

2024 Annual Report to the School Community

School Name: Anglesea Primary School (4332)



- 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 01:26 PM by Murray Surkitt (Principal)

- 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

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

The Anglesea Primary School vision and values statement is 'Anglesea Primary School is a creative and fun learning environment that promotes the following values: Respect, Responsibility, Kindness and Collaboration. Students will strive to achieve their personal best and become independent and resilient learners who make a positive contribution to the community and the environment'. At the beginning of 2024, 154 students (59 female and 95 male) were enrolled at the school. 0 percent of students had English as an additional language and 0 percent were of Aboriginal or Torres Strait Islander background. The Junior Learning community consisted of one Home Group of Prep students (20 children) and two Home Groups of Grade 1+2 students (20 children each). The Senior Learning community consisted of two Home Groups of Grade 3+4 students (25 children each) and two Home Groups of Grade 5+6 students (22 children each). The workforce composition consisted of 10.2 teachers, 4.2 education support staff, a 0.8 business manager, a 0.2 administrative assistant and the principal.

Anglesea Primary School is located in the Surf Coast Shire of Victoria, 38 kilometres south-west of Geelong. The school prides itself on being an active member of the Anglesea community and consistently seeks opportunities for students to participate in authentic projects with local community groups. The buildings at Anglesea Primary School offer flexibility and allow both internal and external environments to be utilized as learning spaces. The Imaginative Play Space, Vegetable Garden, Outdoor Learning Centre, Outdoor Classroom and Undercover/Shaded Areas provide opportunities for students to engage in Outdoor Learning. In 2024 a new and Inclusive Playground was installed near the main building, with a shade sail provided by Parents Club fundraising, allowing students to learn, play and regulate in the natural environment that Anglesea Primary School provides.

Progress towards strategic goals, student outcomes and student engagement

Learning

To address the 2020-2024 School Strategic Plan goal of 'Maximise the learning growth of every student', the school renewed scope and sequence documentation, linked to the Victorian Curriculum 2.0, for Writing and Maths. They set out what students are expected to learn and are designed as a continuum of learning to meet the diverse needs of students and maximise their learning growth. Once developed, teachers received professional learning regarding implementation. This process supported an increase in the percentage of students at or above age expected levels according to Teacher Judgement against the Victorian Curriculum in both English and Maths.

The school renewed its process for providing student feedback, voice and agency. This included renewing the student goal-setting process by drawing upon resources such as the Department of

Education's 'Amplify' document, the 'Victorian Teaching and Learning Model 2.0' documents as well as the Framework for Improving Student Outcomes (FISO) Improvement Cycle. Once developed, teachers received professional learning regarding implementation. Teachers used the process to develop personalised learning goals with their students, promoting student voice and agency. This process supported an increase in the percentage of positive responses for Sense of Connectedness in the Grade 4-6 Attitudes to School Survey.

The school provided additional funds to employ a Tutor for two days/week to support students achieve expected learning growth. The DET High Ability Program was used to challenge and extend students in English and Maths. Funds were used to employ a Mental Health and Wellbeing/Disability Inclusion leader and additional teacher aides to provide additional support to students, teachers and families. This process supported improved NAPLAN data with the percentage of students achieving in the Strong or Exceeding categories being higher than State Average for Year 3 Reading and Numeracy as well as Year 5 Reading and Numeracy.

A range of professional learning was provided, including all staff completing Berry Street Education Model training to embed whole-school processes for all students to achieve success. Further Soundwrite professional learning was provided to improve teacher practice and student outcomes in spelling and writing. Teachers received feedback regarding their performance via the Statement of Expectation process.

Highlights of the year included the school climate section of the school staff survey further improving to remain well above state average. All Grade 3 and 5 NAPLAN results were above State Average for the percentage of students achieving in the Strong or Exceeding categories. The percentage endorsement by parents on their General School Satisfaction was also above State Average.

