

2024 Annual Report to the School Community

School Name: Mount Martha Primary School (5171)



- 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 18 March 2025 at 04:24 PM by Karen Walker (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 24 March 2025 at 05:07 PM by Karen Walker (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

Mount Martha Primary School has serviced the Mount Martha community since opening in 1982. Our vision is to strive to empower students to be active learners who make a positive impact in a changing world. The school's values of Knowledge, Respect, Integrity, and Collaboration are implemented daily to provide an excellent, high quality learning environment.

In 2024, 609 students were enrolled at this school. A small number students' had English as an additional language. The students organised in 26 classes from Prep to Year 6. Most students are enrolled from within the local neighbourhood area. The school's Student Family Occupation and Education Index was low indicating an overall high Socio-Economic profile. A small percentage of students came from a background where English is not the main language spoken at home. The destination schools for exiting Year 6 students were Dromana and Mornington Secondary Colleges and several local non-government schools.

Mount Martha Primary School had 66 staff- 2 Principal Class, 42 teaching staff and 22 Education Support staff. This was a combination of fulltime and part time staff. There were six specialist areas of Physical Education, Performing Arts, Visual Arts, Digital Technologies, Science and Japanese. Four teachers worked in Learning Boost Programs. The school had 22 educational support staff working across office, classroom support, ICT support, grounds, and Out of School Hours Care. The school had 5 Learning Specialists - English, Mathematics, Social and Emotional Learning, Professional Learning Communities and Digital Technologies. The staff profile is weighted toward the experienced range across both Teaching and Educational Support personnel, and they bring a variety of skills and attributes to the task of improving student outcomes.

The school enjoys excellent relationships with its own and the broader community. Mount Martha's strong reputation in the community continues to be built on the success of its students in the academic, sporting and performing arts areas and co curricula program. Our parents are encouraged to be involved in their child's education by assisting in the classroom, on camps, excursions, and sporting events and through School Events Committee and School Council activities.

In addition to Department of Education (DET) funding, a focus for local community fundraising has been to continuously improve areas of the school for students. We have strived to provide play spaces and classrooms that are inviting and stimulating. Teaching is carried out in a mix of flexible teaching spaces and more traditional classroom configurations with the specialist program taught in dedicated spaces. Consistency of teaching practice, curriculum programs and assessment to monitor achievement and inform next steps in learning remained key approaches to meet individual student needs and improve learning. Our students continued to benefit from a learning environment which was calm and focused thereby allowing students to engage in their learning and to develop positive relationships.

Our school ensures the diverse needs of all students are catered for in the planning, implementation, and evaluation of all activities. Student wellbeing and engagement continued to be enhanced by strategies including the further implementation of the Respectful Relationships, Rights and Resilience Program, the Protective Behaviours programs and application of Digital Technologies. In 2024 we became a School Wide Positive Behaviour School. We have continued to focus work on school vision and values across the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Mount Martha Primary School provides an inclusive, supportive learning environment that challenges and engages students to grow as passionate learners. The school seeks to develop motivated, creative, and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. Teachers planned and worked collaboratively to develop teaching and learning programs that facilitated the continued improvement of student learning outcomes, implementing programs that personalised learning and set individual goals for students.

Teacher judgements of student performance based on the Victorian Curriculum standards place students above the state level in English and Mathematics from P-6. The school performed similarly to comparative schools in English and Numeracy from P-6, with only minor variances of 0.2% and 0.3% respectively.

In 2023, the NAPLAN test was revised and therefore results provided have spanned a 2 year average. The school's NAPLAN results, across the two year average, placed the percentage of students in the strong or exceeding proficiency level above the state average for Reading and Numeracy for Year 3 and Year 5. The percentage of students in the strong or exceeding proficiency level in Year 3 were above similar schools in Numeracy and slightly below comparative schools in Reading. The percentage of students in the strong or exceeding proficiency level in Year 5 were below comparative schools in both Numeracy and Reading.

In Reading the number of students in the top three bands in Year 3 were well above the state average and comparable to similar schools, with only a 1% variance. In Reading the number of students in the top three bands in Year 5 were above the state average but below similar schools. In Mathematics the number of students in the top three bands in Year 3 were well above state average but slightly below comparative schools. In Year 5 the number of students in the top three bands were below state average and below comparative schools.

