

2024 Annual Report to the School Community

School Name: Great Ryrie Primary School (5478)



- 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 01 May 2025 at 09:48 AM by Karen Rouda (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 08 May 2025 at 12:20 AM by Karen Rouda (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

At Great Ryrie Primary School our vision is to provide a *supportive and engaging learning environment that equips students to constructively contribute to an ever-changing world*. Our school motto, "A respectful and responsible learning community", incorporates our three core values of respect, responsibility, and learning, which are a focus of our School Wide Behaviour Support. Our purpose is to provide our students with the best opportunities we can to support their growth and learning.

Our school was established in 1998 and is located approximately twenty kilometres east of the CBD. Our 556 students represent 416 families, 28% of whom have a Language Background Other Than English. A blend of contract and ongoing staff, working across a range of time fractions, enables us to offer a broad and flexible educational program. Our facilities include 24 classrooms, a Visual Arts and Craft Room, a Library, a full-sized Sports Centre, a Performing Arts room, and a dedicated Digital Technologies Space. These outstanding facilities are also well utilised by the wider school community outside school hours. Team Kids provides a well-supported Out of School Hours Care program offering Before and After School Care, Curriculum Day Care, and Vacation Care.

GRPS has a strong reputation in the local community. We celebrate the cultural diversity of our families and are committed to providing inclusive, high-quality learning programs across all curriculum areas. Our structured Instructional Model supports differentiated teaching and learning, with a strong focus on Literacy and Numeracy. The curriculum includes English, Mathematics, Science, Humanities, Technologies, Health and Physical Education, The Arts, and Indonesian (LOTE).

A feature of GRPS is our strong commitment to student wellbeing. We use the School Wide Positive Behaviour Support (SWPBS) framework, along with Zones of Regulation and URStrong strategies. Our wellbeing team includes a Wellbeing and Disability Coordinator, a School Chaplain, a part-time School Psychologist, a Speech Therapist and two trained therapy dogs. These professionals work closely with staff and families to support students through educational assessments, social skills development, and targeted intervention. Our Learning Enhancement and Achievement Program (LEAP), further supports both intervention and extension to ensure all learners are engaged and challenged appropriately. We also maintain strong partnerships with external agencies to support the needs of students and their families.

Our Visual Arts, Performing Arts, Science and Technology, LOTE and Physical Education programs are a highlight of the GRPS experience and contribute to a rich and engaging curriculum. Students take part in inter-school sport, intensive swimming, and outdoor education camps from Years 3 to 6. Performing Arts opportunities include whole school productions, choirs, dance groups, and private instrumental music lessons. Science and Technology programs are delivered in line with the Victorian Curriculum, encouraging students to develop critical thinking and problem-solving skills. Students are supported to explore the impact of science and technology on society and the environment, while learning to use digital tools safely and responsibly.

The GRPS Parents' Committee is actively involved in fundraising and social events that build community engagement. Our School Council and parent community play an important role in supporting the improvement of programs, facilities, and equipment across the school.

Communication is enhanced through our school website, Facebook page, weekly newsletters, and Compass.

Our students are respectful, responsible, and take pride in their school. They have a voice through the Junior School Council and contribute to the wider community through leadership and charitable initiatives.

Staff at GRPS are committed to professional learning and collaboration. Ongoing professional development ensures our teaching practices reflect current best practice and meet the diverse needs of our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 Priorities

In 2024, our focus remained on student learning, with an increased emphasis on Numeracy Proficiency and Student Wellbeing.

This involved the implementation of specific strategies aimed at maximizing learning outcomes in Literacy and Numeracy for all students, including providing support for both those needing additional assistance and those excelling academically, particularly in numeracy. Resources were also effectively allocated to address student wellbeing and mental health, prioritizing support for the most vulnerable.

Learning

The school's success in Learning is evidenced in the Performance Summary and measures against the targets set in our school's Annual Implementation Plan (AIP)/School Strategic Plan (SSP). The Department of Education measures us against similar schools and the state.

'Similar Schools' are a group of Victorian government schools that are like this school, considering 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

In English, our school has shown exceptional performance, with 94.5% of students working at or above age-expected standards, outperforming both the average of similar schools (88.3%) and the state average (86.4%). Similarly, in Mathematics, our students have demonstrated proficiency, with 92% achieving at or above age-expected standards, again exceeding both similar schools (88.8%) and the state average (86.0%).