Wellbeing

To address the 2020-2024 School Strategic Plan goal of 'Improve the health and wellbeing outcomes for every student', the school focused on strengthening the whole-school approach towards implementing the Wellbeing Plan incorporating the School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships (RRRR) philosophies as well as strategies learnt from completing Berry Street Educational Model training. The Wellbeing Leadership Team produced a termly Wellbeing Plan for all teachers to teach students how to demonstrate the school values, enabling a positive climate for learning. The school used available funds to employ a Mental Health and Wellbeing/Disability Inclusion Leader to support student and staff wellbeing. Tier 3 Disability Inclusion funding saw an increase in the number of Education Support – Teacher Aides in the school, with six employed in 2024 compared to three in 2023.

To promote Outdoor Learning, classes were held outside using the Outdoor Learning Centre and the Outdoor Classroom. Students and teachers also made use of the Imaginative Play Space and undercover areas to hold lessons outside. A new and Inclusive Playground was installed after submitting a successful Inclusive School Fund grant application, with Parents Club fundraising providing a Shade Sail over it. This resulting in another playground for students to play and regulate on, free from the sun.

The Year 6 Values Captains continued to promote the Value of the Week at Friday assembly. Students were acknowledged for demonstrating the values to promote a positive climate for learning, build positive relationships and improve wellbeing and mental health across the school. This process supported an increase in the percentage of positive responses for Management of

Bullying from the Year 4-6 Student Attitudes to School Survey, with the school result being well above State Average.

A range of professional learning was provided to staff to improve the health and wellbeing outcomes of students. Staff attended Day 3 and 4 of Berry Street training to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.

The Kids hope program continued, providing 1:1 mentoring support for up to six identified students.

Highlights of the year included the Wellbeing section of the Annual Report, with the percentage endorsement on the Sense of Connectedness factor and the Management of Bullying factor both being above State Average and Similar Schools Average.

Engagement

In 2024 the school continued to provide authentic, challenging and fun learning tasks and activities for students. Highlights included the Parents Club Village Fair, Christmas Pageant Extravaganza and Walkathon. The school continued to provide Lunchtime Clubs including Art, Gardening, Lego and Drawing Clubs. Local community group ANGAIK visited the school to assist rejuvenate the front garden and to also teach the children how to plant their own plant in there. Harmony Day, Idahobit Day and Bookweek were celebrated with students and staff coming to school dressed as a favourite book character. The two-week Beach Safety and Awareness program was held as well as Walk and Ride to School Day. Students participated in inter-school sporting events such as Athletics, Soccer, Football, Netball, Cross Country and Tennis and the schools House Sports were held.

Grade 5+6 students coordinated our Mini Fete. Grade 3+4 students spent time in the vegetable garden beds to prepare them for planting as part of our Stephanie Alexander Kitchen Garden program. Students in Grade 3-6 engaged in a 5-6 week Outdoor Education program. The Grade Prep to 2 students attended various incursions/excursions and the Camping program was held (Prep/One Breakfast, Grade 2 overnight camp, Grade 3+4 and Grade 5+6 two-night camp).

Student work was shared with parents/carers via Seesaw. Open Afternoons were held to allow parents/carers to visit classrooms and view work produced by their child/ren. Kids Hope trained mentors visited the school to spend time with children identified as needing extra support with their learning, engagement and wellbeing.

Staff are to be congratulated for their efforts to provide an engaging program on the four days the school was relocated to another setting due to Extreme Fire Danger Rating.

To improve student attendance, at weekly Assembly students who were at school each day were acknowledged with one of them receiving a prize via an Attendance Raffle. This was a popular and enjoyable activity with the students, however the average number of student absence days Years Prep to 6 increased from 2023 and was well above state average. Common reasons for non-attendance included illness and extended family holidays.

