

2024 Annual Report to the School Community

School Name: Harvest Home Primary School (5500)



- 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 28 February 2025 at 09:44 AM by Andrew Bouzikas (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 28 February 2025 at 09:45 AM by Andrew Bouzikas (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

Harvest Home Primary School is a Public Private Partnership (PPP) School that opened in 2017. Under the PPP model, the private sector has designed, constructed, and maintained the school to high contractual standards for over 25 years, enabling a direct focus on student learning, well-being, and engagement. Our School is located on Harvest Home Road, Epping, in the City of Whittlesea.

In 2024, Harvest Home Primary School had 974 enrolments, with 375 students having English as an Additional Language (EAL), 12 Aboriginal and Torres Strait Islander students, and 11 students enrolled under the International criteria. The school's Student Family Occupation and Education (SFOE) band value remained in the 'Low-Medium category, with an SFOE index of .33.

Our Vision: At Harvest Home Primary School, the students are the centre and purpose of everything we do. We prepare students to pursue their goals, interests, and aspirations. All teachers and support staff work to provide a teaching pedagogy reflective of 21st-century designs focused on rich environments and personalised learning for all students. Teachers and students work collaboratively in Learning Communities to create flexible teaching options to cater to the individual needs of all students. We commit to shared responsibility for all students' success, well-being, and safety.

Our Mission: To establish a high-performing school community that embraces innovation, inclusivity, collaboration, and respect.

Our Vision and Mission are supported by our learning motto of 'Kaizen.' A Japanese word meaning "a little bit of improvement every day." As a leader, a teacher, a student, and a community member... we come to school every day to be better than we were yesterday. Our logo represents Community and Collaboration and aligns with how we work, with teachers and students working. With a strong sense of Community and partnerships, our school provides a welcomed shared space for all members of our wider school community.

All teachers and staff work in Professional Learning Communities (PLCs) as a team of collaborative learners that use the inquiry cycle focus to drive planning, instruction, learning, and well-being focused on improving student outcomes. In 2024, we continued as a PLC Link school that supports schools within our region with collaborative approaches to Inquiry cycles, data-driven learning outcomes, and best practices for learning and wellbeing.

All staff have a sound understanding of the Victorian Curriculum, which embedded Literacy and Numeracy instructional models support. Throughout this year, we also began a series of Professional Learning related to implementing the VTLM 2.0 (Victorian Teaching & Learning Model.) The delivery of our instructional models is also supported by the continued implementation of our Learner Dispositions, which enable students as learners to achieve Kaizen within every learning environment. To support the implementation and fidelity of curriculum mapping, students also have the opportunity to participate in a range of specialist sessions, which include Physical Education, Visual Art, Science, STEAM, Spanish, and Mindfulness, along with Interschool Sports and events such as camp, swimming, excursions, and incursions to promote students personal and social learning.

In addition to positive implementation, our school is recognised for consistently implementing School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships (RRRR). At the end of 2023, we were awarded a Gold award for our approaches to positive engagement in SWPBS, along with continuing the opportunity to foster the best practice of Respect Relationships as a Lead School. We have applied for Gold Status again in 2024.

With a continued focus on Kaizen, learning improvement, and ensuring that students are at the centre of and purpose of all we do, a school's overall learning domain and well-being domain performance is determined using current student outcomes and the level of change over time, with data shared via the School Performance Report. As referenced in our 2024 School Performance Report, we concluded our year in the 'high' performance category. As an overall performance group, this indicates a range of high student outcomes across learning and wellbeing measures, which is the most successful measure for Victorian Government Schools.

Harvest Home Primary School concluded the 2024 school year with many positive and successful outcomes for our school community, with a high percentage of data sets achieving above Similar Schools and State averages (e.g. NAPLAN, Student and Staff Surveys). Collectively, we look forward to the opportunities to maintain successful learning and well-being outcomes for our students and school community in 2025.

Progress towards strategic goals, student outcomes and student engagement

Learning

Harvest Home Primary School is committed to providing the students of Epping North with exemplary teaching and learning programs. The school always maintains high expectations for all students to achieve maximal learning growth and outcomes.

