and wellbeing.

In 2024, the school and School Council undertook a rigorous tender process to select new operators for the school canteen. This process involved School Council members and leadership, who worked diligently to evaluate and identify a service that best suited the school's needs. We greatly appreciate the time and effort of our Council members, whose dedication ensured a smooth transition to new canteen operators for 2025.

In 2024, the continued partnership and hire agreement with Southern Peninsula Basketball Association was maintained throughout the year, ensuring not only revenue for the school, it also ensured the annual resurfacing of our basketball stadium floor ensuring a high standard of facility for our students and community.

The 2024 school year concluded with a Student Resource Package (SRP) surplus of \$121,318, in addition to a carry forward balance of \$337,660 from the previous year. This positive financial position was largely attributed to higher-than-anticipated enrolments, as outlined earlier. The surplus has enabled the school to begin exploring capital works projects, with a focus on upgrading our front basketball courts and improving the condition of our school toilets, ensuring enhanced facilities for our students and wider school community.

**For more detailed information regarding our school please visit our website at
<https://dromanaps.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 501 students were enrolled at this school in 2024, 241 female and 260 male.

1 percent of students had English as an additional language and 3 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).

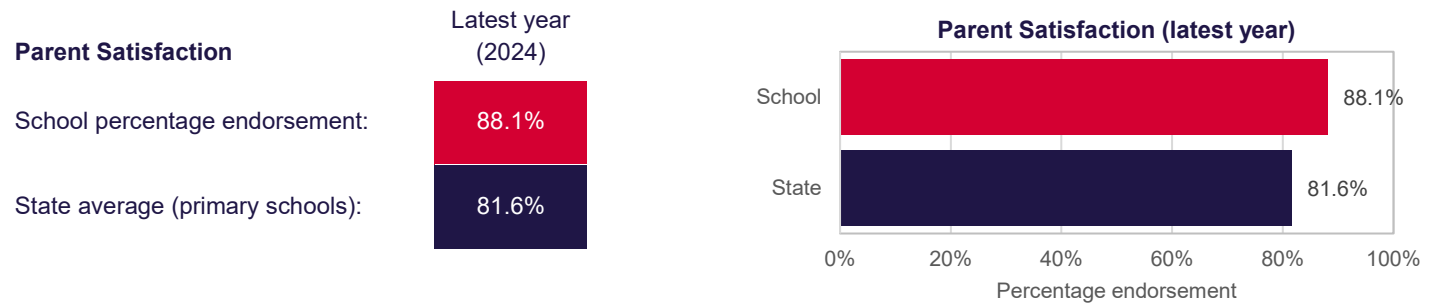
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

