

2024 Annual Report to the School Community

School Name: Montpellier Primary School (4972)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 21 March 2025 at 09:22 AM by Dianne Stainsby (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 09:48 AM by Dianne Stainsby (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

Montpellier Primary School is situated in residential Highton which is on the south west side of Geelong. We provide quality education for the children of the surrounding areas and beyond. In 2024 we operated 26 classrooms with straight grades for 609 students. Our community of students, parents and staff are highly motivated and share a vision of 'Striving for Excellence'. The core purpose is to provide a comprehensive education for all students enabling them to reach their academic, social, emotional and physical potential.

Our school maintains a very high reputation throughout the region for quality programs and outcomes, particularly in Literacy and Numeracy, Physical Education, STEM, Indonesian, Performing and Visual Arts. There is a school tradition of academic excellence with children increasingly expected to take responsibility for their own learning, participate in decision making, work cooperatively, respect others and their belongings and to take pride in their best efforts. Students demonstrate a keen interest to learn, an ability to cooperate and support each other. The use of ICT, including a Grade 3 - 6 Bring Your Own Device iPad program enhances and amplifies student learning that connects them to the world. Montpellier Primary School's Vision and Values statement reflects the importance placed on developing both the academic progress and the emotional wellbeing of all students. The school's values of Aspire, Empathy, Respect and Responsibility sets important standards in terms of work effort, behaviour expectations and aspirations for all. Contextually for Montpellier Primary School in 2024 the school demographics were as follows;

- School enrolments from Foundation through to Grade 6 sat at 609 students.
- The student family occupation index was 0.18
- There were 29 (5%) students identified as receiving funding for Language Background other than English.
- There were 2 students aligned with the Program for Students with Disabilities (PSD)
- There were 20 students that received Tier 3 Funding through the Disability and Inclusion Profiles
- There were 25 students identified as receiving Equity Funding

Montpellier Primary School has 35.8 EFT staff. This comprises of 57 staff members: 1 Principal, 2 Assistant Principals, 1 Leading Teacher, 3 Learning Specialists, 36 Generalist Teachers, including 1 Wellbeing Leader and 15 Education Support Staff including- 10 Student Support, 3 Administration staff, 1 Business Manager and 1 Technician. We do not have Aboriginal/Torres Strait Islander staff. The school's leadership profile consists of Principal, 2 x Assistant Principals, Leading Teacher, 2 x Learning Specialists and 8 x Professional Learning Community (PLC) Leaders. The school has a 3 School Improvement Teams (SIT) which have a focus in the areas of SWPBS, Curriculum, and Wellbeing. The school's grade structure consists of 26 classes, grouped into seven Professional Learning Communities (P-6). Specialist teachers provide engaging programs in five subject areas- The Arts, PE, STEM, Performing Arts and Indonesian language. They meet as an eighth Professional Learning Community (PLC). Education Support Staff also collaborate as a Professional Learning Community and their work entails supporting the co-teaching model, supporting funded students with individualised adjustments and providing extra support in classrooms. A comprehensive curriculum is delivered through two proven, research-based instructional models for teaching and learning. G.A.N.A.G. (Goal, Accessing Prior Knowledge, New Knowledge, Applying New Knowledge and Goal Review) is used for English

(Reading and Writing) and is based on the work of Marzano and Hattie, L.E.S. (Launch, Explore, Summarise) is used for Mathematics and is based on the work of Peter Sullivan. Enrichment programs include VHAP, swimming, gymnastics, camps and excursions opportunities, sporting programs and a strong transition process involving local kindergartens (K-P), Belmont High School (6-7) and the broader community. Student leadership plays an important role within our school, enabling students to build their leadership capacity whilst providing opportunities for student voice and agency. Our school provides a range of extra programs to support student's wellbeing and to develop resilience and social skills, including buddy programs. Our Wellbeing Leader has been helpful in providing wellbeing support for students and their families. We are excited for the future of our school as we maintain a focus on quality teaching of literacy and numeracy and an increased emphasis on wellbeing, inclusion and student voice, agency and student leadership. The school has an accredited Out of School Hours Care Program called TheirCare, this includes a Holiday program and before and after school hours care. The school actively encourages parent and community partnerships which support student learning and wellbeing. Parent helpers regularly assist in classrooms and with school events.