In the last 12 months Harvest Home Primary School has made significant progress in ensuring each student experiences growth in their learning. Some of the ways we have progressed our goals are:

- Consistency in teaching and learning with our Literacy Instructional model from Year Prep - 6.
- Whole school professional learning on our revised Numeracy Instructional model, including understanding Numeracy 2.0 in readiness for 2025 implementation.
- The Leadership team providing modelling and coaching to staff in the areas of Literacy and Numeracy.
- Professional Learning Communities (PLCs) working together through inquiry cycles to improve an area of student data. This was also supported by our regional PLC Link school responsibility.
- Tutor Learning Initiative (TLI) provided for students in reading and numeracy who were identified as 'needs attention' on 2023 Year 3 and 5 Naplan and students in Year 1 and 2 who were reading below expected level.

It was pleasing that in the 2024 NAPLAN (National Assessment Program – Literacy and Numeracy), the school achieved outstanding results. In relation to the NAPLAN domains, the following school results were achieved.

- **Year 3 Reading:** 65% of students achieved in the exceeding or strong proficiency, higher than similar schools at 64% and just under the State at 69%.
- **Year 3 Writing:** 81% of students achieved in the exceeding or strong proficiency, higher than similar schools at 75% and the State at 78%.
- **Year 3 Numeracy:** 67% of students achieved in the exceeding or strong proficiency, higher than similar schools at 58% and the State at 65%.

- **Year 5 Reading:** 74% of students achieved in the exceeding or strong proficiency, higher than similar schools at 71% and the State at 73%.
- **Year 5 Writing:** 77% of students achieved in the exceeding or strong proficiency, higher than similar schools at 75% and the State at 73%.
- **Year 5 Numeracy:** 71% of students achieved exceeding or strong proficiency, higher than similar schools at 64% and the State at 67%.

Teacher judgments are where the teachers make on-balance, holistic, evidence-based, and defensible judgments against the Victorian Curriculum achievement standards and determine scores that accurately reflect where the student is located on a learning continuum for curriculum areas during the reporting period. Teachers at Harvest Home Primary School complete student reporting profiles for Literacy and Mathematics, which support them in knowing the achievement standards and triangulating the available data sets. Teacher judgement of student achievement relates to the percentage of Prep to Year 6 students working at or above age-expected standards in English and Mathematics.

English

Reading and Viewing: our school was 95%, well above similar schools at 84%, and the State at 86%.

Speaking and Listening: our school was 96%, above similar schools at 90% and the State at 92%.

Writing: our school was 88%, well above similar schools at 78%, and the State at 81%.

Mathematics

Measurement and Geometry: our school was 87%, above similar schools at 83%, and the State at 86%.

Number and Algebra: our school was 87%, above similar schools at 83%, and the State at 86%.

Statistics and Probability: our school was 88%, above similar schools at 84%, and the State at 86%.

Wellbeing

Harvest Home Primary School has a strong, systemic, caring and authentic focus on the well-being of all students and members of our community. We successfully continued to participate in the School Wide Positive Behaviour (SWPBS) Vic Initiative. This included;

- applying for and receiving a Gold award for our consistent whole-school implementation.
- launching our bullying prevention 'HHPs Upstander' during Anti Bullying Week with our slogan- "Show Up, Stand Up, Speak Up" and associated lessons.
- completing annual action plans and annual self-assessments / audits to support full participation and engagement in the initiative.
- the Staff Assessment Survey (SAS) results were 89% for outstanding school-wide implementation of SWPBS tier 1 practices.

- regular meetings and touch points were held with the NEMA - SWPBS coach, who assisted in prioritising the following steps and future actions, including refining data collection, analysis, insights, and templates.
- Positive Climate data was monitored, including; Hero badge data, Hero card data & positive phone calls. student voice was incorporated further, and student Positive Climate leader roles continued.

We continued to be a lead school for Respectful Relationships. This included liaising regularly with the NEMA Respectful Relationships Project Leader and facilitating network meetings with schools to share best practices and resources. The Personal and Social Curriculum continues to integrate the elements of Respectful Relationships and the Schools Wide Positive Behaviour Framework.

We continued to focus on daily student check-ins through individual school-wide self-regulation feelings check-in charts. We expanded suggested strategies for students to use in which staff monitor students' well-being daily. Our partnership with Inform and Empower continued with the focus on being safe online/e-safety delivering student-focused and interactive lessons (virtual incursions).