The Tutor Learning Initiative continued to provide the school with the opportunity to expand and refine the school's Learning Boost programs. The funds were used to partially cover staff salaries in the Learning Boost programs. In Years 3-6, we employed one teacher at 0.8 time fraction, to provide support programs in Literacy to students whose learning progress was significantly below level. Additionally, we employed one teacher at a 0.4 time fraction in Years 3-6 to support students significantly below level in Numeracy. We had a Learning Boost Teacher in Numeracy in Year 1-2. This was in addition to the teacher in the Learning Boost Literacy program in Year 1 and 2, three days a week. A phonological awareness intervention program was provided at Foundation, Year 1 and Year 2 to support students' acquisition of literacy skills. The "Story Dogs" Program with Year Two students continued to be successful across the year. The Disability Inclusion Program provided additional educational support to students. Across the school additional release time was organised for teachers to work with and support high achieving students, those with additional needs and NAPLAN preparation. The High Ability Practice Leader worked with students identified for enhanced learning programs and provided professional development sessions for staff.

The school continued to embed Professional Learning Communities (PLC) practices and resources across the school with teams working collaboratively to plan and implement four short cycles of inquiry based on student learning data. In Term 4, we had three year level teams running concurrent cycles in both Literacy and Numeracy as a trial for the following year. Research based practices are implemented through PLCs to ensure 'best practice' is utilised and quality teaching and learning programs are created and implemented. The work of the PLCs was undertaken through regular cycles of disciplined, collaborative inquiry. Each term goals from the school's annual implementation plan were selected to focus on cycles of continuous improvement. Term One's focus was to develop teachers' content and pedagogical knowledge in structured literacy, redesigning year level literacy blocks to reflect a Science of Reading approach. Our whole school focus in Term Two was to improve teaching and learning in one or more of the Big 6 components of reading instruction (i.e. oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension). This included the introduction of the Little Learners Love Literacy program in Prep to Year 2. In Term Three, the improvement cycle focused on improving number fluency in Mathematics and in Term 4, our cycle was to improve consistency of practice in Mathematics with a focus on implementing the Mathematics 2.0 curriculum. At the end of each improvement cycle, staff reflected on their teams' efficacy with PLC using the Framework for Improving Student Outcomes (FISO) Continuum, then as a whole staff, used the Agile Leadership Framework to measure and analyse the whole school impact. Within all PLC cycles in 2024, Building Learning Power was used to help students understand how their learning disposition can affect engagement. The Learning Pit was embedded in classrooms as a means of monitoring student dispositions and providing a common language to discuss student attitudes to learning across the curriculum.

Wellbeing

Mount Martha Primary School began their School Wide Positive Behaviour Support (SWPBS) journey in 2024 with the implementation of Tier 1 (universal supports) strategies and goals across the whole school. This was supported by our SWPBS coach as he supported staff with professional development as well as our Social and Emotional Learning (SEL) learning specialist with the implementation of Tier 1 supports.

In 2024, we went through a school review and the development of a new School Strategic Plan (SSP) and Annual Implementation Plan (AIP) occurred. The SSP and AIP focussed around developing a stronger sense of connectedness of students to the school and to improve attitudes to the management of bullying.

The Rights, Resilience and Respectful Relationships Program provided an important framework to build on and improve our existing practices, supporting the social/emotional health and wellbeing needs of our students. In 2024 our whole staff demonstrated their commitment to The Rights, Resilience and Respectful Relationships Program by implementing the program across each year level.

A Learning Specialist in Social and Emotional learning with a team of staff across the school supported the school wide programs. The school also had a Year 6 student Wellbeing Leaders that liaise with staff to ensure that student voice is being heard and to increase the connectedness of students to certain decision-making processes.

A key component of our approach to student wellbeing continues to be the specific teaching of Social and Emotional skills within the classroom, specialist lessons and in the yard. Term One and

Three began with a 4 week focus on our school values. Teachers have designed and implemented specific lessons explicitly teaching students about our school values. School wide awards were continued to recognise students displaying the values. The values were highlighted at school assemblies and in the school newsletter to communicate with the broader community. Additional wellbeing teaching resources were purchased to assist teachers in the explicit teaching of social and emotional skills. In the classroom, regular brain breaks were provided throughout the day, as well as a wide range of mindfulness activities.