'Striving for Excellence' continues to be the goal for all members of our school community

Progress towards strategic goals, student outcomes and student engagement

Learning

In Term 1 of 2024, Montpellier Primary School successfully completed its School Review, marking an important milestone in our journey of continuous improvement. This process provided an opportunity to reflect on achievements, celebrate successes, and gather valuable insights to shape future directions. Following the review, the school embarked on the first year of its new four-year School Strategic Plan. Staff collaborated to establish clear goals and priorities, ensuring a shared vision for student learning and wellbeing. This period of reflection and forward planning has set a strong foundation for ongoing growth, with a focus on enhancing teaching practices, student outcomes, and community engagement.

Montpellier Primary School remains dedicated to the continuous improvement of teaching and learning practices in Literacy and Numeracy. Demonstrating this is Teacher Judgements of student achievement in both the English and Maths domains. Montpellier Primary School has 93.3% of students at or above the expected standards across Prep to Grade 6 in English. That is comparable with Similar Schools and 6.9% above State average. In Maths, MPS have 96.1% of students at or above the expected standard across Prep to Grade 6. That is 2% above Similar Schools and 10.1% above State. In comparing the Top 3 Bands of NAPLAN data we are above State in all areas of Grade 3 Reading and Numeracy and Grade 5 Reading and Numeracy. The Grade 3 Reading data and Grade 3 Numeracy data are comparable with Similar Schools. The performance in Grade 5 Reading and Numeracy is not quite as strong when comparing with Grade 3 data, which is in accordance to similar schools and the state average.

This year, we had a strong focus on creating a calm and orderly environment within each classroom and on enhancing staff knowledge in Mathematics and ensuring consistency in instruction. Professional learning in Mathematics was enriched through the implementation of Curriculum 2.0 and insights gained from the Teacher Excellence Program. The school had a strong emphasis on formative assessment to inform teaching and enhance student learning outcomes. A key focus was the use of consolidation tasks in mathematics as a means of gathering formative assessment data. These tasks provided valuable insights into students' understanding, allowing teachers to identify gaps, adjust instruction, and provide targeted support. Teachers were further supported through coaching, peer observations, and feedback. Additionally, the development of consolidation tasks within the Launch, Explore, Summarise model strengthened formative assessment practices.

Montpellier Primary School was selected as a Multi-Tiered Systems of Support (MTSS) Pilot School, marking a significant step in strengthening student support structures. A dedicated leadership team was established and engaged in professional development and coaching, by the DET Area Team, as part of the initiative. Staff received targeted training to enhance their ability to use data effectively in developing tiered interventions, both to identify students at risk and to provide appropriate support and extension opportunities. The school actively collaborated with other MTSS pilot schools, leveraging shared expertise and best practices. Additionally, the leadership team joined a Community of Practice with schools already implementing the MTSS framework, gaining valuable insights, support, and strategic guidance.

Wellbeing

In 2024, our school prioritised a strong focus on student wellbeing, with extensive consultation on the revision of our school values—Aspire, Empathy, Respect, and Responsibility. The implementation of School-Wide Positive Behaviour Support (SWPBS) played a pivotal role in fostering a shared understanding among staff, establishing effective systems for data tracking, and ensuring consistent language and documented processes for students. To support this initiative, staffing structures were introduced to ensure representation from each team in the SWPBS group. Our school also benefited from ongoing support provided by the DET Area Team, including regular check-ins and professional learning opportunities. A major achievement in 2024 was the development of agreed expected behaviours and the consistent use of language by all staff to reinforce positive student behaviour through logical consequences. Professional learning was prioritised for all staff, focusing on the documentation of minor and major behaviours. This process fostered active staff engagement and strengthened middle leadership across the school.

In 2024, our school appointed a dedicated Learning Specialist and Wellbeing Support ES to enhance support for Disability Inclusion and student wellbeing. These roles focused on providing targeted interventions for students by working with small groups and individuals, ensuring personalised support that meets diverse learning needs. These staff collaborated closely with teachers, education support staff, and families to implement inclusive practices, strengthen classroom adjustments, and promote student engagement. Additionally, they played a key role in professional learning for staff, equipping them with strategies to support students with diverse needs effectively. By embedding evidence-based approaches and fostering a culture of inclusivity,

this initiative enhances student outcomes and wellbeing, ensuring all learners have the support they need to succeed.

