

2024 Annual Report to the School Community

School Name: Eagle Point Primary School (3215)



- 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 04 April 2025 at 03:11 PM by Anna Duncan (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 04 April 2025 at 03:12 PM by Anna Duncan (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

Eagle Point Primary School (No. 3215) was established in 1894. It is a rural school situated in the township of Eagle Point between Bairnsdale and Paynesville in a picturesque setting overlooking Lake King, one of the Gippsland Lakes. The current enrolment is 169 children. The school services families from Bairnsdale, Eagle Point, Paynesville, Newlands Arm, and the surrounding rural area. Many of the families of children attending this school work in Bairnsdale and Paynesville which has a combined population of approximately 20,000 people. Eagle Point is a short, scenic drive of 10km along the Mitchell River to Bairnsdale. Our school offers an alternative to the larger schools in the district for parents who appreciate the advantages of a rural school. Our classrooms are composite classes, composed to best suit the needs of students.

The school grounds include two main buildings. In 2024, the 'upper' building accommodated 5 classrooms including 2 Foundation/Grade 1, 2 Grade 1/2 classes and 1 Grade 3/4 class, the administration centre and staff room. The 'lower' building accommodated 1 Grade 3/4 and 2 Grade 5/6 classes and a specialist classroom. Other buildings include the original 'School Building' which is used for performing arts, wellbeing, cooking and meetings, a cottage which is used by the School Chaplain and Counsellor and a woodworking shed. The grounds include two separate adventure playgrounds, one undercover basketball court and two grassed play spaces. During late 2017 and early 2018 building works were undertaken to enable inclusive access to all school buildings and facilities. The works included ramps and concrete pathways to link the buildings and play spaces. In 2020, the land adjacent to the school site was purchased and has since been handed over to the school to expand the play space and allow room for future buildings to be placed. A new toilet block has recently been installed on this new land. In 2025 renovations to the ramps and an upgrade to the south deck will occur.

The school is accessible by walking and bike tracks, some students are transported by cars with a school bus collecting students from Goon Nure, Forge Creek and Newlands Arm.

The staff currently employs 22 full time equivalent staff. The current SFOE is medium at 0.3611 with 1 students with an English Alternative Background and 14 Aboriginal or Torres Strait Islander students.

The specialist areas provided are Physical Education, Art, Science, LOTE- Auslan and Performing Arts.

Our school strives for success using the philosophy of 'Choice Theory' developed by William Glasser. Teachers have been extensively trained in this approach which centres on authentic relationships, knowing and meeting the needs of individuals and understanding that each person has a quality world that differs to their own. Our students are developing understandings that every action is chosen and consequences occur because of their actions. In the classroom students strive for quality in their work. Our students identify quality work and verbalise why they believe it is so. Students are challenged to have a growth mindset where they understand that we sometimes don't know concepts yet but with learning and practice, we will all improve.

The central focus of the school is to provide students with sound and challenging experiences in a secure and supportive environment. The school promotes the principles of equity and access by providing a wide range of curriculum opportunities and extracurricular activities. Through the encouragement of independent learning, students develop a sense of worth and are confident in attaining success in all their endeavours.

There is a family atmosphere and a feeling of belonging in the school community. The school is

proud of its parental support and involvement, with active participation in all aspects of school functions including School Council, educational programs, fundraising, grounds maintenance, school camps and excursions, annual concert and social activities.

Our Vision:

At Eagle Point Primary School we believe that every child has the right to learn, belong, feel safe and have fun.

Our Mission:

We pride ourselves on building strong, authentic relationships with students and their families.

We continually strive for quality by maintaining high expectations of ourselves and others.

We encourage our students to have a curiosity about the world and display an awareness of their place within a global community.

Through the development of student voice, we empower and support our students to be the best they can be, by making successful choices that allow them to grow academically, emotionally and socially.

Eagle Point Primary School provides a happy, safe and inclusive environment for all members of our community.