NAPLAN

In the 2024 NAPLAN assessments, our results reflect similar success.

- In Year 3 Reading, 87% of students achieved Strong or Exceeding levels (compared to 73.3% Similar Schools and 68.7% State).

- In Year 5 Reading, 83.5% achieved Strong or Exceeding levels (above 77.7% Similar Schools and 73% State).
- In Year 3 Numeracy, 83.3% achieved Strong or Exceeding (compared to 68.1% Similar Schools and 65.5% State).
- In Year 5 Numeracy, 65.8% achieved Strong or Exceeding, slightly under Similar Schools (69.8%) but close to State (67.3%).

In 2024, we achieved our Year 3 numeracy target, increasing the percentage of students achieving strong or exceeding standards from 80% to 83%, alongside growth in the number of students exceeding expectations.

Although we narrowly missed our Year 5 numeracy target (66%), results remained close to state (69.8%) and similar schools' (69.8%) averages. In the 2-year average for students in strong or exceeding, we were above both similar and state schools.

A major focus was building staff capability in the new Victorian Mathematics Curriculum 2.0 through extensive professional learning. We strengthened the teaching of the four Mathematical Proficiencies by embedding fluency tasks, consistent mental strategy language, and differentiated learning goals.

The Maths Curriculum Team developed a fluency scope and sequence and a common language guide. Planning for 2025 will embed the new curriculum through roadmaps and updated year-level planners.

The Learning Enhancement Achievement Program (LEAP) continued to deliver targeted support, with an increased focus on Literacy through intervention, EAL student support, and learning extension programs, leading to improved outcomes. Plans are in place to expand Maths support in 2025.

Parent and Teacher Satisfaction

The data presented in this report indicates a high level of satisfaction among both parents and staff within our school community. The significantly higher percentages of endorsement in comparison to state averages indicate that our school is excelling in meeting the needs and expectations of both parents and staff members.

The percentage endorsement by parents on their General School Satisfaction was extremely high, standing at 92.3%. Comparatively, the state average for primary schools was 81.6%. This data reflects a significantly higher level of satisfaction among parents with our school compared to the state average.

Regarding the School Staff Survey, the percent endorsement by staff on School Climate was also high, reaching 91.2% in 2024 indicating agreement or strong agreement with the aspects related to school climate. The overall percentage endorsement for our school exceeded the state average for primary schools, which was 77.7%.

Wellbeing

In 2024, Great Ryrie Primary School remained committed to student wellbeing by fostering a positive, safe, and orderly learning environment. Through the strategic allocation of resources, we supported all students, particularly the most vulnerable, while reinforcing our shared values, high expectations, and an inclusive, strengths-based classroom culture.

Strategic Direction and Progress

Key wellbeing initiatives in 2024 included strengthening student voice and agency through the establishment of Student Action Teams, the analysis of Attitudes to School Survey (ATSS) data, and the delivery of targeted programs aimed at building student resilience and confidence. Staff conducted regular wellbeing check-ins, facilitated fortnightly class meetings, and tracked significant behaviours using Compass Chronicle and Pulse. Additional support was provided through Student Support Group (SSG) meetings, with referrals to external services coordinated by the wellbeing coordinator, school psychologist, and speech pathologist.

Wellbeing programs such as School-Wide Positive Behaviour Support (SWPBS), UR Strong, Zones of Regulation, Respectful Relationships (RRRR), and Cyber Safety education were embedded into weekly lessons across all year levels. The use of a common language and consistent, school-wide approaches contributed to strong classroom cultures and high levels of student engagement.

Student Action Teams had an impact in 2024, delivering successful initiatives including a diversity project and the 'Brology' program, which focused on supporting the wellbeing of Year 5 boys. Class meetings became a consistent and effective platform for student voice, further strengthening classroom culture. Staff reported that using Compass for behaviour tracking enabled more efficient and targeted interventions.

The coordination of the Disability Inclusion Program (DIP) led to enhanced tracking systems, successful funding applications, and improved behavioural and academic outcomes for students with additional needs.