Since 2016, Mount Martha Primary School has implemented the Primary Protective Behaviours Program school wide. The program selected by our school is one of the most frequently used nationwide, as reported by The National Safe Schools Framework. We continued our body education program in Years Five and Six.

A variety of specific programs and activities continued to be implemented to support the school's student-centred approach to wellbeing. Students were encouraged to participate in a range of curricular and extra-curricular activities that develop personal and interpersonal skills, attitudes, and behaviours. Each year Mount Martha Primary School actively participates in the National Day of Action Against Bullying and Violence, Safer Internet Day, and the associated activities. A Student Representative Council (SRC) with representatives from all year levels met regularly to discuss and decide on initiatives/ideas that had been suggested by students.

The Year 6 student Wellbeing Leadership Team worked to promote our school values and by assisting students with social interactions in the playground, recognising positive behaviour with awards and assisting at school events. The Year 6 Wellbeing leaders continued their involvement with the implementation of the Classroom and Yard Behaviour Agreements. Students and teachers worked together to enhance the feeling of connectedness by ensuring that goals and expectations were clear and consistent throughout the school. These agreements ensure that all students are feeling supported and understand the expectations from all teachers.

Students in years 4-6 sat the Attitude to School Survey (AtoSS) where they were able to provide data which helped the school understand student perspectives of their school and to improve their schooling experience. Data collected includes how students feel in relation to their school, their learning, peer relationships, resilience, bullying, health and wellbeing, physical activity, and life in general.

Specific social skills sessions were run, by our SEL Learning Specialist, through lunchtime activities and clubs to support a wide range of students with varying needs. These students were identified by various teachers and targeted through explicit lessons delivered through play.

The Mount Martha Primary School Wellbeing team made up of the Principal, Assistant Principal and Student Support Services (SSS) meets fortnightly to discuss strategies to strengthen and provide high level support to students, their families, and teachers. The team provides direct assistance where possible to families and students but has also created strong links with external agencies and is able to make accurate and prompt referrals when required.

The school was provided with additional funding to support students in the Disability Inclusion Program. Educational Support staff were allocated to year levels to provide additional support to students and professional development was provided to staff to assist in supporting students.

A focus in 2025 will be to continue implementing SWPBS Tier 1 practices with fidelity and beginning to implement suggested SWPBS Tier 2 goals and strategies will occur. We will also focus on improving our AtoSS data by collecting some preliminary data from students in years 4-6 and sharing this data with the relevant classroom teachers. Based on our 2024 AtoSS data areas of focus will include: a sense of connectedness and management of bullying as our 2024 data has indicated that we are below similar schools and the state average. In both areas our 2024-year 6 cohort data was significantly below that of the year 4s and year 5s. Lastly, in 2025 we will

introduce SEL as a specialist subject to support students.

Engagement

Mount Martha Primary School works to ensure that students have optimal engagement in their learning and in our school community. The school continues to focus on a curricular and co-curricular approach to student engagement. We continued to strive to provide a rigorous and guaranteed teaching and learning program whilst providing an extensive range of other learning experiences such as access to a quality Digital Technology curriculum and resources, camps, Beach Safety programs, choirs, excursions, incursions, Bike Education etc., to increase engagement levels. Staff have continued to incorporate brain breaks, mindfulness and cooperative learning strategies and activities. We continued to implement 'Building Learning Power', which creates a culture that cultivates habits and attitudes that enable students to become better learners, face difficulty and uncertainty calmly, confidently, and creatively.

Student agency and voice in learning has been enhanced through the greater personalization of learning, and an active SRC that shares ideas about school improvement, Year 6 leadership roles and buddy/mentoring programs between staff/students and students/students. In 2024 we continued to provide students and families with feedback on student learning. All Year levels used digital platforms (Seesaw and/or Google Classrooms) to assist students and their families to engage in the learning program as a regular part of class practice. We created processes of developing year level and specialist news on the website to streamline the modes of communication. The whole school moved to using Seesaw in 2024 to regularly share individual student learning and student learning goals with families four times a term.