Staff had the opportunity to participate in professional learning, including Disability and Inclusion. We began using the new process for applying for funding through conducting DIPs (Disability Inclusion Profiles) for eligible students.

The school focused on the needs of our 'students at risk' by:

- researching evidence-based social skills programs to support some student's social skill development.
- conducting Student Support Group meetings with parents for some students.
- liaising with Koori Education Support Officers regarding our Indigenous students' learning and engagement needs.
- liaising with paraprofessionals, including NDIS providers for students with additional needs, NEMA Student Support Officers, and DET student wellbeing staff regarding student support services when needed.
- creating individualised support resources and documentation for at-risk students, including student support summary documents, behaviour support plans, health care and attendance support plans, plans for play, 'hand of help'.

We continued to build staff capacity to collect, analyse and respond to student wellbeing AToSS data for senior students (Year 4-6 & specialists) and SWPBS badge data for junior years (prep-3) through a PLC cycle. The Attitudes to School Survey (AToSS) was completed with students from Years 4 – 6; highlights included: Emotional Awareness and Regulation in 2024 positive endorsement was 77%, 4% higher than similar schools. Managing Bullying: the positive endorsement was 82%, significantly higher than similar schools (72%) and School Connectedness positive endorsement was 86%, again significantly higher than similar schools (76%).

Engagement

At Harvest Home Primary School, we pride ourselves on the strong engagement that is created through the authentic connections and relationships developed between staff, students and our community. We do this in a variety of ways across the school, including:

- Developing student voice through student engagement clubs, which continued to run successfully across the school at recess and lunch breaks. These were voluntarily run by teachers and support

staff. Many clubs were student-led or designed by students and supported by teachers. The schedule is reviewed termly, and students and staff are invited to provide club ideas. We also sourced external companies to run lunchtime engagement clubs such as AFL and Cricket Victoria.

- Our Student Buzz Leadership Team ran a successful canned food drive for the second year, donating over 1200 cans from our school community to Food Bank.
- Themed engagement days continued with Book Week performances, Ride/Walk to School Day, Footy Colours Day and Pyjamas Day being a hit amongst our students.
- We continued to offer a variety of Specialist classes each week for our students, who participated in 5 Specialist sessions including PE, Visual Art, Mindfulness, Science, Spanish (Semester 1) and STEAM.
- Each year level had incursions and excursions throughout the year related to topics they were learning, including, 'Wild Action incursion', 'First Nations incursion', 'Werribee Zoo excursion'
- We reviewed our Inquiry learning approach across the school to incorporate further student voice and choice in topics in certain areas such as History and Geography, with students investigating topics such as 'Where food comes from' or 'The World I live in'.
- We continued to celebrate our weeks of learning at Together on Fridays, rotating through junior and senior school gatherings as well as whole-school celebrations. Each week, students from across the school would share their learning and in Semester 2, we showcased some individual student talents such as cultural dancing, instrument playing and a song from our school band.

In 2024, Harvest Home had an average yearly attendance rate across all year levels of 88.1%, a higher attendance rate than both 2023 and 2022. We had 27% of students record an average attendance of 95% or more, 5% higher than in 2023. We celebrated our 100% attendance students for Semester 1, Semester 2 and all of 2024 with a special lunch with the Principals. The average absence days were 23.7, again our lowest number since 2022. Our unexplained absences dropped to 5.1%, down from 6% in 2023 and significantly lower than 12.7% in 2022. Our attendance officer continued to work with families to input absences into Compass and an Assistant Principal oversaw the attendance process through creating behaviour plans and working with teachers to contact families after three absent days in a row. We also created Student Absence Learning Plans for students' families who would be absent for ten days or more.