Montpellier Primary School continued its commitment to the Disability Inclusion initiative for a second consecutive year. We successfully secured resourcing for twelve Tier-3 funding applications, enabling enhanced support for students with additional needs. We prioritised the development of sustainable transition processes, the implementation of consistent and predictable classroom routines, and the comprehensive documentation of student adjustments to enhance inclusive education.

Staff worked to ensure students felt welcomed, safe and accepted within the school environment. Students' sense of connectedness, indicated in the Attitudes to Schools survey, was endorsed at 70.4%, which is slightly below both the Similar School and State average.

Teachers reinforced school values both in and out of the classroom, creating a positive, supportive approach to managing behaviours. Students response to the management of bullying was 73.1%. This result was slightly lower than the average of Similar Schools and State average.

In 2025, Montpellier Primary School will continue to focus on improving the Social and Emotional wellbeing of all students.

Engagement

Montpellier Primary School prioritised the enhancement of our school grounds to create a more engaging and welcoming environment for students. This included extensive landscaping to improve outdoor learning and recreational spaces, the installation of a new covered walkway connecting existing buildings to provide shade and weather protection, and a collaborative project with local community partners to create an Indigenous artwork display on the external wall of the gym. These improvements have positively contributed to student engagement by fostering a sense of pride and connection to the school environment. The landscaped areas provide inviting spaces for social interactions and outdoor learning opportunities, while the covered walkway ensures students can move comfortably between buildings in all weather conditions. Additionally, the Indigenous artwork display serves as an important cultural touchpoint, enriching students' understanding and appreciation of First Nations heritage. By investing in these enhancements, we have created a school environment that supports student wellbeing, cultural inclusivity, and meaningful engagement in both learning and play.

Regular Student Support Group (SSG) and Care Team meetings were conducted to collaborate, assess, and address the needs of vulnerable students and students requiring additional needs. These meetings facilitated ongoing review and refinement of Individual Education Plans (IEPs), ensuring that learning and wellbeing goals remained realistic and achievable.

Parent conferences, SSGs, and Care Team meetings played a crucial role in establishing multi-tiered systems of support tailored to individual student needs, with recommended adjustments thoroughly documented. Additionally, allied health professionals conducted both in-class and

external observations to assess student engagement and interactions, providing valuable strategies that were subsequently implemented to enhance learning outcomes.

In our commitment to fostering an inclusive culture, we have continued to engage with various support services to enhance student wellbeing and learning outcomes. This has included regular fortnightly meetings with Student Support Services to discuss referrals and student support needs, as well as accessing specialist services such as Visiting Teachers, Psychologists, and Speech Therapists.

Additionally, we have worked with Safe Schools to deepen our understanding of gender diversity, engaged with the Respectful Relationships program to further develop staff capacity, and collaborated with the Koorie Education Support Officer to support Indigenous students and First Nations initiatives. We have also partnered with the NDIS and allied health professionals, ensuring that expert recommendations are integrated into student support plans and teacher planning documents.

A diverse range of lunchtime clubs was offered to students, including art, library, gardening, wellbeing, chess, and various sports clubs. These clubs provided students with meaningful opportunities to engage in activities that align with their interests, develop new skills, and build positive social connections with their peers.

In 2024, the average numbers of days for attendance was 20.4 days which was lower than the State average but higher than Similar Schools average. Our data tracking of individual students indicated a high proportion of families taking extended family holidays. The Executive Team remains committed to supporting student attendance and engagement by conducting regular wellbeing check-ins with families where attendance is a concern. These proactive check-ins provide an opportunity to understand and address any barriers preventing consistent school attendance, ensuring families feel supported and connected to the school community. By fostering open communication and collaboration, the team works alongside families to develop strategies that promote positive attendance habits and overall student wellbeing.

Other highlights from the school year

Student leadership is a valued aspect of our school community, with student councillors from Grades 4-6 playing an active role in representing their peers. These student leaders regularly gather feedback and opinions on various school matters, ensuring that student voice and agency are at the forefront of decision-making. Through discussions, surveys, and meetings, they advocate for initiatives that enhance the school environment, wellbeing, and learning experiences. Their involvement fosters a sense of responsibility, empowerment, and collaboration, allowing students to contribute meaningfully to school improvements and culture.

