2024 Annual Report to the School Community

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/)
* 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 03 April 2025 at 02:19 PM by Douglas Lunt (Principal) |

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| * 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.
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| Attested on 03 April 2025 at 02:19 PM by Douglas Lunt (Principal) |

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## School Name: Penders Grove Primary School (3806)

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](https://nap.edu.au/naplan/results-and-reports%22%20%5Ct%20%22_blank)’ 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

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| School context |
| In 2025 the school's population, of 170 students, represents a diverse range of socio-economic, cultural and language backgrounds reflecting the wider community of the City of Darebin. Fifteen teachers provide comprehensive programs in all areas of the Victorian Curriculum with an emphasis on English, Mathematics and Inquiry.  Specialist programs in Languages (Italian), Phys. Ed., Performing Arts, STEM and Visual Arts are provided for all students on a weekly basis. Student learning and wellbeing are enhanced by additional programs including intervention, camping, swimming, interschool sport and targeted social skills programs.  The school also provides transition programs from Kindergarten to Foundation as well as from Year 6 to 7. Six Education Support Staff members undertake a range of support services including administration, integration/classroom support & a library technician. Additional teaching or aide support facilitates the development of positive student teacher relationships, differentiation of learning programs and the Tutor Program.  Out of School Hours & Holiday Care is provided. The school is currently in the second year of the Strategic Plan.The school's goals are: * To optimise literacy and numeracy outcomes for all students.
* To empower students to have greater agency in their learning.
* To enhance inclusive practices and strengthen student wellbeing capabilities.

FISO:  In 2025 we continued to focus on student learning and wellbeing through the 2025 Priorities Goals and Key Improvement Strategies.   We teach and support each student at their point of need and in line with FISO. The priority KIS for 2025 are: ·        * To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning.
* To develop and implement a common language, understanding and practice of student learner agency in all curriculum areas.
* To develop and embed a defined process for student goal setting where students and teachers collaborate to create, track and evaluate goals.
* Consolidate the implementation of school-wide wellbeing programs.
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| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| The 2024 School Comparison measures for NAPLAN show that our students achieved results that are similar to what DET would estimate given the background characteristics of our students on NAPLAN Reading in Year 3 and with a school specific increase in the percentage of students deemed to be in the “strong or exceeding” category. Year 3 Numeracy has seen a very high (approx. 15%) increase from the 2023 result. Year 5 Reading and Numeracy showing similar results to 2023 with Year 5 Reading maintaining the increase seen in the 2023 school result (> 10%). According to teacher judgements against the Victorian Curriculum, student learning outcomes F-6 were lower in Maths and English, when compared to other schools on state comparison measures and have shown a slight specific percentage decrease in results from the previous year. The school’s expectation is that every student deemed capable will make at least one year’s progress each year regardless of their level of achievement.  The effective use of assessment data, particularly at the diagnostic level, continued to be used to differentiate the curriculum to meet individual student’s learning needs. Assessment data continued to be used to provide feedback to individual students to enable them to set their own learning goals.  The early identification of factors that may affect students learning and the provision of appropriate interventions continued to be a high priority. Additional staff have continued to be employed to provide programs that assist the learning and wellbeing of groups and individual students. Arrangements were made to allow for a team approach as often as possible to plan for student learning. The school has a significant number of students on the Program for Students with Disabilities (PSD) and overall a substantial percentage of students for whom teachers are making adjustments to the curriculum. All students on the PSD program have individualized ILPs and regular Student Support Group meetings to discuss progress against goals and make adjustments where necessary.  A number of other students in the school for whom teachers make adjustments, also have an established SSG, ILPs or scheduled meetings during the year.   |
| Wellbeing |
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| Our strong links with the local secondary school and kindergartens together with the orientation programs continue to support students’ successful transitions to and from primary school and also continues to make a positive impact on Foundation enrolments. Over the last few years strong links have developed with a number of local kindergartens and childcare centres and this will continue to be a focus in 2025 especially as Foundation enrolments have been lower than expected over the last two years.  To further support students’ transitions within the school, we ensure teachers are provided with background information about students entering their new class that may affect the student’s learning and/or wellbeing and that students know which class they will be in and, where practicably possible, who their teacher will be before the end of each school year. Students visit their new teacher and grade during the last week of Term Four. According to data derived from the Attitudes to School survey completed annually by Victorian government school students in Years 4 to 12, student outcomes for Connectedness to School were similar to 2023 scores but slightly lower than similar schools on school comparison measures for 2024 and on a 4 year average. Measures for Attitudes to Bullying were lower than other schools in 2024 on school comparison measures and on the 4 year average and this will be further explored in 2025 with the aim of improving this score. The school’s well embedded Wellbeing and Buddies programs teaching resilience and Social Skills are taught across all grades from Prep-6 and will continue to be a major focus in 2025. The school has maintained a vertical staff team focussing on Student Engagement and a senior teacher continues to be employed with Student Wellbeing and Inclusion as a focus. Time allocated to this role is continuing in 2025 where a focus will also be allocation of the DET funding in mental health and Tier 2 support.  |