Financial performance

The school's financial position at the end of 2024 was similar to 2023. Revenue slightly increased, with another successful Parents Club Village Fair contributing to locally raised funds. The increase was also due to an increased number of Pre Service Teacher placements and payments (Gov Grants) and increase in the SRP Cash Grant. Some expenditure areas decreased compared to 2023 being Trading and Fundraising, Property Services as well as Camps and Excursions. The school experienced an operating surplus of \$193,057 partially for the reasons above. We also experienced an increase in carry forward funds related to School Saving Bonus and Kelly Club (OSHC Grant).

**For more detailed information regarding our school please visit our website at
www.angleseaps.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 154 students were enrolled at this school in 2024, 59 female and 95 male.

NDP percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

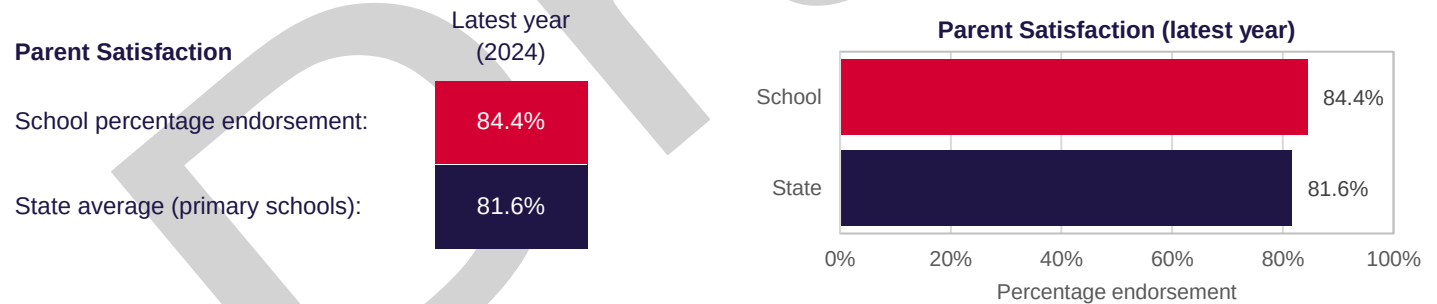
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