The school staff survey results in school climate were below the state average. Our staff, school council and SEC continued to work on improving parent satisfaction. Our parent satisfaction was below the state average. All parents were provided with access to the parent opinion survey, and we received responses from 64 out of 462 families (which was 14% of our parent population). Additional communication on student learning was provided to families with regular Seesaw posts, linking parents to students' Google Classroom, Blogs and newsletter articles informed parents of our improvement agenda and PLC cycles.

Families were provided with teaching and learning activities to support students while absent from school. We communicated with families about the importance of daily school attendance in our newsletter, school assemblies, information evenings, phone calls, emails, and the use of Compass. There was visual signage displayed around the school such as posters stating "Everyday Counts" as well as a large sign "It's Not OK to be Away" displayed at the front of the school. Parents were provided with information on how to report student absences using Compass via Parent Information Booklets and school newsletters. Where absences were of concern due to their nature or frequency, or where a student had been absent for more than two consecutive days, we worked collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance. This included student support group (SSG) meetings, individual learning plans (IEP), implementing student absence learning plans and accessing support from allied health professionals. Student attendance data was shared with parents twice a year on Student Reports.

Mount Martha Primary School student attendance in 2024 was impacted by student illness, parent choice and families taking extended holidays interstate and overseas, during school time. Our student's data indicated that the average attendance was between 86% (year 6) to 91% (Prep). A

focus in 2025 will be to improve school attendance. When analysing our 2024 data it is clear that we are slightly below similar schools and the state average. It is anticipated that this will be a big area of focus this year as we continue to communicate with our parents the importance of regular attendance at school for their children.

Financial performance

Overall, the school remains in a sound financial position. The 2024 Budget was supplemented by funds carried forward from 2023. A well-planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept, and internal controls monitored. Financial commitments were met within the expected timelines and the school operated as planned within its budget. The Finance Committee and School Council were well informed of the school's financial position by the regular provision of copies of the Operating Statement and Balance Sheet to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2024 were compared against the budget and any variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2024 year. The Mornington Peninsula District Sports Association budgets were administered by the school in 2024. The school operated an Out of Hours School Care Program which formed a significant part of the schools' local trading revenue and expenditure. Our School Events Committee (Parent Teacher Association) continued to be run by the very active committee. All funds raised in 2024 have been carried forward to 2025 this will enable supporting projects in the school throughout 2025

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

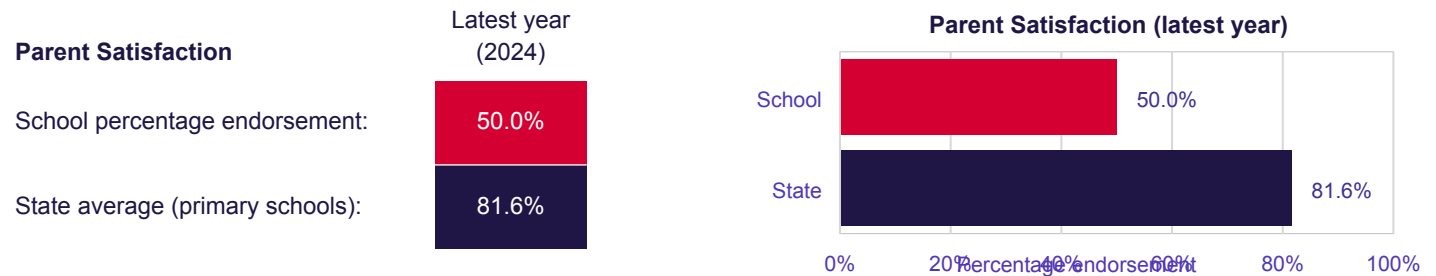
A total of 604 students were enrolled at this school in 2024, 301 female and 303 male.
2 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