Our transition program included Parent Tours and Parent Information Sessions, ensuring families received essential information to support a smooth transition. Individual transition sessions were provided for students, allowing them to familiarize themselves with the school environment and meet their teacher. The Year 7 Transition program assisted Grade 6 students in mid-December,

offering additional sessions for those requiring extra support to help them confidently navigate the next stage of their education.

Financial performance

Montpellier Primary School continues to be in a healthy financial position, finishing the year in surplus. The Business Manager continues to manage the school's financial records to a high level within DET guidelines. We have ensured that we are retaining sufficient funds to service the current operating leases for photocopiers and computers across the school. The School Community has again been very supportive of our fundraising initiatives, including supporting the School Concert, Trivia Night, Colour Run, Raffles and Dance Extravaganza. Montpellier Primary School is committed to maintaining buildings and grounds through future planning, budgeting, and grant applications in 2024 and beyond. Teaching and learning – once again a large amount of money was prioritised for Professional Learning and assessment to support our school Strategic Plan foci. Staffing funds were allocated for the employment of additional classroom assistants to support unfunded students in need of significant assistance. All funds received from the Department, 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. Our financial reserves which have been carefully developed over many years ensure we will be in a position to continually improve our grounds and purchase additional resources as required.

**For more detailed information regarding our school please visit our website at
<https://www.montpellierps.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 609 students were enrolled at this school in 2024, 308 female and 300 male.

5 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.

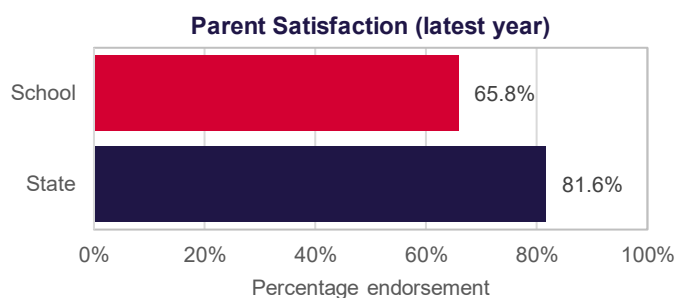
This school's SFOE band value is: **Low**

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	65.8%
State average (primary schools):	81.6%



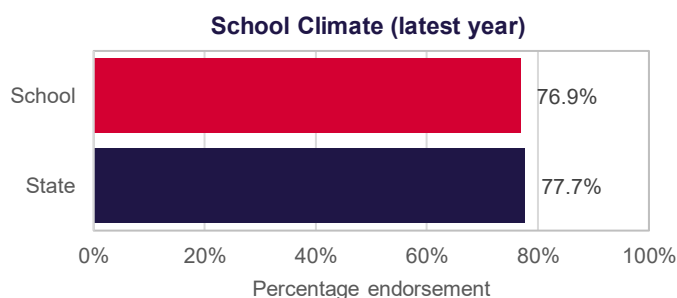
School Staff Survey

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

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

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

School Climate	Latest year (2024)
School percentage endorsement:	76.9%
State average (primary schools):	77.7%



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:

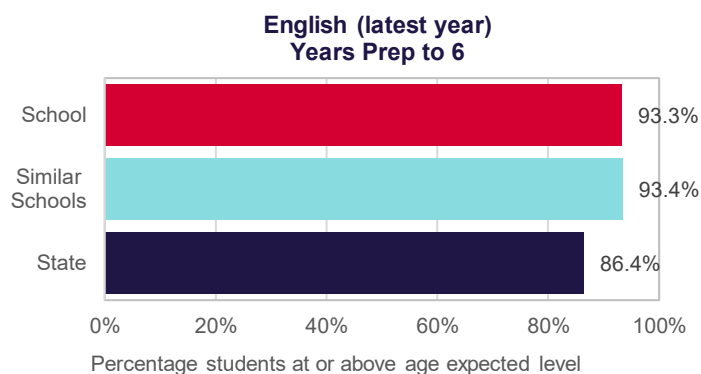
93.3%

Similar Schools average:

93.4%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

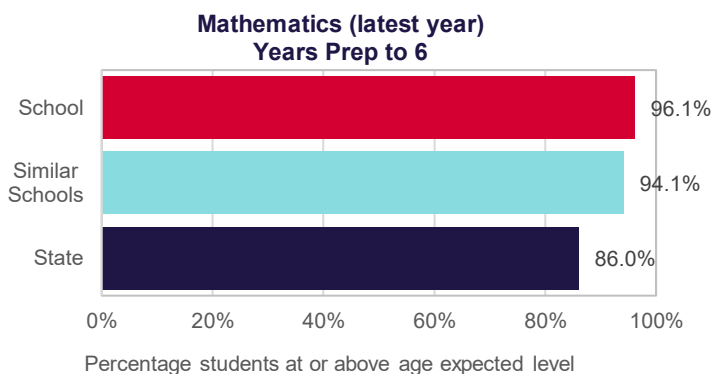
96.1%

Similar Schools average:

94.1%

State average:

86.0%



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.

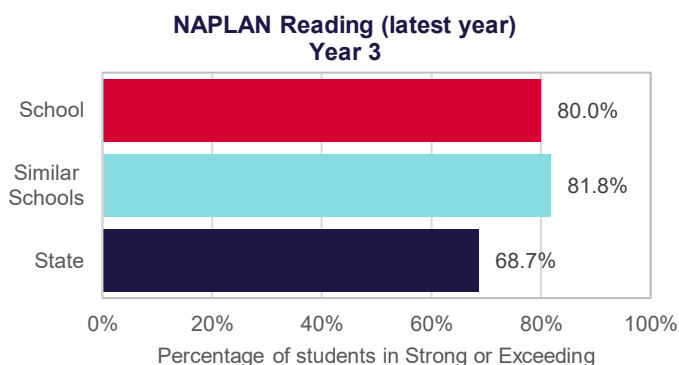
NAPLAN

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.

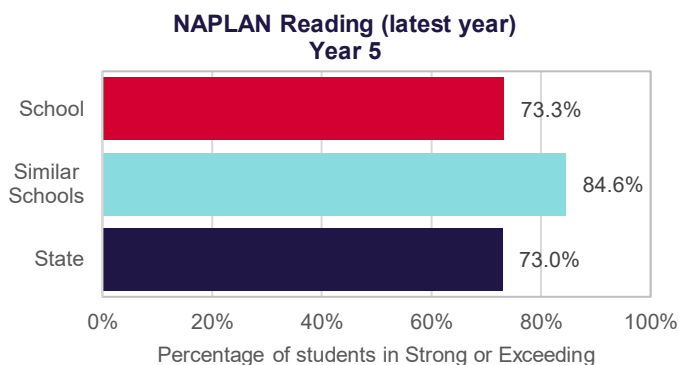
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	79.5%
Similar Schools average:	81.8%	81.8%
State average:	68.7%	69.2%



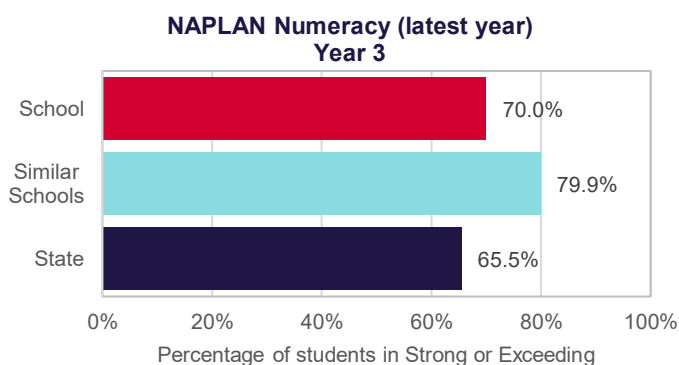
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.3%	79.7%
Similar Schools average:	84.6%	86.7%
State average:	73.0%	75.0%