Our Values:

At Eagle Point Primary School we uphold the values of Care, Respect, Commitment, Responsibility and Inclusiveness. The values underpin and define our school culture. They have a direct impact on resilience building and social, emotional and academic outcomes for all of our students. Students learn the importance of these values through their Student Code of Conduct which is devised by students and their classroom teachers at the start of the year.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teacher learning has remained the central focus of professional development during the 2024 school year. Through developing our teaching and education support staff, we believe we will have an impact on providing quality teaching and learning for our students. Teaching staff learn during 2 x 1 hour meetings on Monday and Wednesday afternoons. Junior team and Senior teams meet on Monday with all teaching staff coming together on Wednesday afternoons. The school uses the professional learning communities structure as a tool to drive teacher learning. Middle leaders have been developed to lead and monitor teacher learning, including observations of practice and feedback on an individual basis. Foci for professional learning in 2024 included reading conferences, teaching writers and strengthening the use of the mathematics instructional model developed in 2022. Building on the middle leaders observations, teachers focused on the purpose of writing and the audience students are writing for, the focus being on teaching the writer not the writing. Students have begun to see themselves as authors and using the 6+1 Traits of writing to develop and target different areas of the writing process. Staff used time within the PLC to plan lessons using the trait and in the following two weeks, taught the lesson and then reflected upon the skills demonstrated by the students in the next PLC. In previous years, data showed that our Grade 3 writers performed quite well against State and National norms but by Grade 5, students showed very little growth in complexity and were still following genre formulas. Using the

traits of writing and linking this strongly to the use of excellent mentor texts has increased both students and teachers passion for writing, celebrating great ideas and deepening understanding of how language can be used to evoke emotion while being aware of the audience the work is being written for and it's intended purpose. This has put more emphasis on the creation of great writing and less focus on spelling and conventions. This will need to be monitored to ensure students are developing in both areas. After 2 years of exploring and trialing new methods of teaching mathematics, the school has adopted a new instructional model for problem solving in mathematics. Launch, Explore, Summarise allows for a problem to be posed, with consideration of multiple entry points for a variety of ability levels and planned extenders to stretch those who need to be challenged in their thinking. Teachers have also explored vertical classrooms where students use large posters on walls to draw and record their thinking which others can see, share and discuss to develop or challenge their strategies. There is still learning for staff in the teaching of mathematics as this work has yet to impact strongly on achievement data. Building on this, the middle leaders began introducing teaching staff to The 6 Big Ideas in Mathematics and how these can be used alongside the Victorian Curriculum 2.0 to ensure students deeply understand each of the fundamental concepts of mathematics before moving on. By extending and developing understanding of early number concepts of Trusting the Count and Place Value, students will have a strong base to be ready to manipulate numbers in higher year levels. The school used Tutor Learning Initiative funds to support students requiring support to catch up on their learning as well as providing an extension program for those students demonstrating ability well beyond their expected level.

It was pleasing to see that students have continued a strong trend of learning from Year 3 to Year 5 from 2022-2024. 90% of Year 3 students in 2022 scored in the top 2 bands of NAPLAN and this same cohort dropped only slightly to 88% of Year 5 in 2024. The trend was strong growth for mathematics with only 41% of the 2022 Year 3 cohort reaching the top 2 bands in NAPLAN but this increased to 67% by Grade 5. The work with literacy and numeracy is evidenced in the extension of the relative growth over the years.

Wellbeing

Eagle Point Primary School has a long history of valuing the wellbeing of students, staff and families and this continues with FISO 2.0 referencing the importance of student's wellbeing for learning. The wellbeing team had a reshuffle with a new wellbeing coordinator joining the team. In addition, a Disability Inclusion Coordinator was appointed as the change from PSD to DI would occur in 2025. This team met on a regular basis to audit current practices and looking for ways to improve wellbeing of both students and staff. The Wellbeing coordinator enrolled in the Mental Health in Primary Schools course through University of Melbourne. An area identified for improvement was modifying the timetable to increase the play time in the yard for the first play break and reducing the second break. This came from tracking the number of yard incidences across the day. By reducing the second break by 15 minutes, arguments and social disputes in the yard have dropped considerably. There has been an additional focus on students engaging in lunchtime programs and activities such as Eagle Point's Got Talent, run by the student leadership team with support from the school's Chaplain. This event runs one lunchtime per week over Term 3 and 4 with the finalists performing on stage at the end of year concert. The school continues to maintain high levels of parent satisfaction with the school for academic challenge and student wellbeing with over 90% of respondents reporting agree or strongly agree in all area of the parent opinion survey. This is above the state average of 82%. This continues with the management of classroom and playground incidents with 88.3% of students recording agree or strongly agree that