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: **Low**

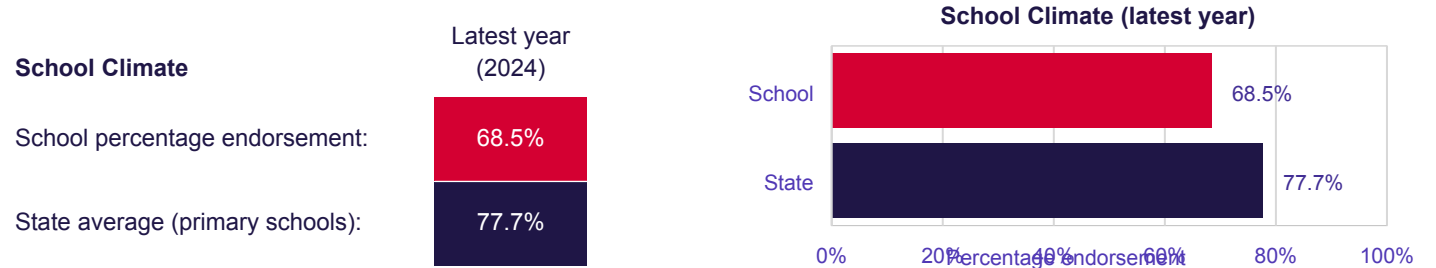
Parent Satisfaction Summary

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.

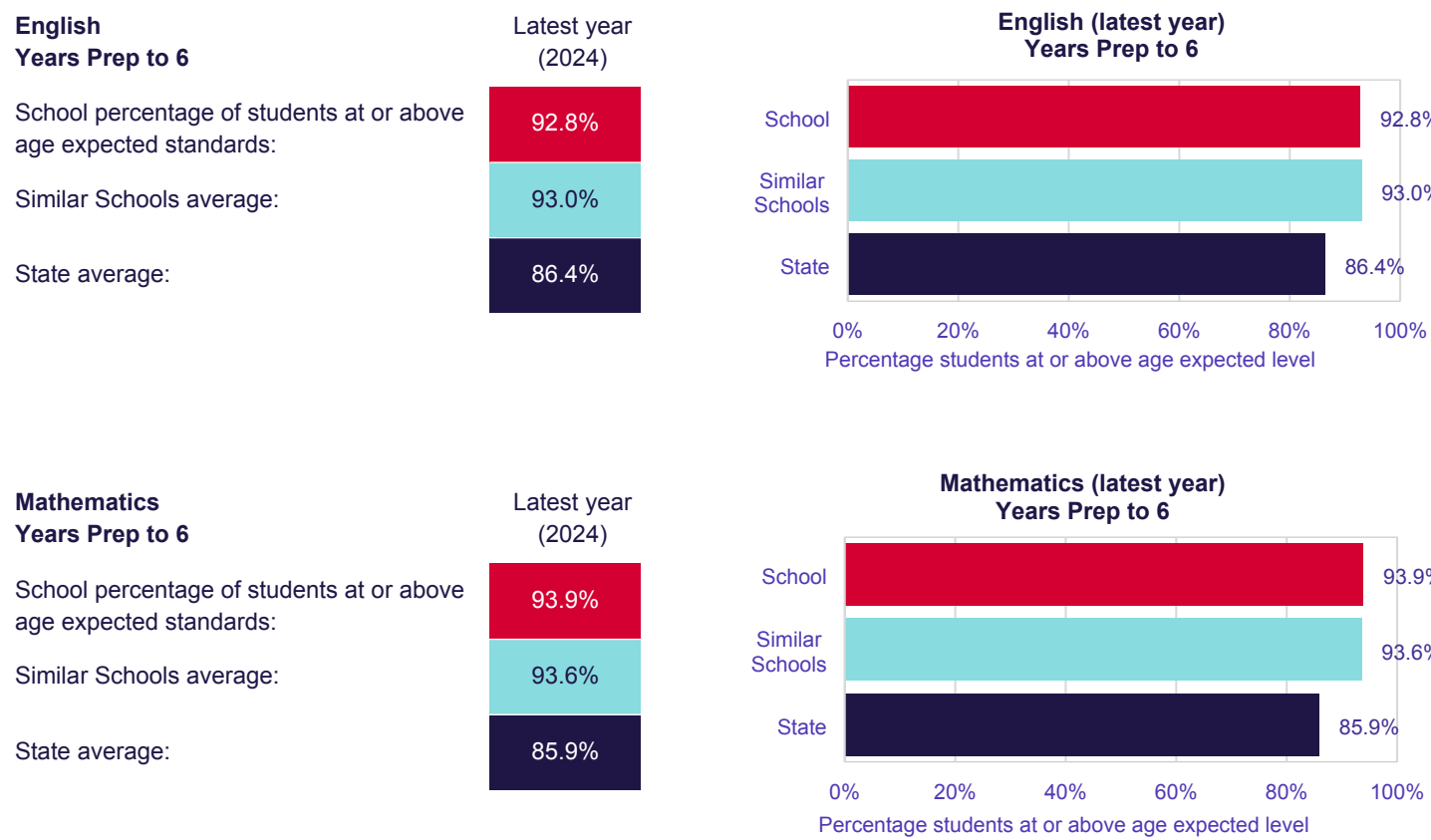


LEARNING

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.