Other highlights from the school year

There were several other highlights that took place throughout the year at Harvest Home in 2024. These included:

- Our camping program evolved into a whole school program from P – 6. This involved: Prep Morning Breakfast, Year 1 Afternoon Experience, Year 2 Whole Day Camp, Year 3 overnight camp and individual two-night camps for our Year 4-6 cohorts.
- School events were well supported by our community, including our Community Maths Afternoon, which allowed students to bring their families into their Learning Communities to participate in Numeracy games. Our Muffins with Mum and Donuts with Dad morning had a large number of visitors who not only visited the Stadium but participated in activities in Learning Communities.
- Our biggest school celebration was saved for our Community BBQ for our end-of-year community event. We hosted this on the oval for the first time, with visits from local businesses, including a coffee van and gelati truck. We engaged with a DJ to entertain our families as well as AFL clinics, Cricket Victoria clinics and inflatable fun with Pro Activity, all adding to the fun of our BBQ and canteen treats.

We received over 40 donations from families and local businesses for our Christmas raffle, including our major prize of a one-night stay at Mantra Epping.

- We had a number of sporting achievements in 2024 including our progressing to the Divisional stages of the cricket competition, a number of students making it to the State Athletics competition and to State Finals of the Hoop Time competition, as well as our Year 5 students participating in interschool sports for the first time.
- Our weekly HHPS Update continued to evolve with not only a flyer being posted each Sunday afternoon on Compass, informing our families of the upcoming celebrations, events and activities, but this is now becoming a news report. Our School Captains share the upcoming events and interview students on different events they have taken part in.

Financial performance

In 2024, our school fully managed its finances and aligned with DET processes, policies, and guidelines. There was a clear delineation and segregation of duties to ensure that thorough checks and balances were in place about budgeting, receipting, and expenditure of funds. The School Council, whilst responsible for overseeing the program and providing timely reports to the School Council, has been supported by the Business Manager and Principal to provide high-level financial leadership. The development of the Finance Committee, a sub-committee of the School Council, which meets monthly, has supported the key aspects of the successful financial management of our school.

As 2024 was our school's 8th year of operation, we have begun to see a consolidation and consistency within student enrolment. Therefore, auditing our current resources, including educational resources, student consumables, and furniture, was key to financial expenditure and future planning. With a focus on sustaining positive learning and wellbeing outcomes for our students, a focus was placed on recruitment, class sizes, and support staff, along with progressive recruitment throughout 2024. Major projects such as the hardcover, security cameras and a presentation screen in the Stadium will continue to be planned and delivered in 2025. Due to effective financial and strategic planning, the school has again maintained a positive net operating surplus.

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

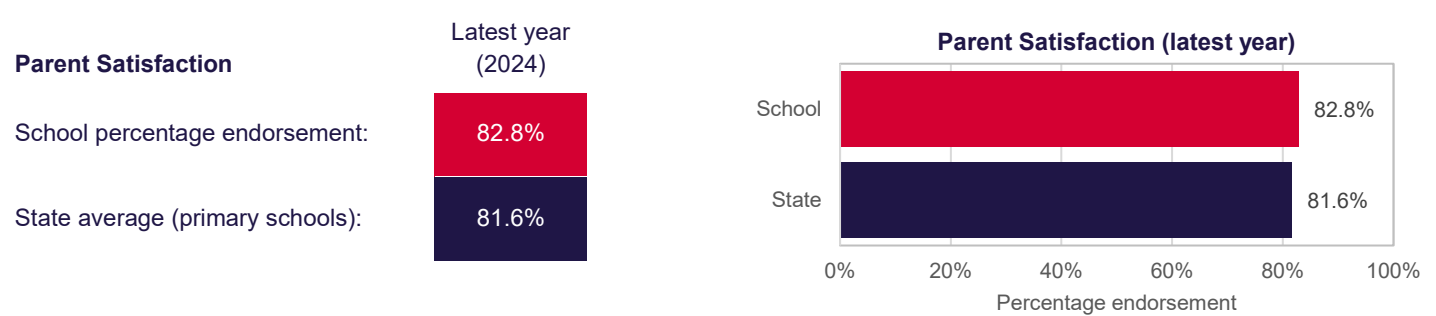
A total of 979 students were enrolled at this school in 2024, 479 female and 500 male.
59 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