Impact and Outcomes

We achieved strong improvements in key wellbeing measures:

- Teacher Concern: Increased from 66% (2023) to 73% (2024)
- Effective Classroom Behaviour: Increased from 74% (2023) to 79% (2024)
- Sense of Connectedness: Increased from 74% (2023) to 78% (2024)
- Sense of Confidence: Increased from 69% (2023) to 77% (2024)

Continued growth was evident in the following areas:

- Perseverance: Increased from 71% (2023) to 75% (2024)
- Managing Bullying: Increased from 73% (2023) to 74% (2024)
- Voice and Agency: Increased from 60% (2023) to 67% (2024)

Throughout 2024, Great Ryrie Primary School enhanced its wellbeing practices through consistent frameworks, targeted support, and strengthened student voice. Looking ahead to 2025, our focus remains on building student resilience, deepening family engagement, and using data to guide interventions, ensuring every student feels safe, connected, and supported at school.

Engagement

At Great Ryrie Primary School, our school culture is built upon our values and Wellbeing Programs. In 2024, with a continual focus on initiatives such as RRRR, Zones of Regulation, and the UR Strong Program, we helped provide students with the vocabulary and processes to feel comfortable seeking help if needed. There was a whole school emphasis on promoting our values and expected behaviours using matrices and VIA character strengths to foster an inclusive environment and effective learning engagement.

We welcomed a School Psychologist and a Speech Therapist to our Wellbeing and Learning team, both of whom have become key contributors to student support. The psychologist works closely with teachers and families to help students manage emotional and behavioural challenges. She assesses learning difficulties, delivers targeted interventions to support academic growth, and fosters supportive learning environments. Her work also includes cognitive assessments, ADHD screeners, and preparing documentation for paediatrician referrals. Our Speech Therapist enhances students' communication skills, including speech clarity, language comprehension, and social interaction. She also runs group therapy sessions tailored to individual needs, supporting students with articulation disorders, language delays, and social skills development.

The Junior School Council and Student Leaders participated in decision-making across the school, leading assemblies, special sports days, and music events.

Student Action Teams were trialled to provide an avenue for student voice and involved a selection of Year 4 – 6 students. Facilitated by Kate Wilde and three staff members, students were supported to take action via a project of their choosing to improve the school. Projects ranged from running student led groups to creating movies to promote diversity. Due to its success, Student Action Teams will be run again in 2025.

We continued with a range of lunchtime clubs to support student engagement and connection. These clubs provided opportunities for students to build friendships around shared interests and feel more connected to school life. Offerings included Chess Club, Coding Club, Mandarin, Choir, Library sessions, and Construction Club, all of which have been well attended and positively received by students.

The Performing Arts, Indonesian, Visual Arts, and Physical Education Program continued to deliver opportunities for students to engage with school, and the Science and Technology Program enabled students to participate in more complex sessions on coding and robotics.

Two experienced tutors worked with data sets and the School Improvement Team to deliver a program using the Tutor Funding Initiative, ensuring all students felt successful in their learning. The tutors planned closely with the High Ability Teacher, the EAL teachers, and the Literacy Intervention teachers to ensure all students had the opportunity to achieve at their zone of proximal development.

Our Multicultural Aide continued to provide improved communication with parents of EAL families, resulting in stronger connections between school and home. It was observed that more EAL families engaged with the school to seek out assistance using the MEA's to translate, for example, translation of documentations, seeking clarification around school procedures, and general inquiries about their child's learning.

The Chaplaincy Program continued to provide for many students and families needing extra support that couldn't access health professionals but needed ongoing monitoring. The Chaplain connected with vulnerable families as a priority, in line with equity funding.

Student Absence Data

Student engagement is measured in Student Absence Data. The data presented in this report reflected positively on the level of student engagement within our school in 2024. Our average number of absence days was 17.4, lower than both the Similar Schools average of 20.9 and the State average of 21.8.

Attendance rates across year levels ranged from 89% to 93%, with the highest rates in the early years of schooling. While our attendance continues to outperform similar schools and state averages, we recognise the need to maintain a strong focus on supporting student attendance, particularly in the senior years, to ensure every student remains engaged, connected, and thriving.

With a lower average number of absence days compared to similar schools and the state average, as well as relatively high attendance rates across different year levels, it was evident that our school community placed a strong emphasis on regular school attendance and active participation. The School Improvement Team investigated absences from school, with common reasons including illness, and extended family holidays. For students with severe and ongoing attendance concerns, the school held Student Support Group meetings to develop Student Attendance Plans to assist students having difficulty attending school, involving allied health professionals that were engaged with families.

Other highlights from the school year

In 2024, Great Ryrie Primary School focused on enhancing learning spaces, student engagement, and community connection.