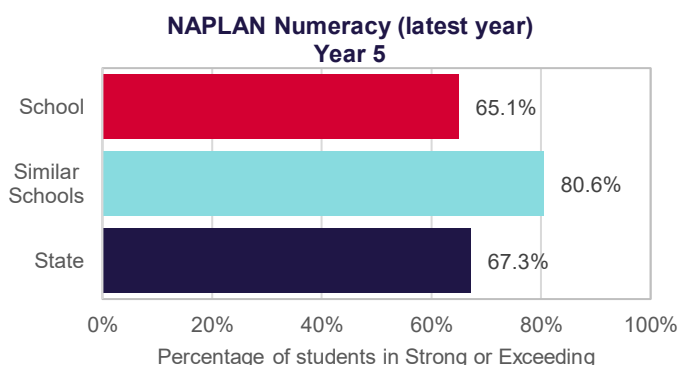
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	73.9%
Similar Schools average:	79.9%	80.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.1%	65.4%
Similar Schools average:	80.6%	80.6%
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:

84.0%

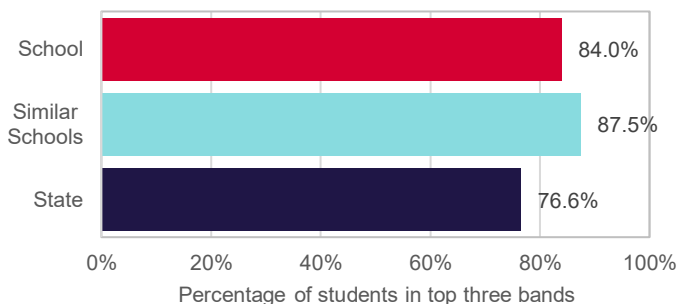
Similar Schools average:

87.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

74.7%

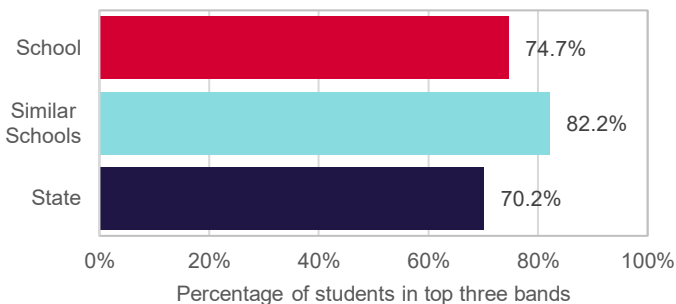
Similar Schools average:

82.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

77.0%

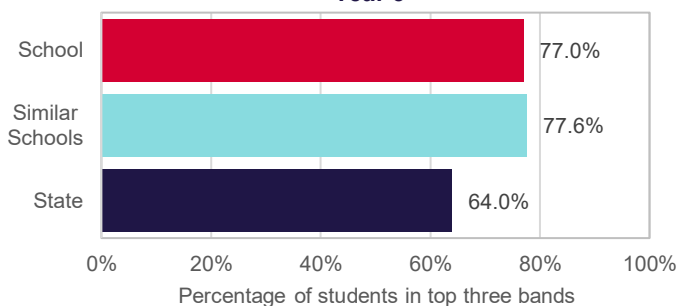
Similar Schools average:

77.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

56.8%

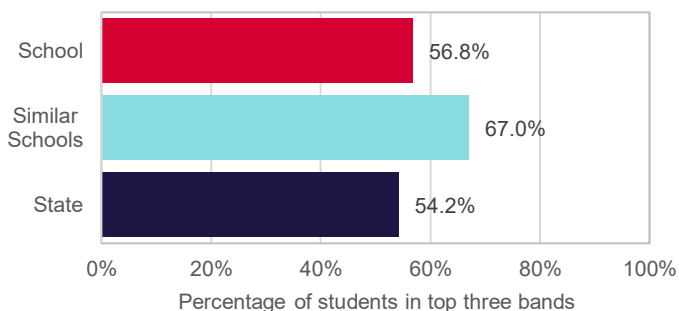
Similar Schools average:

67.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

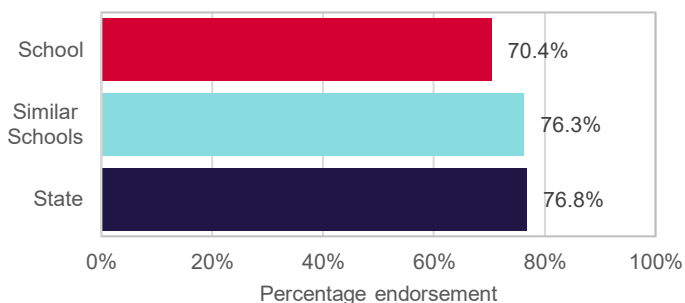
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	70.4%	71.0%
Similar Schools average:	76.3%	77.3%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