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**

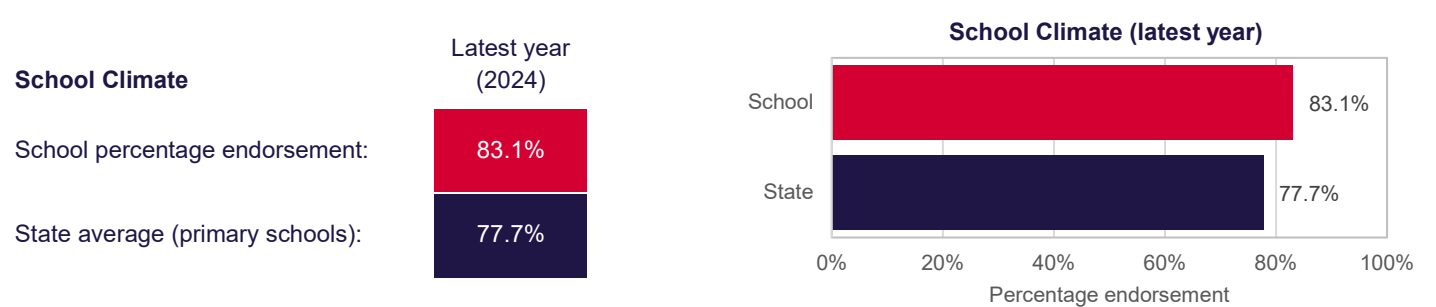
Parent Satisfaction Summary

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.

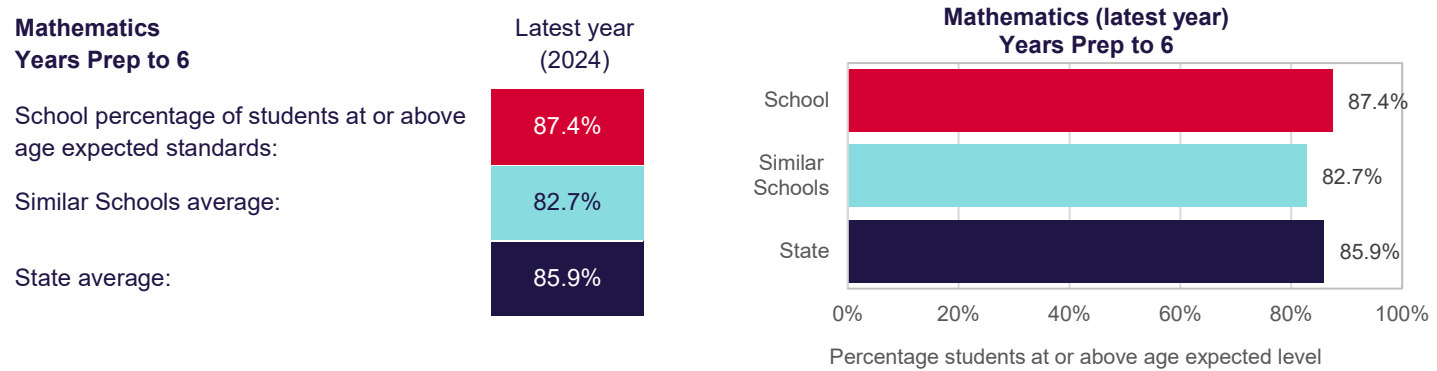
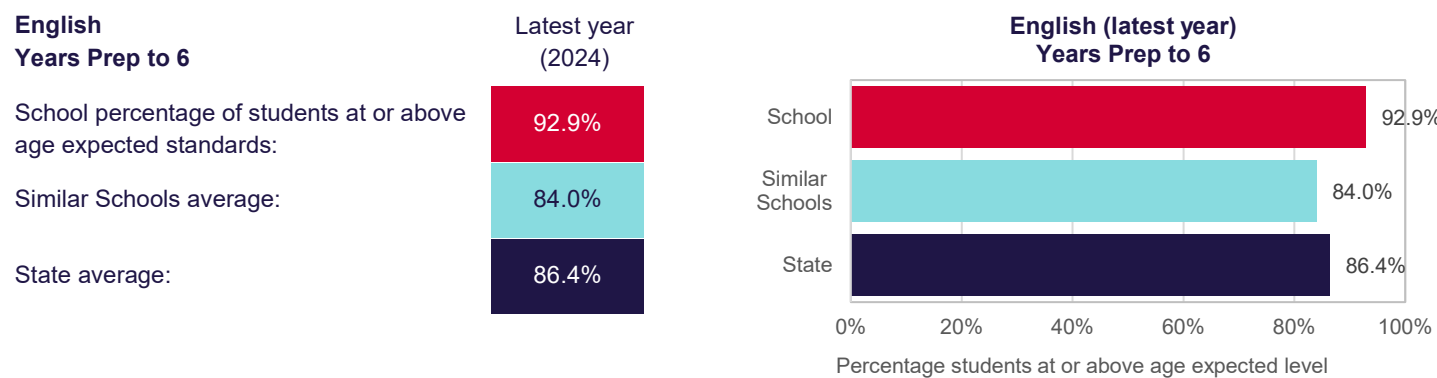