Improved Accessibility and Facilities

We made key upgrades to support inclusion, including two new ramps and three automatic doors for improved access. The Brian Allen Hall was enhanced with new air conditioning and upgraded lighting.

Student Engagement and Enrichment

School camps continued to be a highlight, with Year 3/4 students attending Phillip Island and Year 5/6 students enjoying an adventure camp at Campaspe Downs. These experiences fostered resilience, independence, and teamwork. We also hosted several district Gala Days in partnership with network schools, strengthening community ties through sport.

Community and Fundraising Events

Our fundraising team ran a range of well-supported events, including the Father's Day and Mother's Day stalls, Dip Dot Sip parent night, Pie Drive, Easter raffle, the whole school disco, and Dixie Cup sales. These events built school spirit and supported ongoing improvements to the school.

Celebrating the Arts and School Spirit

Our Festival of the Arts was a standout event, featuring student art, busking, performances and family games. To celebrate Literacy Week we held a colourful Book Week Parade and ended the year with our Christmas Concert and Community Celebration.

Achievements in Performance and Sport

The school choir proudly performed at the Maroondah Festival, and our students achieved sporting success in regional cross country, the Girls' Volley Bounce finals, and the Year 5 Boys' Netball Championship at the Network Schools Gala Day.

Financial performance

Great Ryrie Primary School performed well financially in 2024 with student and staff numbers increasing steadily once again. Our financial position has ensured that the program budgets continue to be well catered for with a large focus on upgrading school facilities. Ten classrooms were refurbished, including painting, new pinboards and whiteboards, and new technology. There are five more classrooms to complete over the next year. New outdoor furniture, garden upgrades, line marking in the quad and visitor's carpark, signage around the school and much more was completed in 2024. All upgrades support providing a safe and accessible learning environment for our entire school community.

Fundraising efforts in 2024 once again exceeded expectations with a profit of \$27,500 raised. The parent community were generous in their contributions as well as their participation in major events such as the Art Show and Dip Dot Sip night. Fundraising money raised was used to purchase new outdoor furniture and a new water bubbler. The remaining fundraising money will be used to purchase more outdoor seating for the school yard within the next 12 months.

The financial management practices adhered to enable the optimal use of school funds for the benefit of the school community. All funds received from the Department of Education or raised by the school including external hiring of our facilities, have been expended or committed to subsequent years. Equity and Targeted Initiative Program funding were fully expended with student achievement outcomes reflecting this financial output. The funds will continue to extend educational outcomes together with further improvements to develop the buildings, grounds, and facilities. The Financial Performance and Position report shows an end of year Net Operating Surplus of \$684,132. This surplus occurred because of workforce changes together with the generous contributions made by families and government grants. A portion of the surplus has been allocated towards staffing requirements in the 2025 budget and facilities upgrades (Sensory Garden being installed in 2025).

**For more detailed information regarding our school please visit our website at
<https://www.greatryrieps.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 560 students were enrolled at this school in 2024, 274 female and 285 male.

29 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

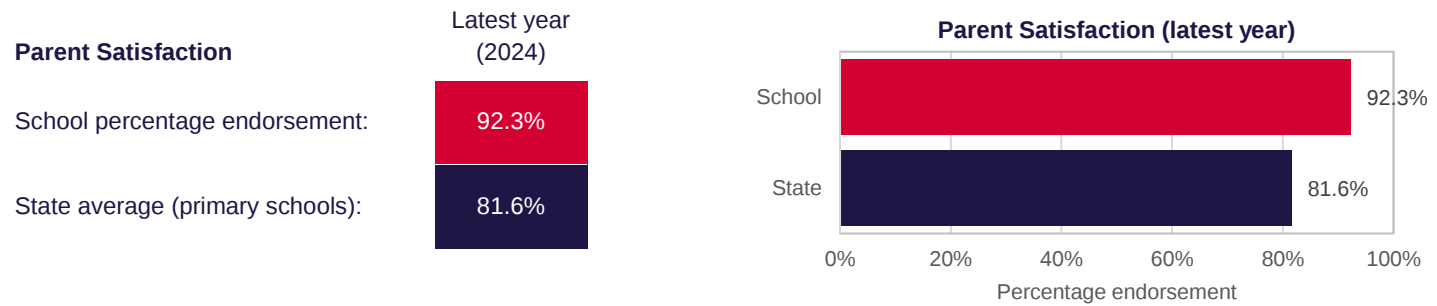
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