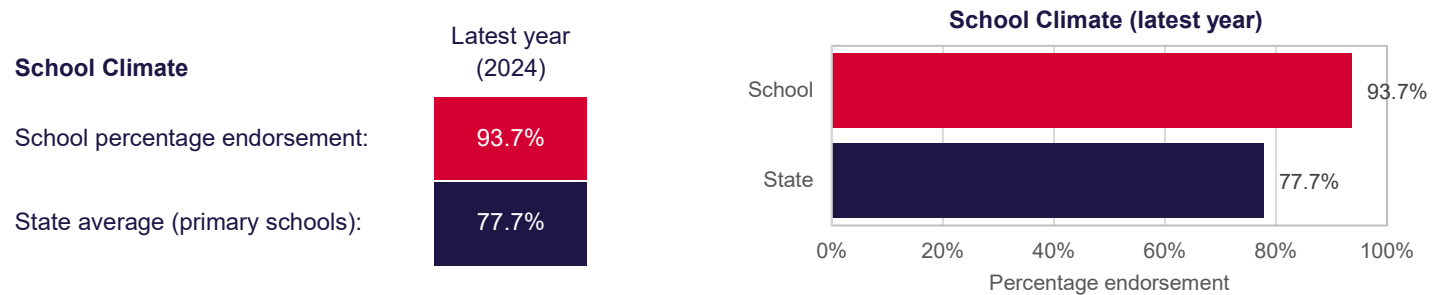


School Staff Survey

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

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

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



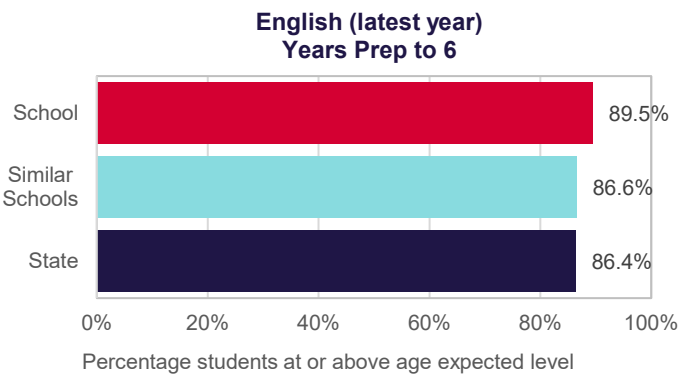
LEARNING

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

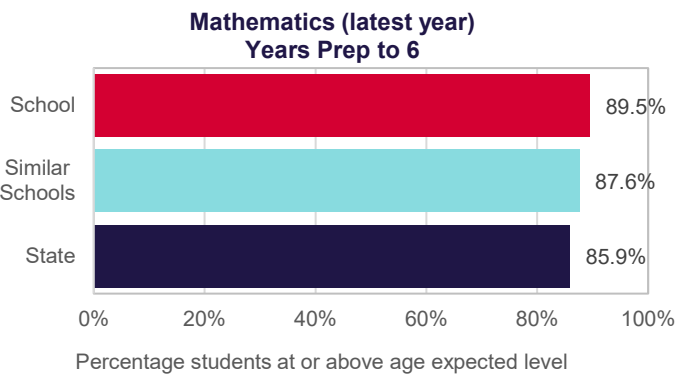
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.5%
Similar Schools average:	86.6%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.5%
Similar Schools average:	87.6%
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.

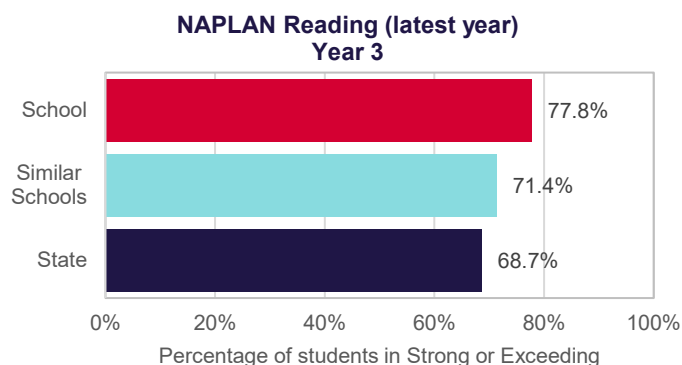
NAPLAN

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.

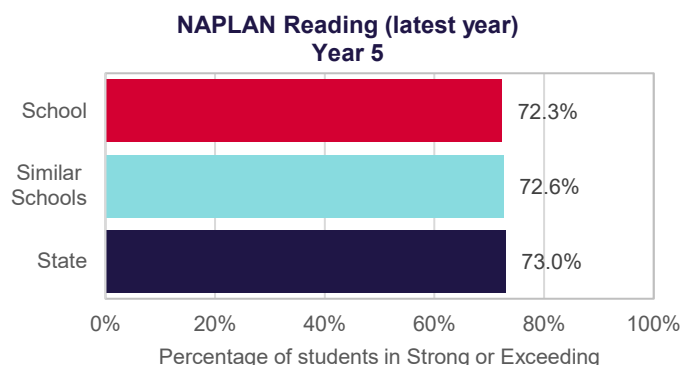
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	76.9%
Similar Schools average:	71.4%	70.8%
State average:	68.7%	69.2%