LEARNING

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.



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.

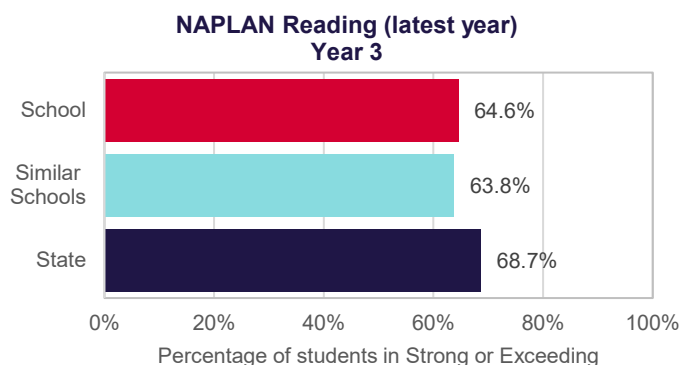
NAPLAN

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.

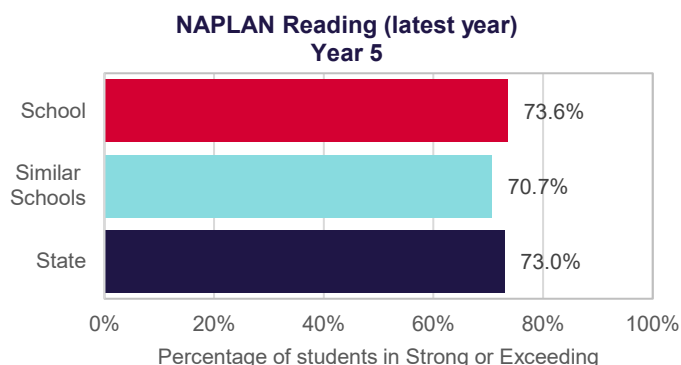
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.6%	67.2%
Similar Schools average:	63.8%	64.7%
State average:	68.7%	69.2%



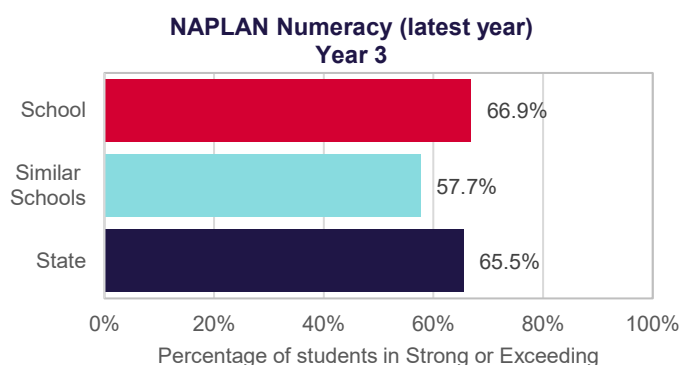
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.6%	77.0%
Similar Schools average:	70.7%	73.0%
State average:	73.0%	75.0%



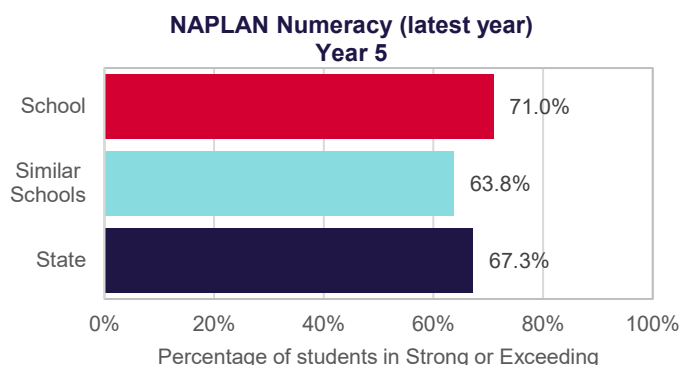
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.9%	65.8%
Similar Schools average:	57.7%	59.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.0%	71.6%
Similar Schools average:	63.8%	64.5%
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:

74.4%

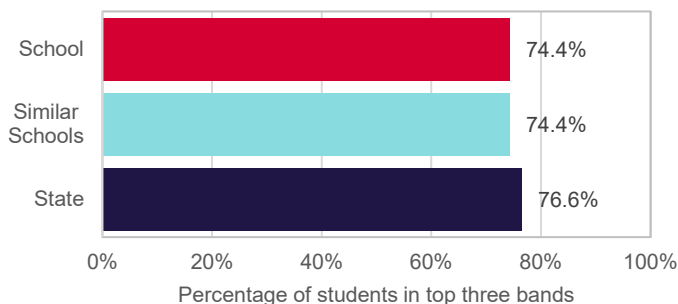
Similar Schools average:

74.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

74.6%

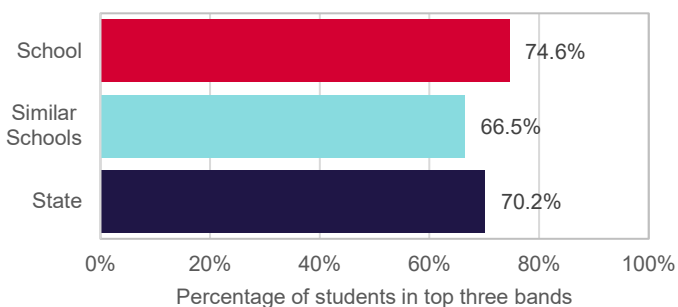
Similar Schools average:

66.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

66.5%

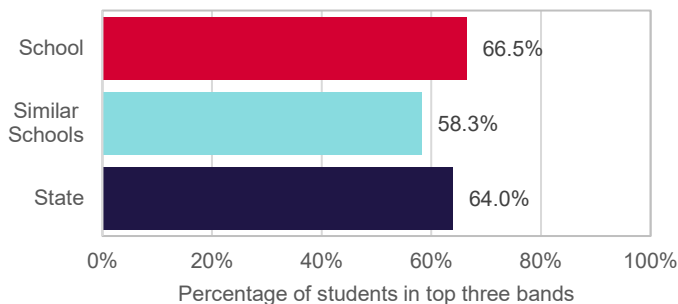
Similar Schools average:

58.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

55.9%

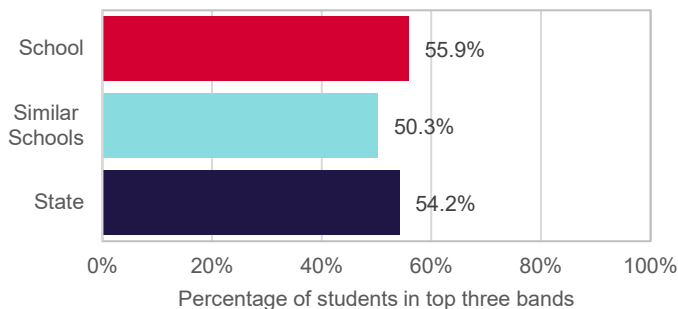
Similar Schools average:

50.3%

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.

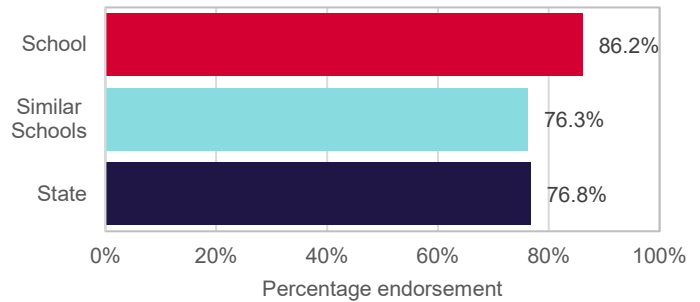
Student Attitudes to School – Sense of Connectedness