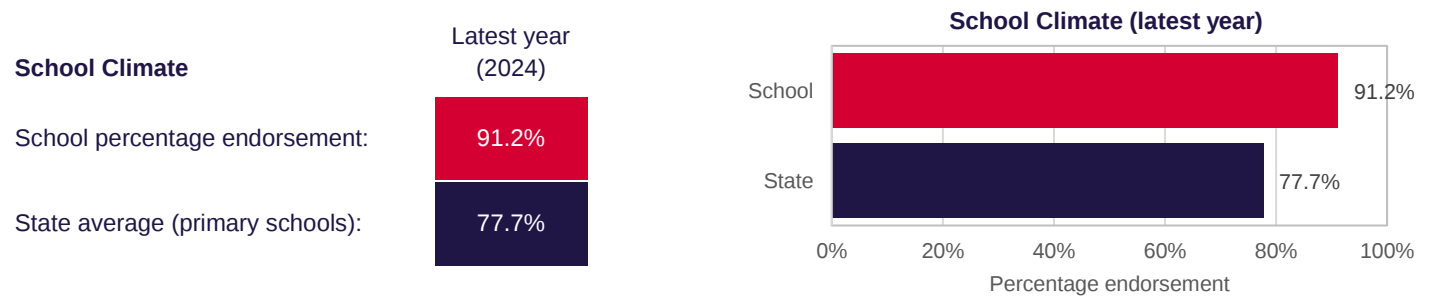


School Staff Survey

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.

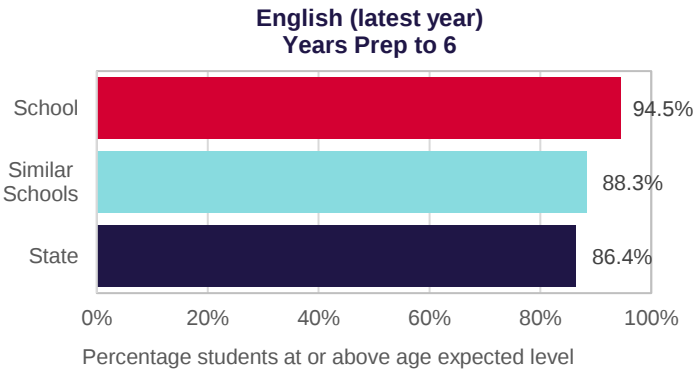
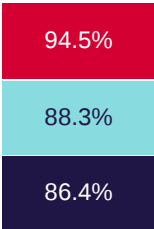
English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



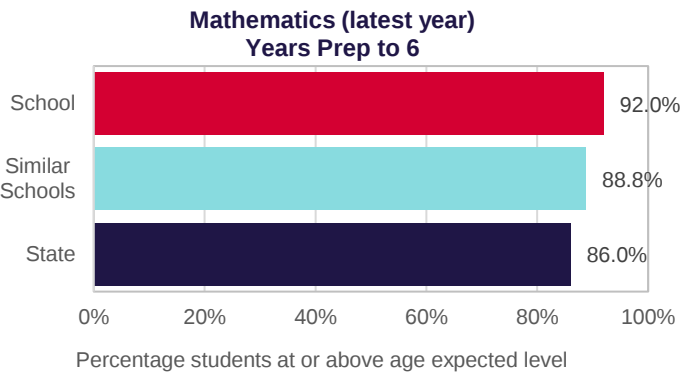
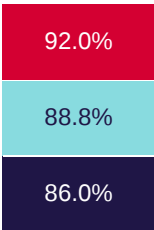
Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