the school follows through with student concerns in the classroom and in the yard. This result is also well above both the state and like schools results. The Wellbeing Team consists of Principal, Wellbeing Coordinator, Chaplain and Disability Inclusion Officer.

Engagement

Traditionally, the Junior School Council was a group of students elected by their classmates to discuss school improvement and run fundraising events. Students who made up the Junior School Council enjoyed the role and reported great satisfaction from meeting and discussing how the school could be better. The down side of this group was that very few students experienced the role as members were elected for the whole year, was driven mainly by the ideas and opinions of older students and relied heavily on 1 or 2 adults to shoulder the responsibility of all the student's great ideas. In 2023 the school decided to trial a new version of student leadership with all grade levels sharing the role for a shorter time period. Each planning pair of classrooms were allocated 1 term of school each and during this time they planned, advertised and held 3 events for the other students in the school. 1 event was to celebrate a special day or support a cause, 1 event was a fundraiser and the last 1 to bring the school together to share food. This has provided more opportunities for more students to be involved in the planning, running and sharing of special events and has shared the load of supporting student's ideas across several adults rather than one or two. This structure has been refined in 2024 with the aim of students becoming more hands on in organising and running school events. This includes ordering equipment and purchasing food for special lunches, preparing, serving and counting money to determine profit and loss statements to present to school council. The school develops leadership skills in students of all ages with the official positions of School Captain and House Captain being prized amongst students. In 2024, our school was well represented with Emily and Sunny selected by a panel to be the School Captains. Each of the 4 houses has 2 House Captains (usually Year 6) and 1 Vice Captain selected from the Grade 5 cohort. School Captains have responsibility for school assemblies, creating the roster allowing for all school leaders to have their turn as well as attending public speaking opportunities such as the ANZAC Day ceremony at Paynesville RSL and also the Grade 6 Graduation ceremony. All Captains assist with the running of school events such as Harmony Day, TAC Koby Day and Junior Athletics Carnival as well as a end of school year activity day for all classes. In 2024, there was a slight increase in the average number of days absent from school from a 4 year average of 25.1 to 25.8. In 2024, the average number of student absence days was 23.5. The cause of the increase is largely due to the increase in time that students were on extended family holidays including camping trips and trips interstate. In addition, families are aware of the impact of sending unwell students to school on an already stretched workforce and kept children home from school until fully recovered from illnesses. Attendance rates for grade level cohorts ranged between 88-92% with Prep (92%), Grade 1 (88%) and Grade 4 (91%) being the highest percentages of school attendance.

Other highlights from the school year

We have invested significant time and financial resources into staff training and this has assisted us to keep the momentum of learning. The Strategic Plan 2022-2026 supports this with goals being set focusing on continued improvement in literacy and numeracy as well as increasing

student's sense of confidence as learners and staff using evidence such as observations, assessments and student feedback to inform teaching. Students in Grade 3, 4, 5 & 6 attended school camps. Grade 3 and 4 travelled to Gelantipy Farm Camp and enjoyed 3 days experiencing the high country, working farm and other physical challenges. Grade 5 and 6 students experienced the olden days and travelled to Sovereign Hill in Ballarat to experience the God Rush of the 1850's. Students in Foundation, Grade 1 and Grade 2 visited Metung's Legend Rock and Lakes Entrance, enjoying a boat ride on the Thunderbird. Although some students and families had some reservations about attending camps and excursions, the majority were able to attend in some form. In December the annual Eagle Point Primary School Production was on again with each class performing a number on stage. This is always an amazing evening as the majority of students enjoy performing on stage. The event was held at Boucher Hall, Bairnsdale and was well attended by families and friends with over 400 people in the audience. Eagle Point's Got Talent was held in Term 3 and 4 with the top 3 performances also onstage during the concert. It is always such a pleasure to attend these events as it is a wonderful chance to be entertained by the children and allowing them to showcase their varied talents. Students of all ages competed in a wide variety of sporting events during school time, after school and on weekends. Junior students competed in Cross Country, Athletics and Swimming as well as junior sports sessions throughout the week. Students in grades 3-6 competed in Cross Country, Athletics, Swimming, Soccer, T-Ball and Netball as part of their extra curricula activities. Students from swimming, athletics and cross country were eligible to qualify for additional events at district, regional and state level. Students were able to try out for the lawn bowls team which competed in March and were supported to compete in equestrian events at Bairnsdale and Sale. Students representing the school at these events are celebrated at assemblies and in the newsletter.