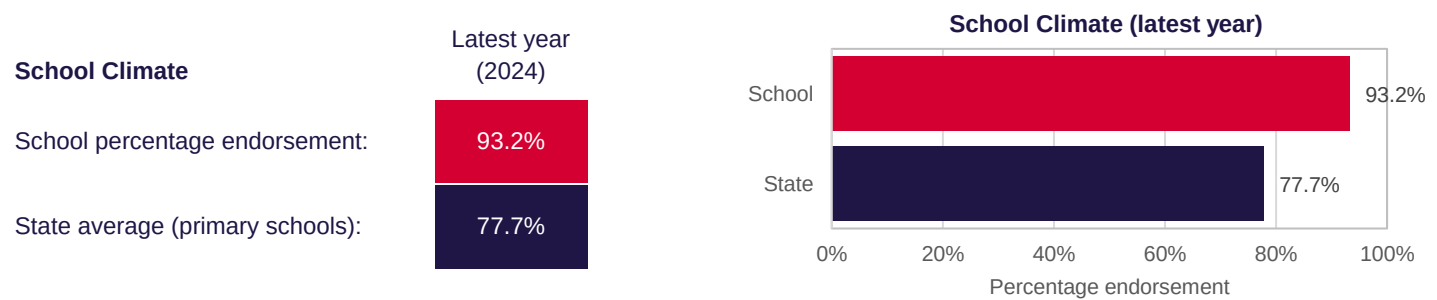


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

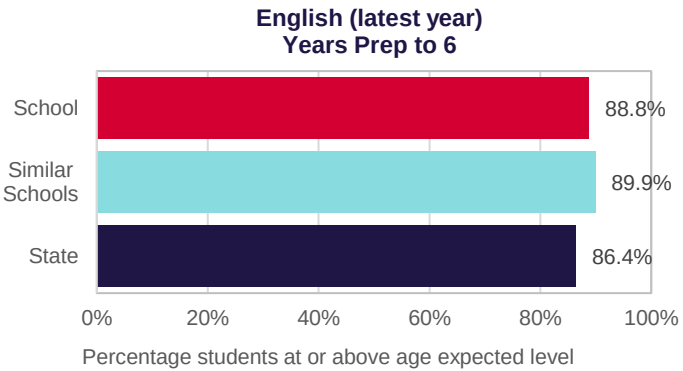
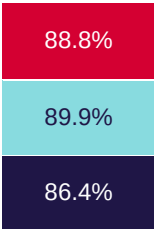
English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



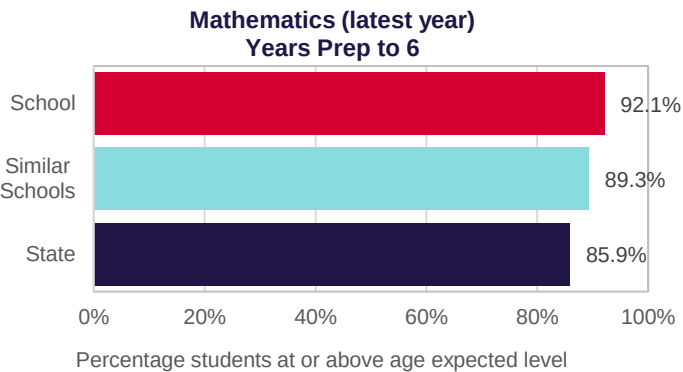
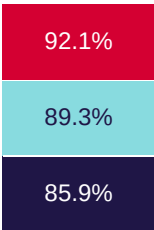
Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



LEARNING (continued)

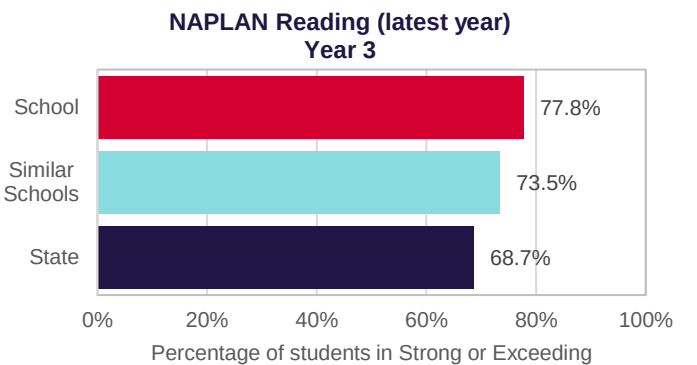
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

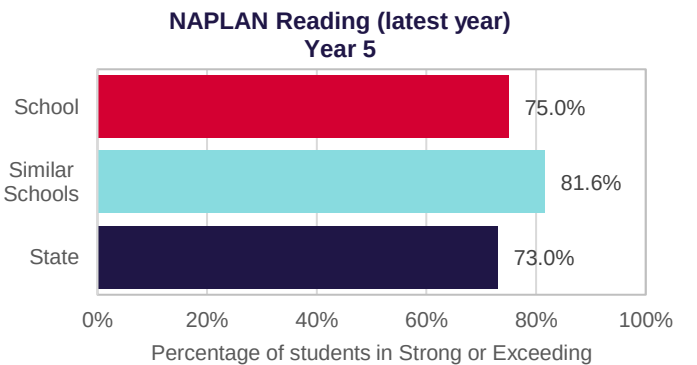
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