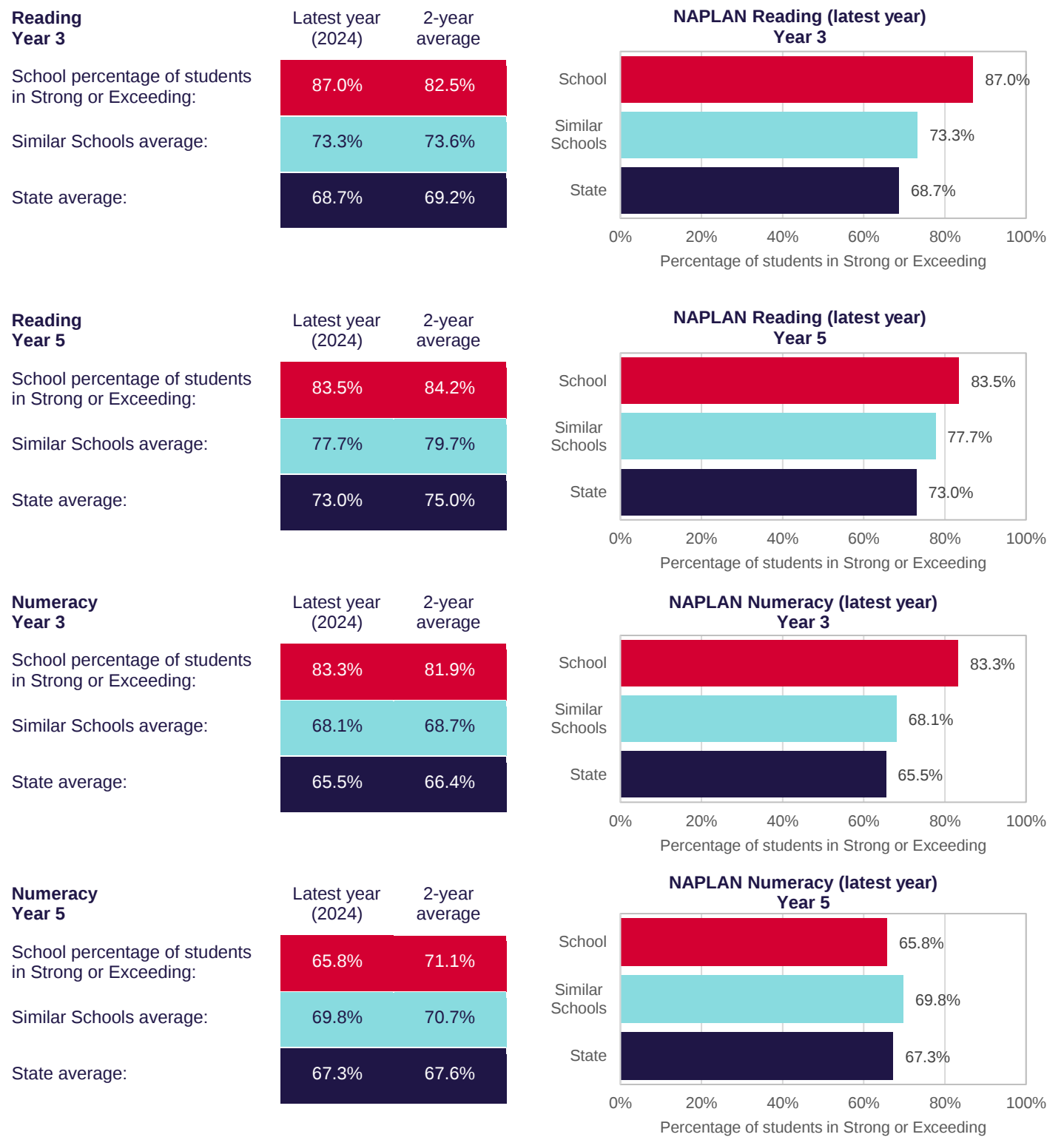
LEARNING (continued)

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.



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:

85.1%

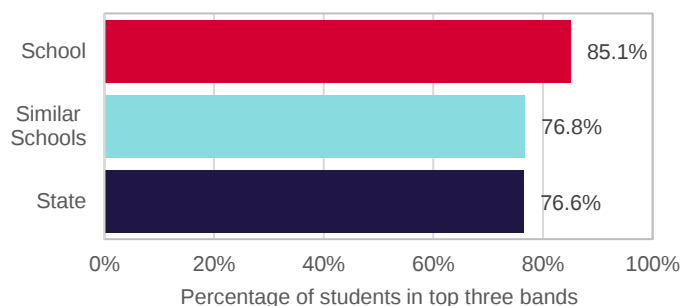
Similar Schools average:

76.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

74.6%

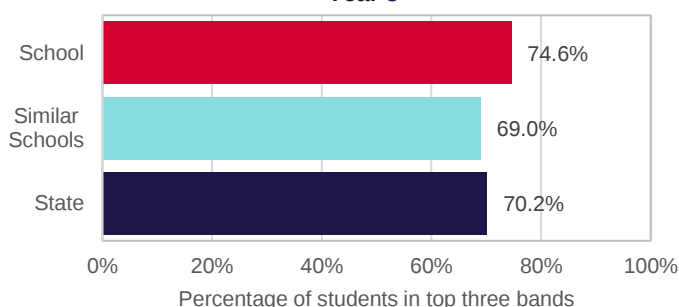
Similar Schools average:

69.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

70.6%

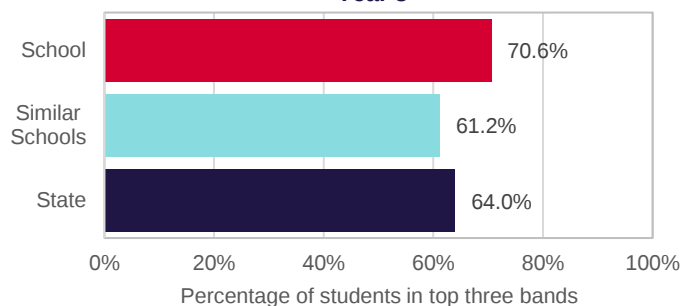
Similar Schools average:

61.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

62.9%

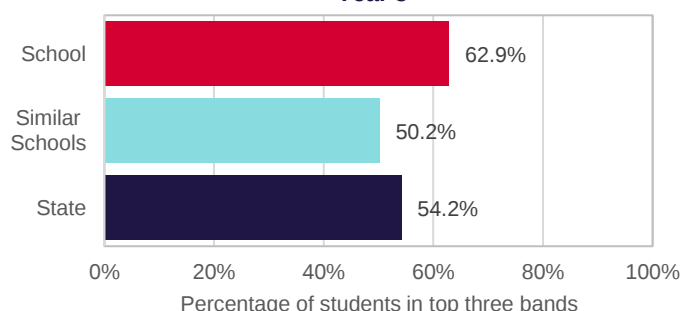
Similar Schools average:

50.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

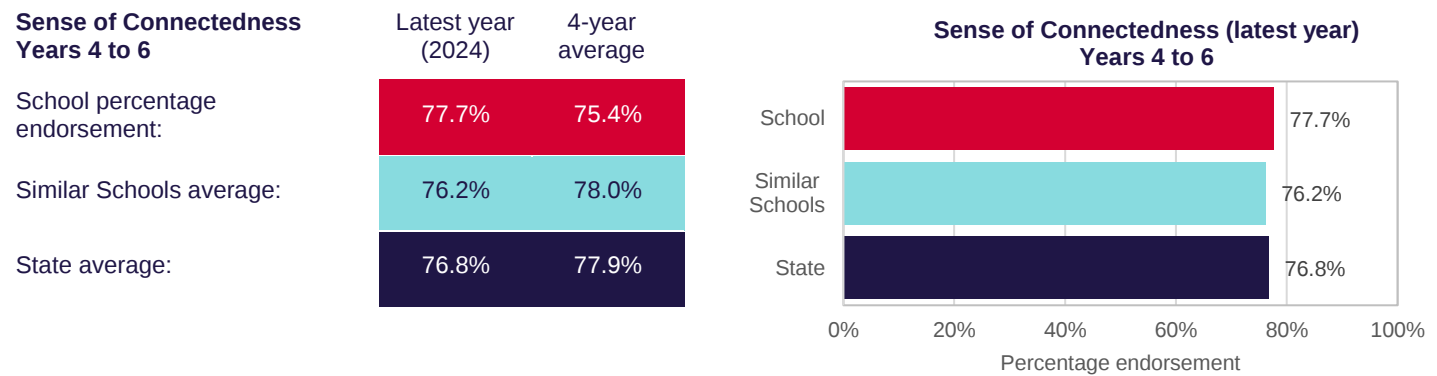


WELLBEING

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.