Financial performance

Eagle Point Primary School started the year with a planned deficit. The school values low student/teacher ratios and there were multiple children across year levels that required additional support to be successful at school. By investing early in staff this supported the educational needs of those who needed additional support but also to the safety and academic learning of all other students. As the year went on, the school has been successful in seeking additional funding through the Program for Students with Disabilities and has made up some of the deficit but due to applications not being approved until late in Term 4, back pay was not able to be secured meaning staff were in place to support students without the financial support. Unfortunately, this level of support in classrooms will not be able to be continued. The school has maintained 8 classrooms with class sizes ranging from 17 in Foundation/Grade 1 through to 24 in Grade 5/6. Each classroom has the support of an education support officer. Major expenses for the school have been investment in staff, wellbeing services, deck rectification works, staff replacement during illness and professional learning for staff. Over the year the finance committee have monitored the budget carefully to ensure the school has stayed within the expected allowances. The one area that was unforeseen and did not stay within constraints was the costs for relief staff when they were required to be absent due to illnesses, particularly during the winter months. There were additional costs as a result of the new Time In Lieu agreement, additional funds were received from DET which offset some but not all of the costs for camp, excursions, information sessions and other times staff were required to work outside their regular hours. In 2024 the school received \$83,185 in equity funds from Dept Education. These funds were used to support the learning of disadvantaged students and support the education and safety of those exhibiting challenging behaviours. The school employed additional education

support officers to work in classrooms and an additional teacher 3 days per week to withdraw small groups of identified students to receive additional tutoring and learning support. This was in addition to the Tutor Learning Initiative. Funds from this program also supported engagement programs such as music, woodwork and oral language support. The school received a \$100,000 to continue to support the establishment of an after school hours care program in the school. This began in Term 1 2023 and has been building in popularity as the year went on. In 2024 Before School Care was added as a trial but has become unsustainable due to low numbers of attendance and will not be continued in 2025.

For more detailed information regarding our school please visit our website at www.eaglepoint.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 167 students were enrolled at this school in 2024, 73 female and 94 male.

NDP percent of students had English as an additional language and 8 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: **Medium**

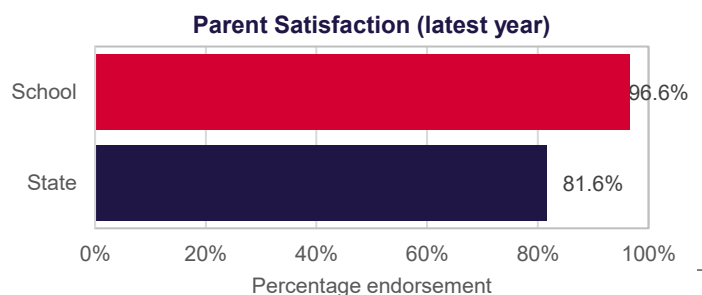
Parent Satisfaction Summary

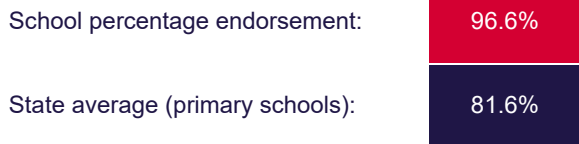
The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

Parent Satisfaction

Latest year
(2024)