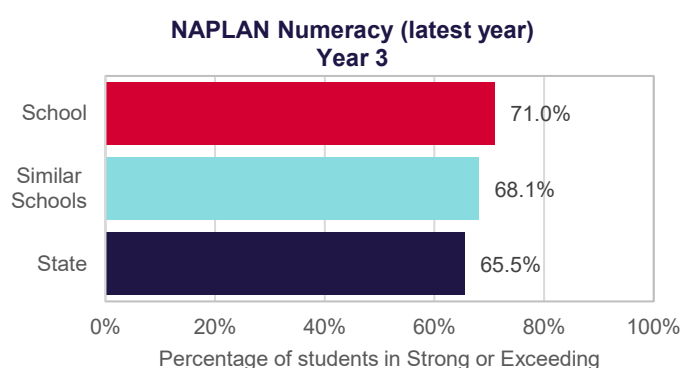
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.3%	78.1%
Similar Schools average:	72.6%	75.3%
State average:	73.0%	75.0%



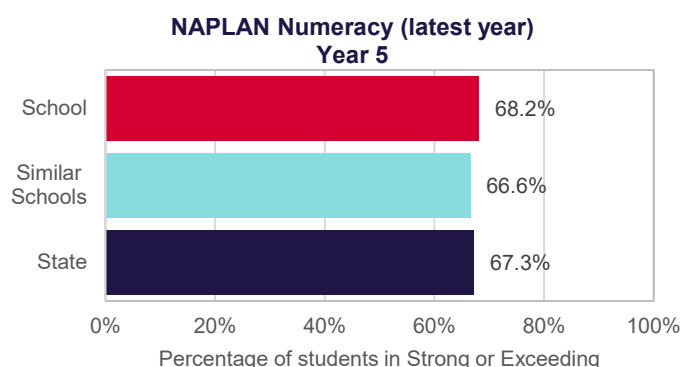
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.0%	72.6%
Similar Schools average:	68.1%	67.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.2%	72.4%
Similar Schools average:	66.6%	65.9%
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:

86.8%

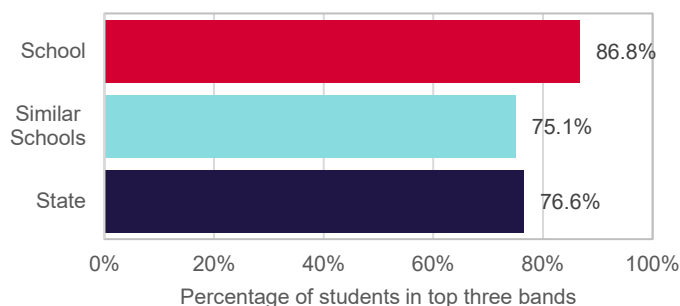
Similar Schools average:

75.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

69.7%

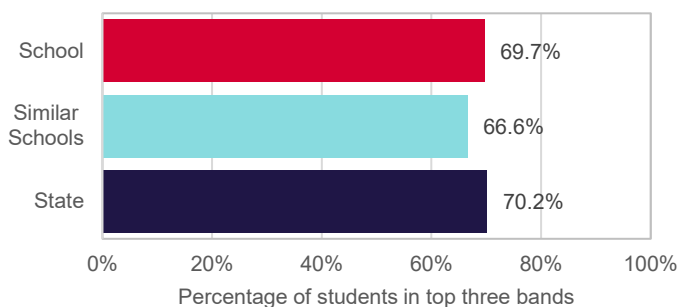
Similar Schools average:

66.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

77.6%

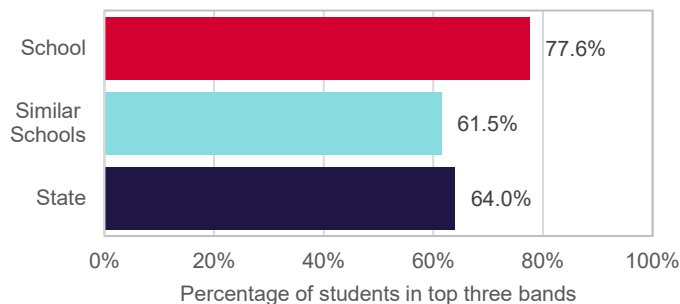
Similar Schools average:

61.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

32.5%

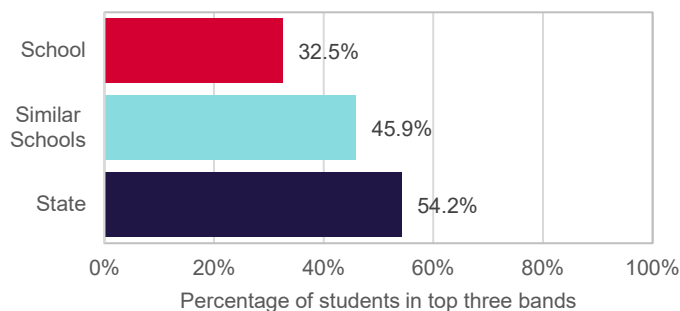
Similar Schools average:

45.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

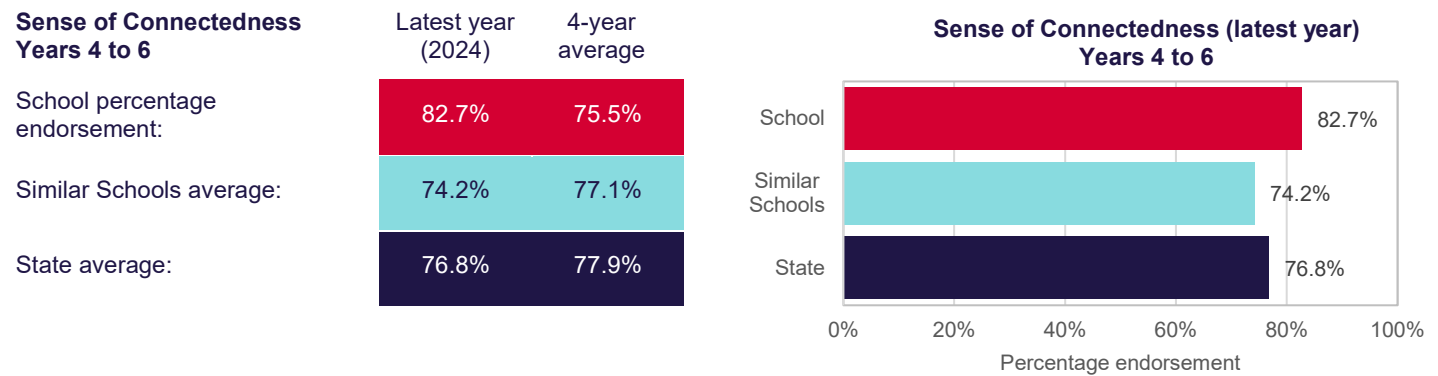


WELLBEING

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.

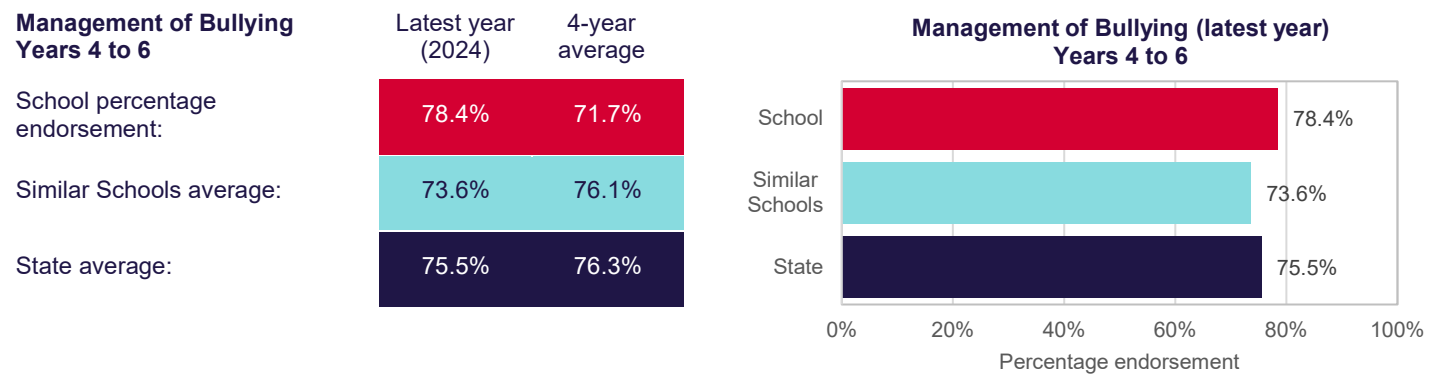
Student Attitudes to School – Sense of Connectedness