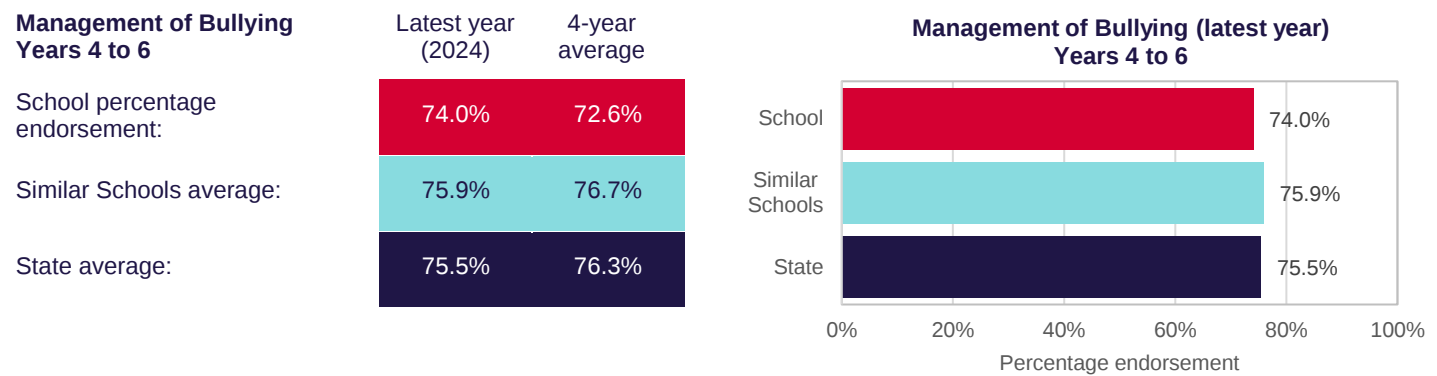
Student Attitudes to School – Sense of Connectedness

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).

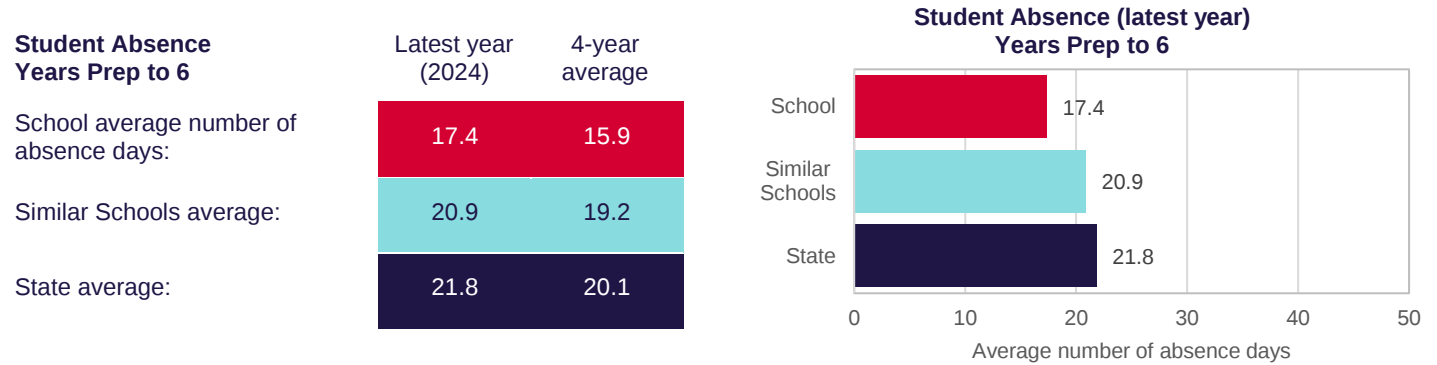


ENGAGEMENT

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):	92%	92%	93%	92%	91%	91%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,938,824
Government Provided DET Grants	\$1,095,444
Government Grants Commonwealth	\$16,591
Government Grants State	\$0
Revenue Other	\$37,078
Locally Raised Funds	\$596,190
Capital Grants	\$41,251
Total Operating Revenue	\$7,725,379

Equity ¹	Actual
Equity (Social Disadvantage)	\$118,441
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$118,441

Expenditure	Actual
Student Resource Package ²	\$5,615,468
Adjustments	\$0
Books & Publications	\$14,776
Camps/Excursions/Activities	\$188,270
Communication Costs	\$4,459
Consumables	\$125,294
Miscellaneous Expense ³	\$43,285
Professional Development	\$16,514
Equipment/Maintenance/Hire	\$134,913
Property Services	\$230,148
Salaries & Allowances ⁴	\$352,221
Support Services	\$192,954
Trading & Fundraising	\$74,342
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,603
Total Operating Expenditure	\$7,041,247
Net Operating Surplus/-Deficit	\$684,132
Asset Acquisitions	\$316,836

- (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 03 Mar 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	\$878,342
Official Account	\$106,262
Other Accounts	\$6,010
Total Funds Available	\$990,614

Financial Commitments	Actual
Operating Reserve	\$239,250
Other Recurrent Expenditure	\$23,743
Provision Accounts	\$0
Funds Received in Advance	\$2,735
School Based Programs	\$48,777
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$454,470
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,720
Total Financial Commitments	\$869,695

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.