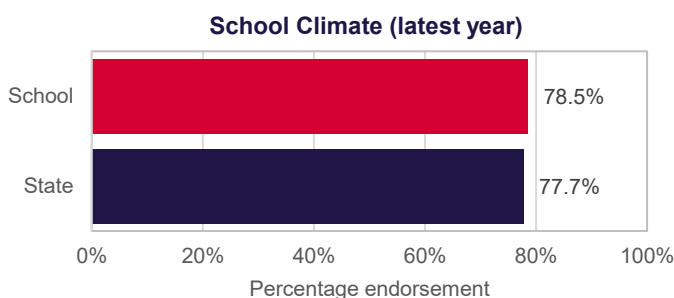
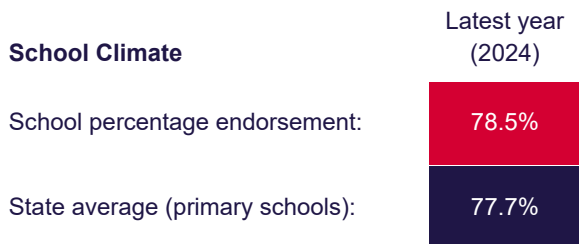


School Staff Survey

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.

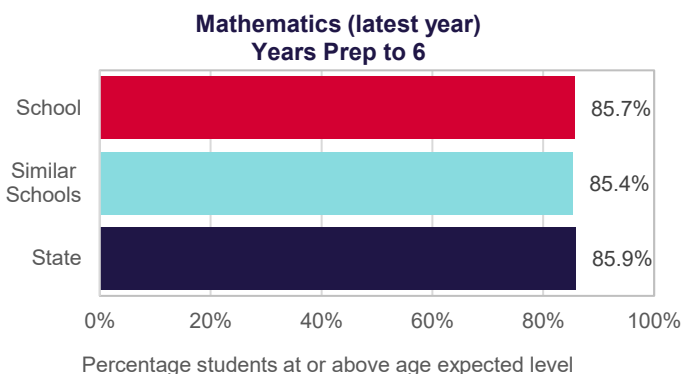
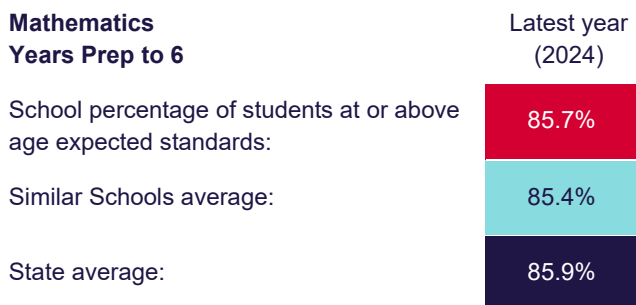
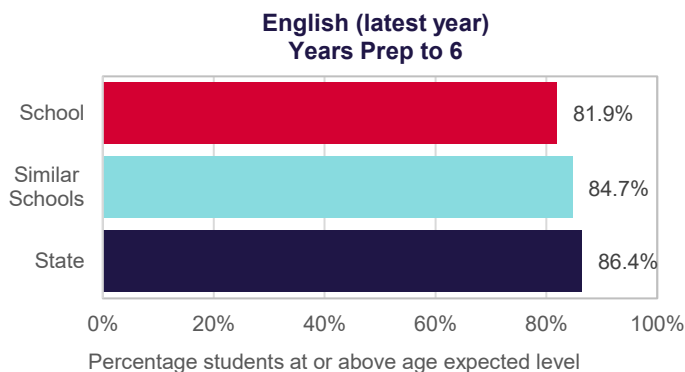
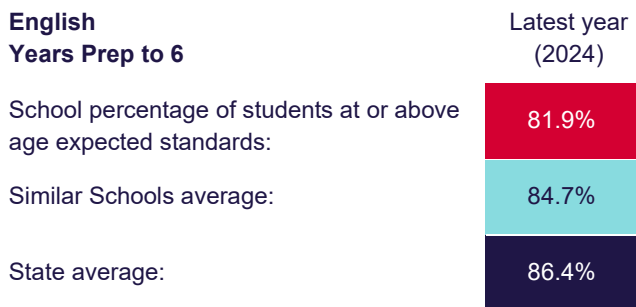


LEARNING

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.