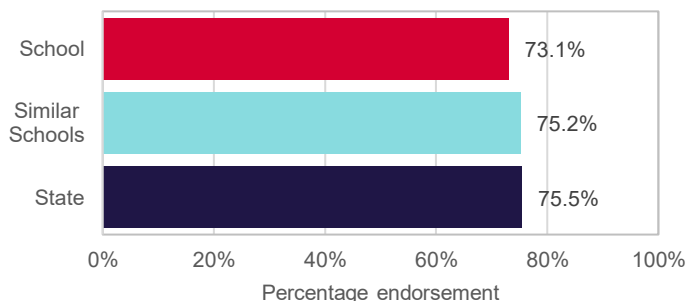
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	73.1%	72.7%
Similar Schools average:	75.2%	75.6%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

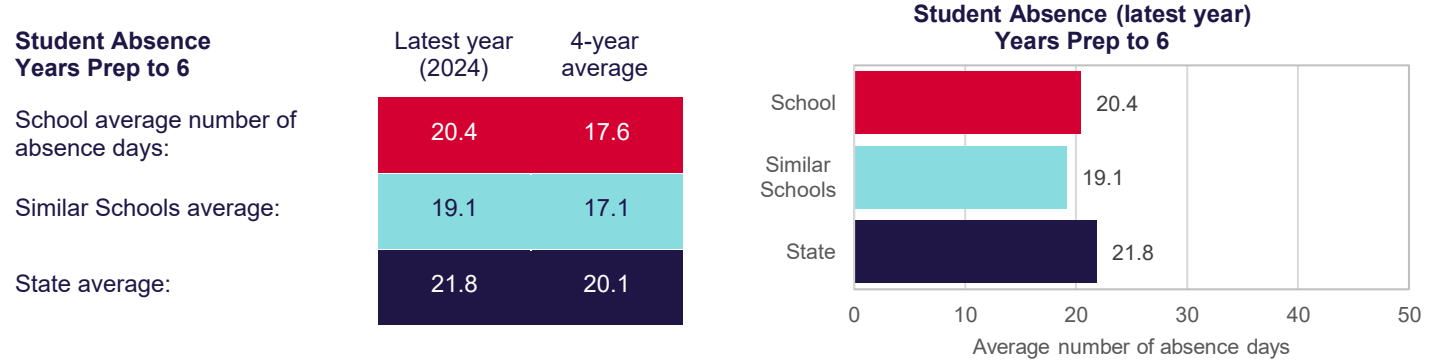


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	91%	89%	91%	90%	88%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,971,894
Government Provided DET Grants	\$670,695
Government Grants Commonwealth	\$13,532
Government Grants State	\$0
Revenue Other	\$61,832
Locally Raised Funds	\$403,883
Capital Grants	\$5,000
Total Operating Revenue	\$7,126,835

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,038
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,038

Expenditure	Actual
Student Resource Package ²	\$5,787,160
Adjustments	\$0
Books & Publications	\$4,446
Camps/Excursions/Activities	\$188,513
Communication Costs	\$4,322
Consumables	\$82,233
Miscellaneous Expense ³	\$25,651
Professional Development	\$18,933
Equipment/Maintenance/Hire	\$41,834
Property Services	\$200,610
Salaries & Allowances ⁴	\$291,244
Support Services	\$1,360
Trading & Fundraising	\$30,834
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,799
Total Operating Expenditure	\$6,725,939
Net Operating Surplus/-Deficit	\$400,896
Asset Acquisitions	\$441,468

- (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	\$973,535
Official Account	\$106,420
Other Accounts	\$829
Total Funds Available	\$1,080,784

Financial Commitments	Actual
Operating Reserve	\$157,552
Other Recurrent Expenditure	\$14,628
Provision Accounts	\$0
Funds Received in Advance	\$243,309
School Based Programs	\$84,878
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$535
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$124,103
Asset/Equipment Replacement > 12 months	\$163,610
Capital - Buildings/Grounds > 12 months	\$270,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,073,615

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.