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| Engagement |
| A consistent approach to student management that is clearly understood by all staff, students and parents and the promotion of positive relationships ensures an orderly learning environment. This continues to be enhanced in 2025 by the school's focus on the Schoolwide Positive Behaviour and Respectful Relationships programs plus the continuation of a house team program that was introduced in 2023.   According to data derived from attendance levels across all year levels during 2024, the area of Engagement is one where the school achieved lower results than those in other similar schools on school comparison with the school average amount of absence days increasing from 2023. When considering the average attendance rate at each year level in 2024, Year 2 was of most concern but also a relatively small cohort. The highest attendance rates were in the Foundation level.. The school’s expectation is that 90% of students will have 95%+ attendance and the school continues to work toward the state median for student absent days. The attendance of a small number of students continues to be a concern and we will continue to work with these families and seek the support of other agencies where appropriate. The school strives towards consistently achieving or improving on the state median with Pender's Grove still presenting higher than both similar school and the state.  Ongoing work enhancing the school’s Inquiry Learning programs also aims to enhance student engagement in, and motivation towards, learning. The dedicated Student Welfare Officer role and additional office support hours allows for a significant amount of time to be dedicated to follow up re. attendance, meeting with families and agencies and 1:1 work with students to assist with regular school attendance. 2024 was also the second year of the “Side by Side” attendance and engagement program in conjunction with staff from Berry Street and VACCA. This program focussed on a small group of students in F-4 where intensive support was given to families to assist with attendance as well as catchup tutoring for students in the program.  The Buddies/Cross Age program between Year 6 & Foundation students, Year 1/2 & Year 4 students and Year 5 & Year 3 students, continued to be highly successful. In 2025 the Buddies program will continue to operate across all areas as a timetabled whole session each fortnight. ‘Student Voice’ continues to be a focus with a well embedded Junior School Council in operation at the school, classroom responsibilities for 3- 6 classes, student leadership of weekly whole school assemblies as well as a focus on student goal setting and feedback.    |
| Other highlights from the school year |
| * Wellbeing and Inclusion programs including Schoolwide Positive Behaviour & Respectful Relationships continued to be major focus along with the house team program.
* The student tutoring program continued to be implemented all year by experienced teaching staff.
* Staff professional development was able to occur in the area of Maths teaching, spelling and inquiry/investigations.
* The school undertook the final year of the Primary Maths Specialist program with two staff involved in attending and providing PD for staff and working with small groups across all year levels.
* One graduate staff member participated in the DET First Year of Teaching program where additional support, time release and professional development is prioritised.
* Centenary Celebrations held in November were highly successful and very well supported by current and ex-students as well as the local community and dignitaries.
* DET ramp works greatly improved accessibility to a number of areas around the school.
* Successful camps for Years 2/3 and 4-6 were undertaken at Sovereign Hill, Ballarat.
* School Council were successful in obtaining a number of community grants to support both learning programs and improve outdoor spaces.
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| Financial performance |
| In 2024 the school continued to make improvements in the areas of general maintenance and physical resourcing eg. New bespoke furniture for the STEM space, new outdoor classroom spaces and front pathway, new carpets/blinds/heating-cooling in one LTC classroom utilized in 2024 by the Victorian School of Languages, outdoor playspaces (gaga pit), new heating/cooling in the library/admin area/two classrooms. The school expended Equity and Tier 2 monies on additional teaching and support staff to support the school’s teacher release (including leadership release) literacy intervention, student support and leadership programs (in line with the school’s FISO foci).  DET’s allocation of Student Welfare funding allowed the school to continue to allocate a teaching staff member to this role. The school continues to maintain a sound financial position with monies in reserve in preparation for future building and grounds improvements and/or additional student support resourcing if required.  |
| **For more detailed information regarding our school please visit our website at <www.pendersgroveps.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 180 students were enrolled at this school in 2024, 79 female and 101 male.