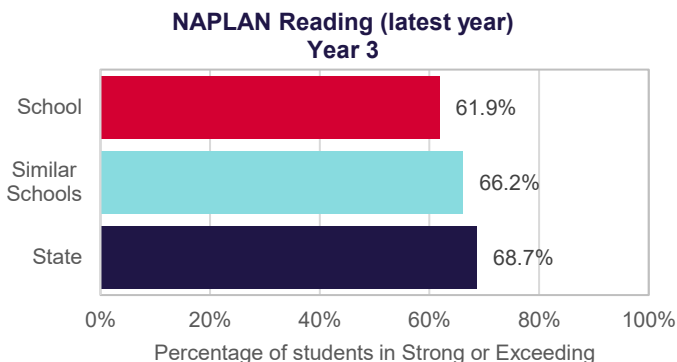
NAPLAN

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.

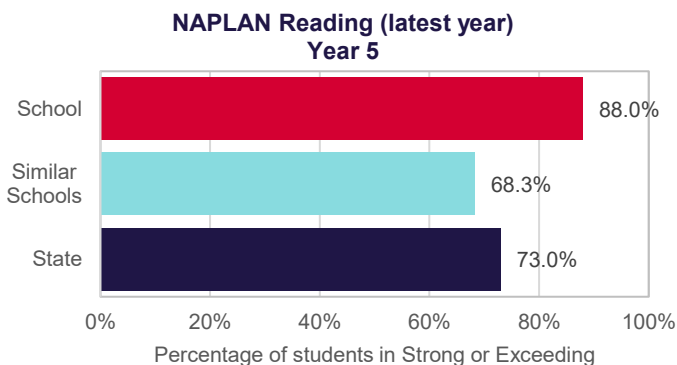
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.9%	56.8%
Similar Schools average:	66.2%	65.6%
State average:	68.7%	69.2%



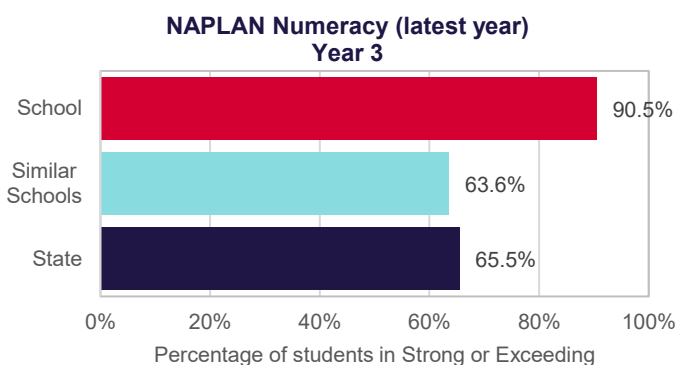
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.0%	73.5%
Similar Schools average:	68.3%	71.1%
State average:	73.0%	75.0%



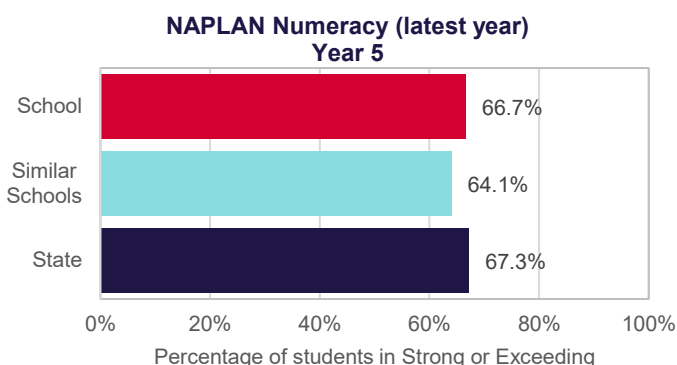
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.5%	70.5%
Similar Schools average:	63.6%	64.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	54.2%
Similar Schools average:	64.1%	64.2%
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:

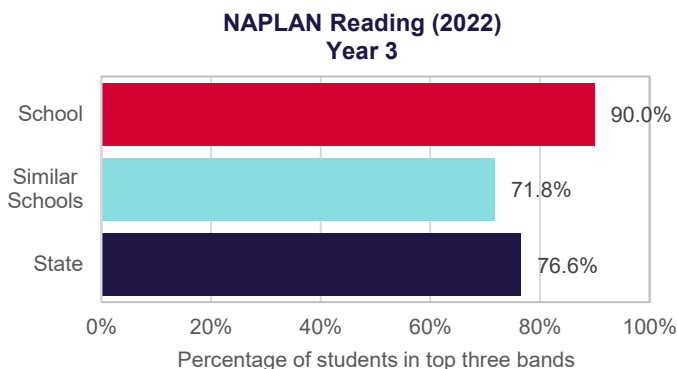
90.0%

Similar Schools average:

71.8%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

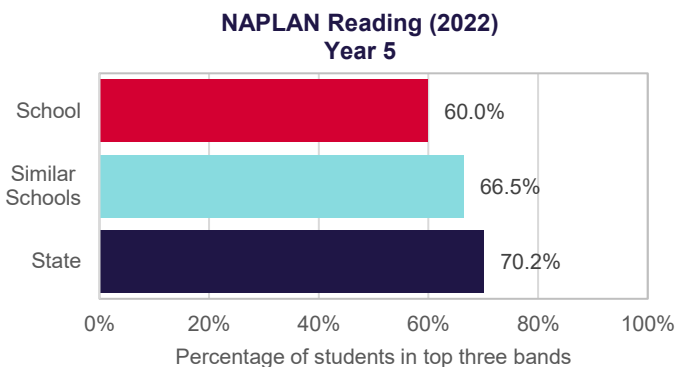
60.0%

Similar Schools average:

66.5%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

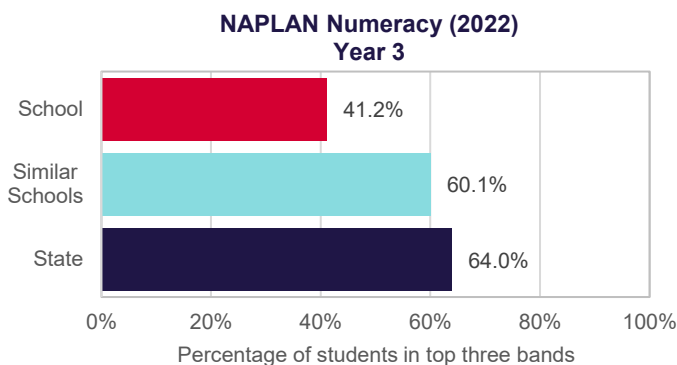
41.2%

Similar Schools average:

60.1%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

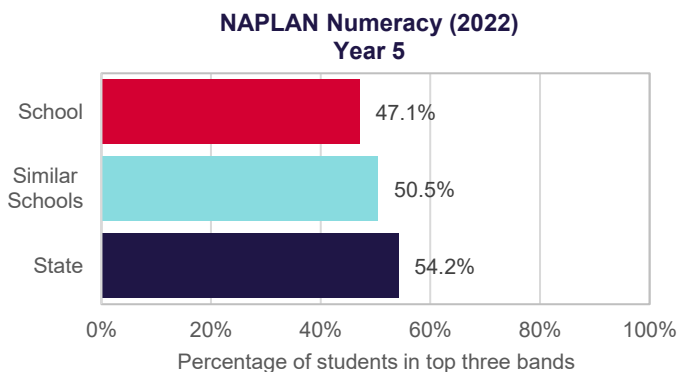
47.1%

Similar Schools average:

50.5%

State average:

54.2%



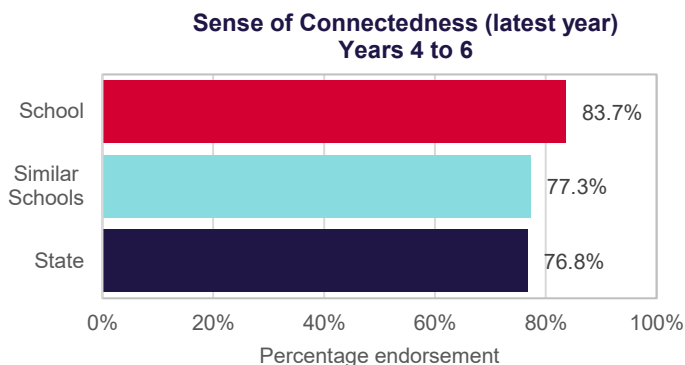
WELLBEING

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).