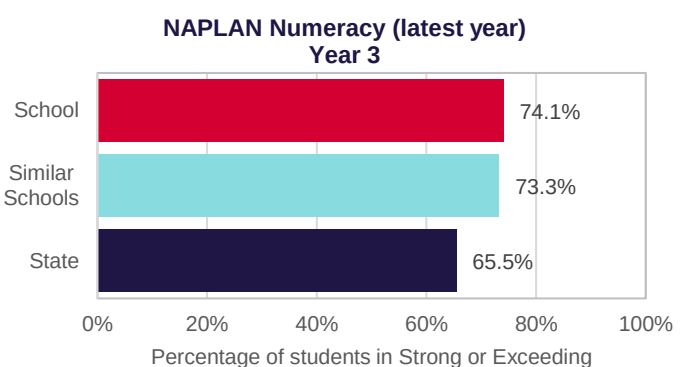
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	77.6%
Similar Schools average:	73.5%	73.3%
State average:	68.7%	69.2%



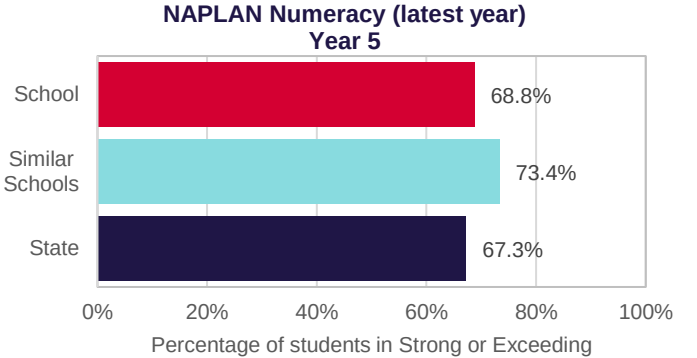
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	81.1%
Similar Schools average:	81.6%	83.5%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.1%	75.5%
Similar Schools average:	73.3%	73.7%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.8%	67.6%
Similar Schools average:	73.4%	73.1%
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:

73.3%

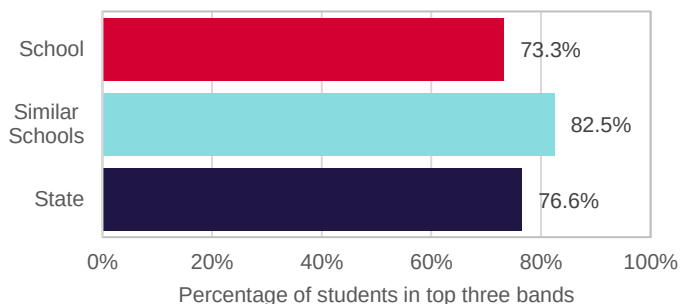
Similar Schools average:

82.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

77.8%

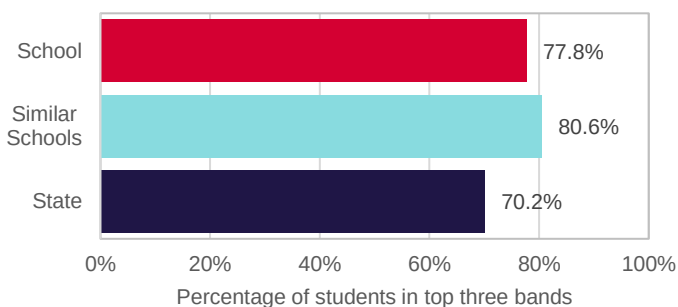
Similar Schools average:

80.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

52.9%

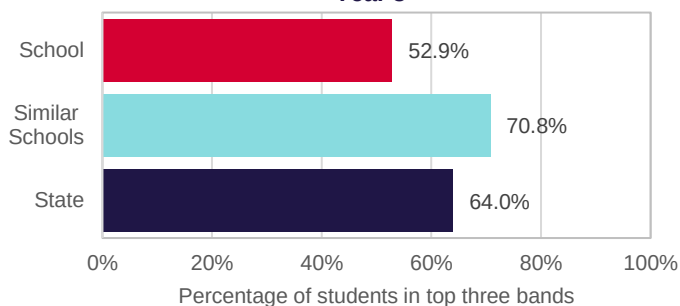
Similar Schools average:

70.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

60.7%

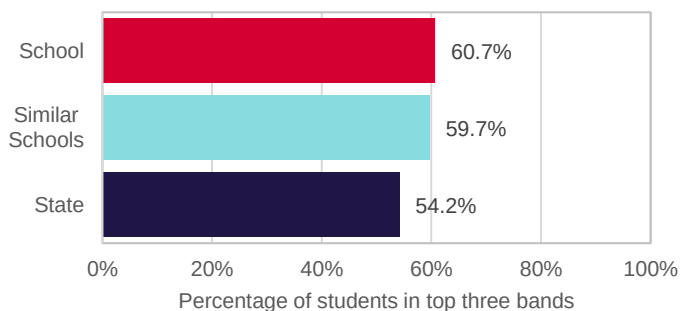
Similar Schools average:

59.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

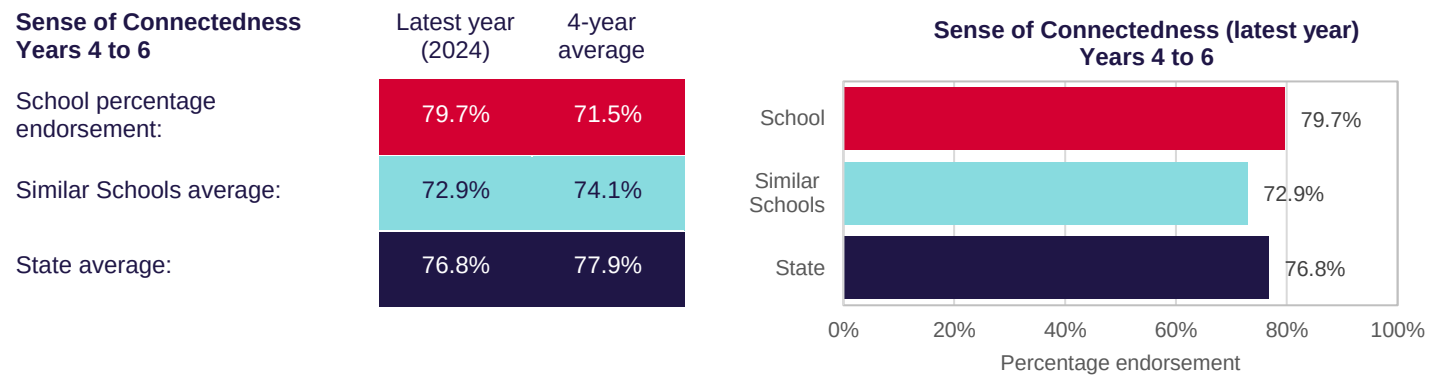


WELLBEING

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

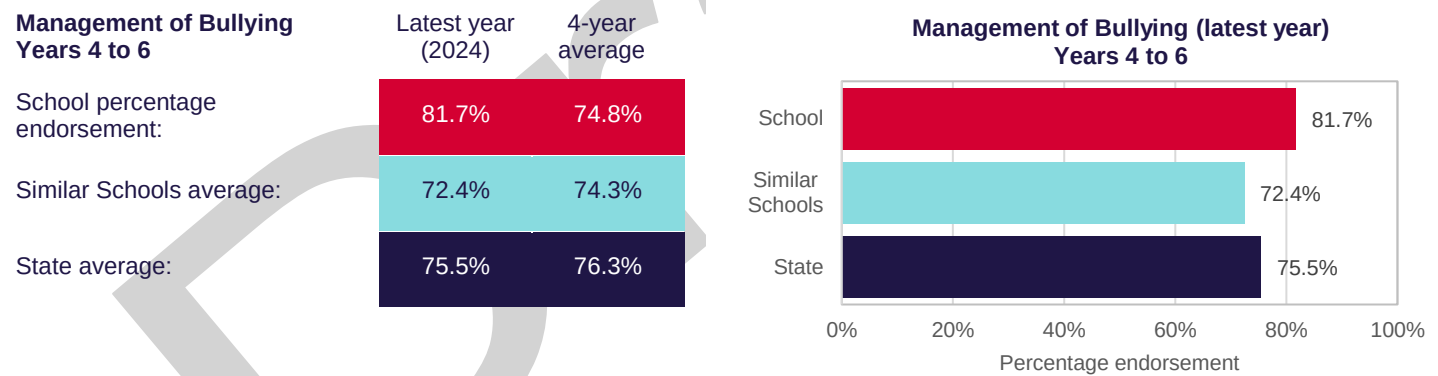
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