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.

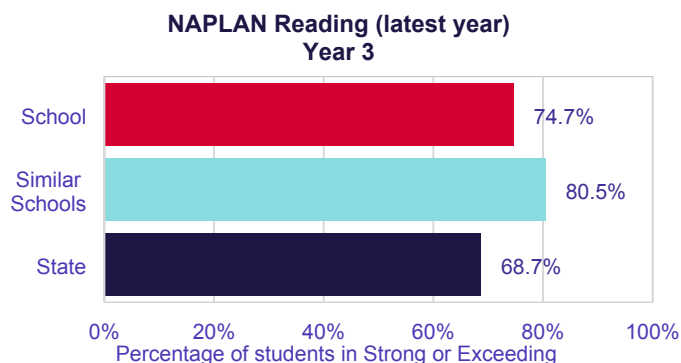
NAPLAN

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.

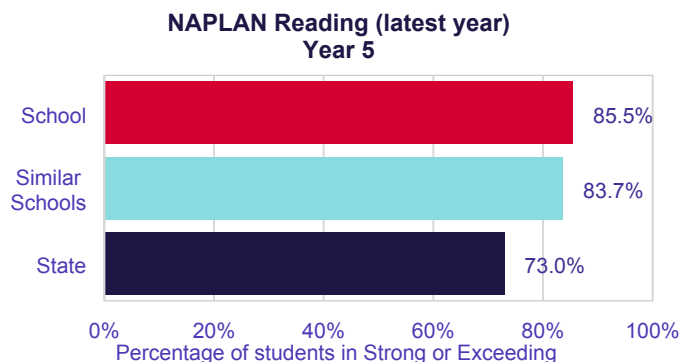
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.7%	77.8%
Similar Schools average:	80.5%	80.6%
State average:	68.7%	69.2%



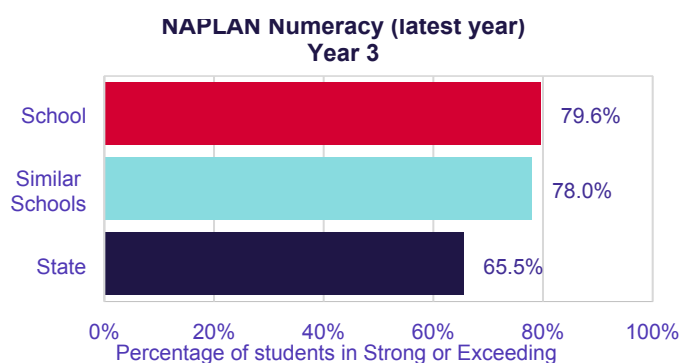
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.5%	82.2%
Similar Schools average:	83.7%	85.7%
State average:	73.0%	75.0%



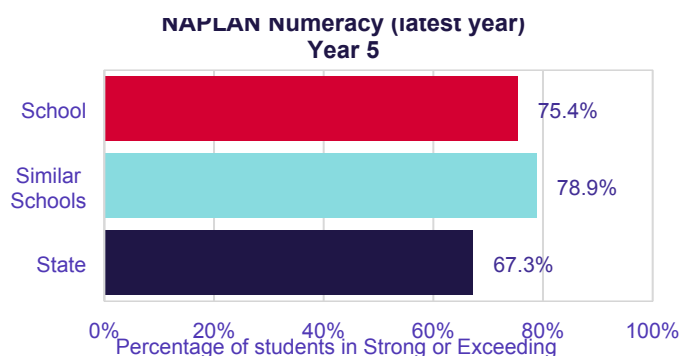
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.6%	80.6%
Similar Schools average:	78.0%	78.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.4%	74.1%
Similar Schools average:	78.9%	79.0%
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:

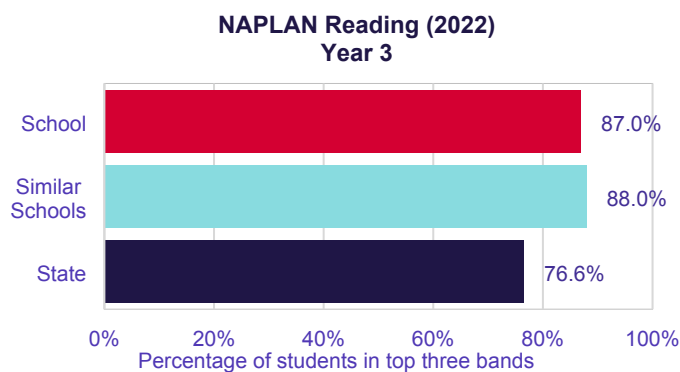
87.0%

Similar Schools average:

88.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

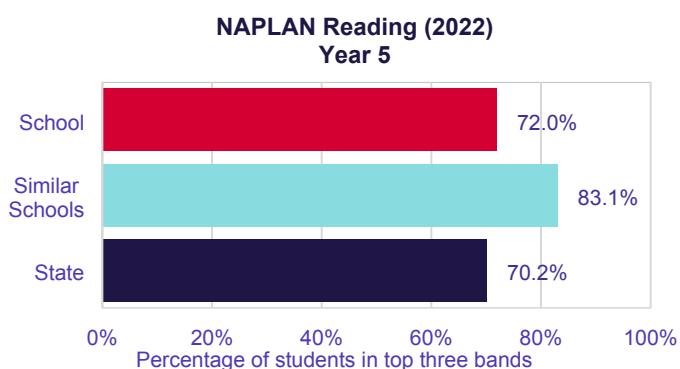
72.0%

Similar Schools average:

83.1%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

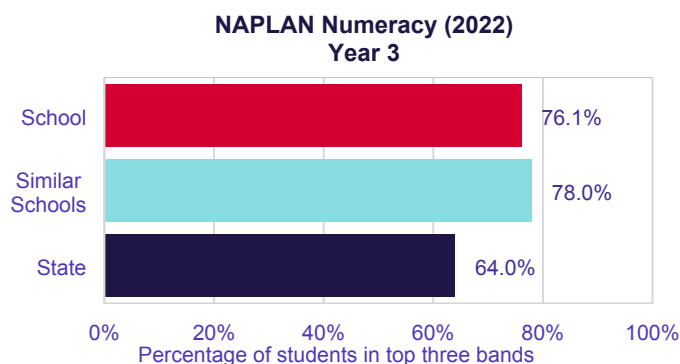
76.1%

Similar Schools average:

78.0%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

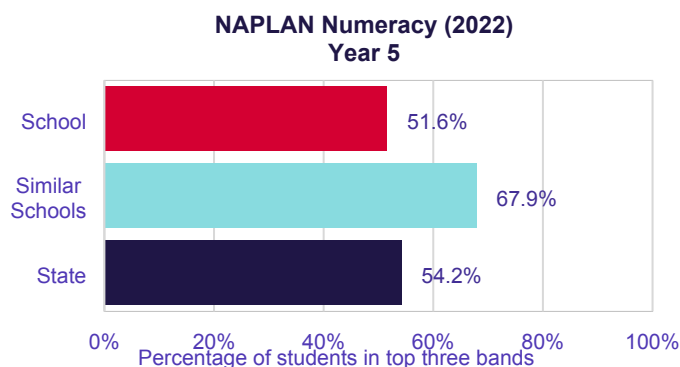
51.6%

Similar Schools average:

67.9%

State average:

54.2%



WELLBEING

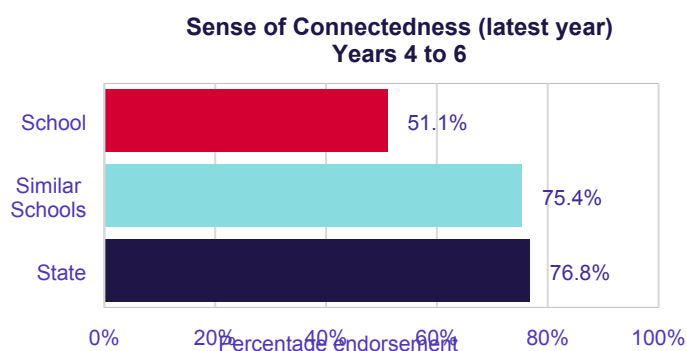
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	51.1%	65.3%
Similar Schools average:	75.4%	77.0%
State average:	76.8%	77.9%