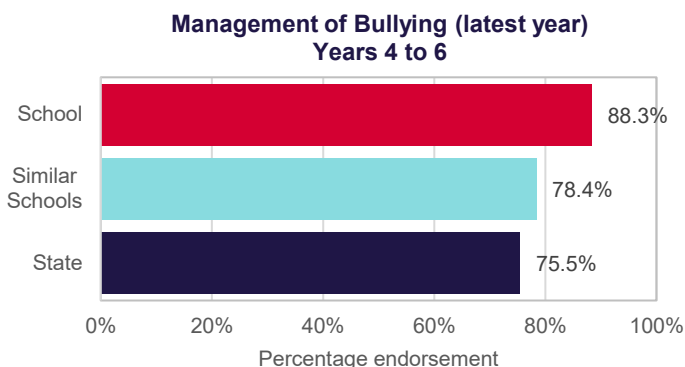
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	83.7%	78.5%
Similar Schools average:	77.3%	78.8%
State average:	76.8%	77.9%



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:	88.3%	84.1%
Similar Schools average:	78.4%	80.0%
State average:	75.5%	76.3%



ENGAGEMENT

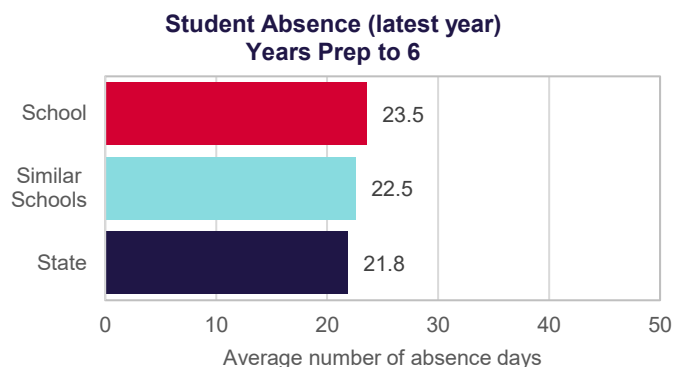
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	23.5	25.8
Similar Schools average:	22.5	21.3
State average:	21.8	20.1



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%	89%	88%	88%	91%	88%	81%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,103,478
Government Provided DET Grants	\$327,305
Government Grants Commonwealth	\$6,500
Government Grants State	\$0
Revenue Other	\$52,173
Locally Raised Funds	\$91,533
Capital Grants	\$0
Total Operating Revenue	\$2,580,989

Equity ¹	Actual
Equity (Social Disadvantage)	\$83,185
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$83,185

Expenditure	Actual
Student Resource Package ²	\$2,227,426
Adjustments	\$0
Books & Publications	\$352
Camps/Excursions/Activities	\$59,906
Communication Costs	\$1,878
Consumables	\$34,319
Miscellaneous Expense ³	\$38,575
Professional Development	\$23,370
Equipment/Maintenance/Hire	\$24,640
Property Services	\$86,419
Salaries & Allowances ⁴	\$201,927
Support Services	\$39,218
Trading & Fundraising	\$74,841
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,579
Total Operating Expenditure	\$2,834,453
Net Operating Surplus/-Deficit	(\$253,464)
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 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$277,902
Official Account	\$31,164
Other Accounts	\$0
Total Funds Available	\$309,066

Financial Commitments	Actual
Operating Reserve	\$101,312
Other Recurrent Expenditure	\$159
Provision Accounts	\$0
Funds Received in Advance	\$322,081
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$33,012
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$7,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$27,210
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$491,274

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.