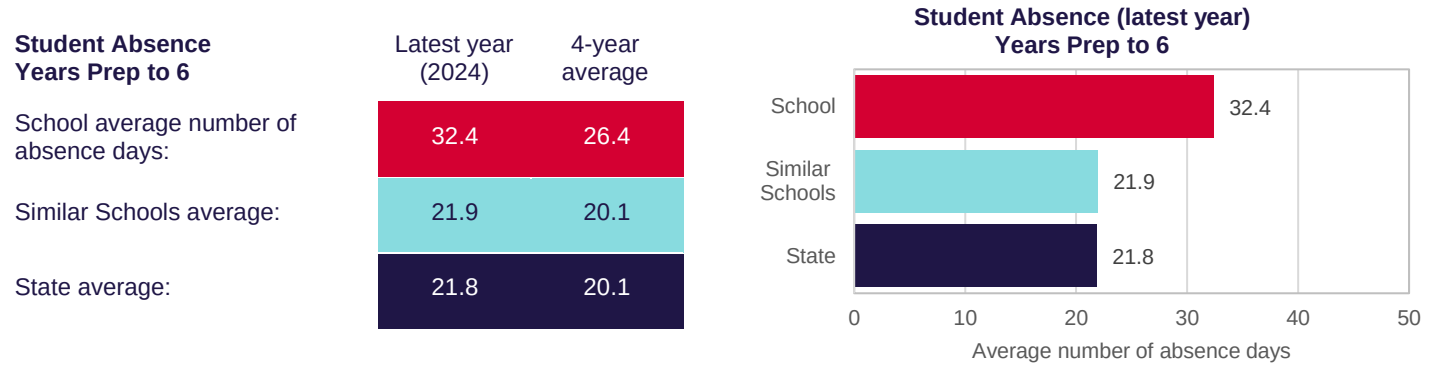


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	85%	84%	85%	87%	82%	79%	83%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,845,911
Government Provided DET Grants	\$362,713
Government Grants Commonwealth	\$15,206
Government Grants State	\$3,000
Revenue Other	\$24,574
Locally Raised Funds	\$198,114
Capital Grants	\$0
Total Operating Revenue	\$2,449,518

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,597
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,597

Expenditure	Actual
Student Resource Package ²	\$1,770,428
Adjustments	\$0
Books & Publications	\$4,130
Camps/Excursions/Activities	\$45,735
Communication Costs	\$276
Consumables	\$38,604
Miscellaneous Expense ³	\$4,129
Professional Development	\$17,126
Equipment/Maintenance/Hire	\$41,456
Property Services	\$104,470
Salaries & Allowances ⁴	\$115,060
Support Services	\$51,246
Trading & Fundraising	\$41,369
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,433
Total Operating Expenditure	\$2,256,460
Net Operating Surplus/-Deficit	\$193,057
Asset Acquisitions	\$16,332

- (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	\$503,962
Official Account	\$15,438
Other Accounts	\$0
Total Funds Available	\$519,400

Financial Commitments	Actual
Operating Reserve	\$80,354
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$84,587
School Based Programs	\$40,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,343
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$51,520
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$273,804

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.