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:	86.2%	86.7%
Similar Schools average:	76.3%	78.3%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



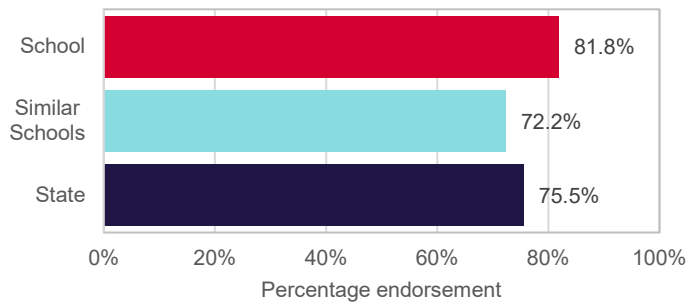
Student Attitudes to School – Management of Bullying

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:	81.8%	82.5%
Similar Schools average:	72.2%	73.9%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

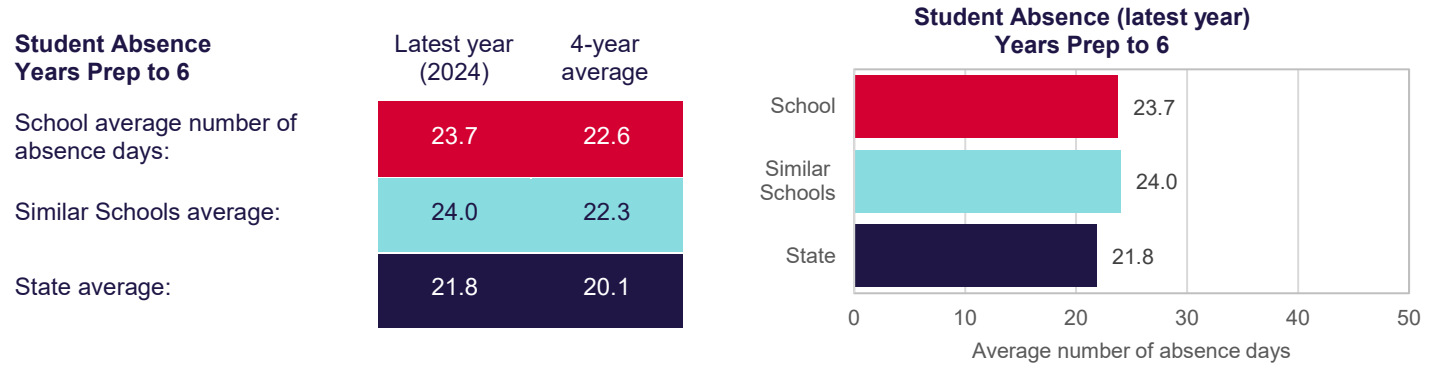


ENGAGEMENT

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):	89%	89%	89%	86%	88%	88%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,291,000
Government Provided DET Grants	\$819,323
Government Grants Commonwealth	\$7,200
Government Grants State	\$0
Revenue Other	\$198,854
Locally Raised Funds	\$385,733
Capital Grants	\$0
Total Operating Revenue	\$10,702,111

Equity ¹	Actual
Equity (Social Disadvantage)	\$175,855
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$175,855

Expenditure	Actual
Student Resource Package ²	\$9,152,489
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$227,242
Communication Costs	\$4,395
Consumables	\$254,523
Miscellaneous Expense ³	\$238,197
Professional Development	\$32,739
Equipment/Maintenance/Hire	\$48,530
Property Services	\$2,364
Salaries & Allowances ⁴	\$0
Support Services	\$280,962
Trading & Fundraising	\$8,914
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$147,750
Total Operating Expenditure	\$10,398,104
Net Operating Surplus/-Deficit	\$304,007
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$4,023,853
Official Account	\$82,803
Other Accounts	\$0
Total Funds Available	\$4,106,656

Financial Commitments	Actual
Operating Reserve	\$207,603
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$250,000
Asset/Equipment Replacement > 12 months	\$250,000
Capital - Buildings/Grounds > 12 months	\$2,800,000
Maintenance - Buildings/Grounds > 12 months	\$350,000
Total Financial Commitments	\$4,307,603

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.