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).



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).

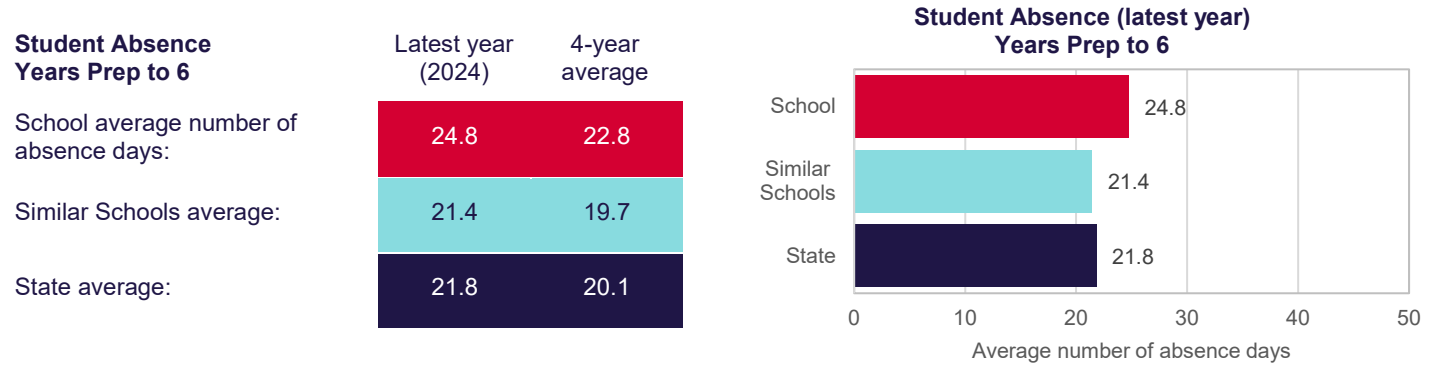


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	88%	89%	89%	90%	88%	86%	84%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,235,115
Government Provided DET Grants	\$767,924
Government Grants Commonwealth	\$2,100
Government Grants State	\$0
Revenue Other	\$60,584
Locally Raised Funds	\$357,945
Capital Grants	\$0
Total Operating Revenue	\$6,423,667

Equity ¹	Actual
Equity (Social Disadvantage)	\$129,539
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$129,539

Expenditure	Actual
Student Resource Package ²	\$5,121,197
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$284,009
Communication Costs	\$5,847
Consumables	\$122,524
Miscellaneous Expense ³	\$29,804
Professional Development	\$14,589
Equipment/Maintenance/Hire	\$53,880
Property Services	\$124,795
Salaries & Allowances ⁴	\$306,546
Support Services	\$137,857
Trading & Fundraising	\$26,847
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,554
Total Operating Expenditure	\$6,269,448
Net Operating Surplus/-Deficit	\$154,219
Asset Acquisitions	\$40,465

- (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	\$211,157
Official Account	\$53,428
Other Accounts	\$0
Total Funds Available	\$264,585

Financial Commitments	Actual
Operating Reserve	\$193,553
Other Recurrent Expenditure	\$5,754
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$299,307

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.