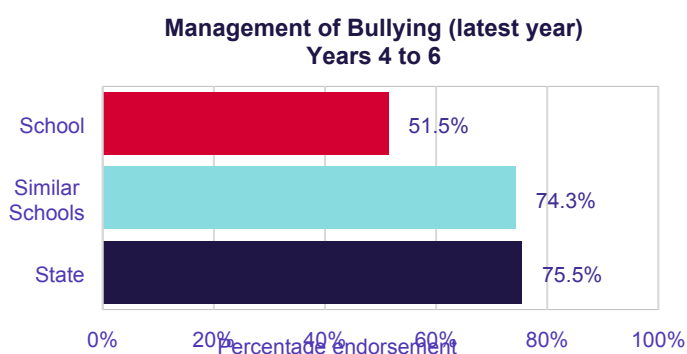


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	51.5%	64.5%
Similar Schools average:	74.3%	75.5%
State average:	75.5%	76.3%

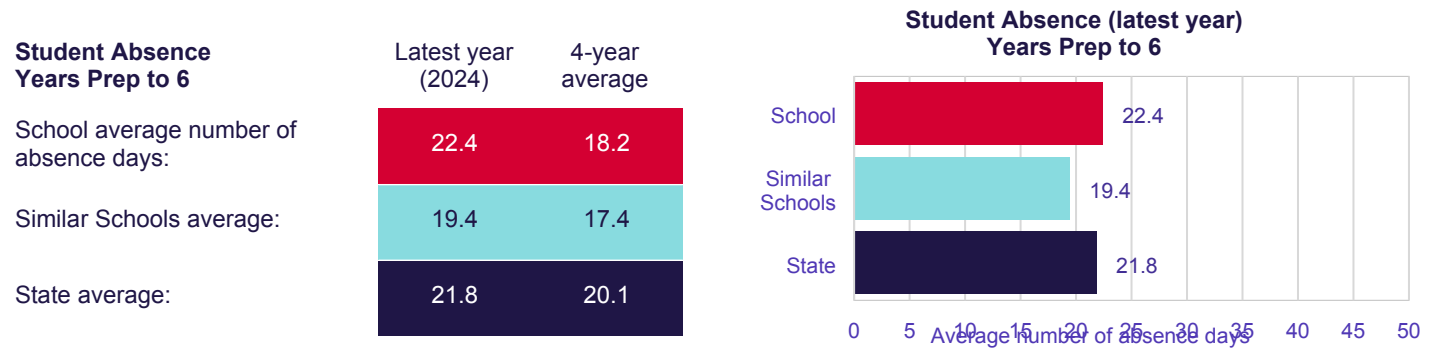


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	89%	88%	90%	89%	88%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,516,071
Government Provided DET Grants	\$583,236
Government Grants Commonwealth	\$159,932
Government Grants State	\$0
Revenue Other	\$37,880
Locally Raised Funds	\$550,317
Capital Grants	\$0
Total Operating Revenue	\$6,847,436

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,220
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,220

Expenditure	Actual
Student Resource Package ²	\$5,477,030
Adjustments	\$0
Books & Publications	\$3,336
Camps/Excursions/Activities	\$236,843
Communication Costs	\$5,149
Consumables	\$100,717
Miscellaneous Expense ³	\$72,117
Professional Development	\$15,729
Equipment/Maintenance/Hire	\$95,664
Property Services	\$204,836
Salaries & Allowances ⁴	\$516,131
Support Services	\$104,363
Trading & Fundraising	\$37,876
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,247
Total Operating Expenditure	\$6,911,037
Net Operating Surplus/-Deficit	(\$63,601)
Asset Acquisitions	\$0

- (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 17 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	\$364,889
Official Account	\$31,257
Other Accounts	\$0
Total Funds Available	\$396,146

Financial Commitments	Actual
Operating Reserve	\$240,648
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,708
School Based Programs	\$57,157
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,200
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
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	\$318,713

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.