14 percent of students had English as an additional language and 15 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.

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| **Parent Satisfaction** | Latest year (2024) |
| School percentage endorsement: | 75.9% |
| State average (primary schools): | 81.6% |

School Staff Survey

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

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

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

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| **School Climate** | Latest year (2024) |
| School percentage endorsement: | 72.0% |
| State average (primary schools): | 77.7% |

**LEARNING**

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

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| **English****Years Prep to 6** | Latest year (2024) |
| School percentage of students at or above age expected standards: | 77.6% |
| Similar Schools average: | 87.0% |
| State average: | 86.4% |

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| **Mathematics****Years Prep to 6** | Latest year (2024) |
| School percentage of students at or above age expected standards: | 74.4% |
| Similar Schools average: | 87.2% |
| State average: | 85.9% |

**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.

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| **Reading****Year 3** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 73.9% | 72.3% |
| Similar Schools average: | 73.1% | 72.7% |
| State average: | 68.7% | 69.2% |

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| **Reading****Year 5** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 70.8% | 70.9% |
| Similar Schools average: | 74.1% | 77.0% |
| State average: | 73.0% | 75.0% |

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| **Numeracy****Year 3** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 72.7% | 65.2% |
| Similar Schools average: | 66.5% | 67.2% |
| State average: | 65.5% | 66.4% |

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| **Numeracy****Year 5** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 64.0% | 64.9% |
| Similar Schools average: | 67.1% | 69.4% |
| 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.

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| **Reading****Year 3** |  (2022) |
| School percentage of students in the top three bands: | 73.9% |
| Similar Schools average: | 82.1% |
| State average: | 76.6% |

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| **Reading****Year 5** |  (2022) |
| School percentage of students in the top three bands: | 57.9% |
| Similar Schools average: | 73.5% |
| State average: | 70.2% |

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| **Numeracy****Year 3** |  (2022) |
| School percentage of students in the top three bands: | 60.9% |
| Similar Schools average: | 65.8% |
| State average: | 64.0% |

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| **Numeracy****Year 5** | (2022) |
| School percentage of students in the top three bands: | 64.7% |
| Similar Schools average: | 54.8% |
| 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2024) | 4-year average |
| School percentage endorsement: | 71.1% | 73.3% |
| Similar Schools average: | 73.4% | 75.9% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2024) | 4-year average |
| School percentage endorsement: | 62.6% | 66.0% |
| Similar Schools average: | 73.1% | 74.8% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2024) | 4-year average |
| School average number of absence days: | 30.6 | 24.9 |
| Similar Schools average: | 22.0 | 19.7 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2024): | 91% | 85% | 82% | 84% | 83% | 84% | 83% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2024

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,275,952 |
| Government Provided DET Grants | $253,739 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $33,952 |
| Locally Raised Funds | $137,754 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,701,397** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $47,746 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$47,746** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,280,347 |
| Adjustments | $0 |
| Books & Publications | $4,262 |
| Camps/Excursions/Activities | $47,834 |
| Communication Costs | $3,855 |
| Consumables | $32,707 |
| Miscellaneous Expense 3 | $20,177 |
| Professional Development | $7,022 |
| Equipment/Maintenance/Hire | $34,591 |
| Property Services | $85,167 |
| Salaries & Allowances 4 | $121,956 |
| Support Services | $10,731 |
| Trading & Fundraising | $33,888 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $29,015 |
| Total Operating Expenditure | **$2,711,552** |
| Net Operating Surplus/-Deficit | **($10,155)** |
| Asset Acquisitions | **$93,729** |

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 | $67,157 |
| Official Account | $8,154 |
| Other Accounts | $0 |
| Total Funds Available | **$75,311** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $71,868 |
| Other Recurrent Expenditure | $36,663 |
| 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 | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$108,530** |

*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.*