

2024 Annual Report to the School Community

School Name: Andersons Creek Primary School (5104)



- 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 19 March 2025 at 10:27 AM by Daniel Webber (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 19 March 2025 at 10:28 AM by Daniel Webber (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

Andersons Creek Primary School aims to create a culture of high expectations for our students in a safe and stimulating learning environment around our core values of Respect, Optimism, Responsibility and Honesty. We are committed to the highest possible standards of teaching and learning at every level and aim to develop the whole child. Traditionally, we have many whole school and community activities that are supported by our parents and the wider community. Our school motto is “Learning with the Community”. We provide a broad range of learning opportunities for our students in other curriculum areas which include Science, Information and Communication Technologies, Visual Arts, Health and Physical Education, L.O.T.E. and Performing Arts. We also offer student leadership opportunities, Literacy intervention, Kids Hope Mentors and Numeracy support. Andersons Creek has a strong commitment to the development of a whole school approach to curriculum delivery and in particular the use of an explicit Instructional Model for literacy and numeracy to promote differentiation and enhance student engagement. We are committed to developing student wellbeing and building resilience. We continue to use a range of programs to support student wellbeing including Restorative Practices, Circle Times, THRIVE group The Resilience Project and lunchtime clubs. We focus on differentiating the curriculum for every child using relevant data and the Victorian Curriculum to drive the teaching and learning. You Are Great Awards (YAGA) recognise academic and behavioural achievements and promote positive behaviours across the school. In 2024, the school had 10 classes, multi-use Indoor Stadium, 440 seat Performing Arts theatre, synthetic oval and netball/basketball courts, Visual Arts room, Library Resource Centre, outdoor learning area and canteen. Our ICT resources include iPad class sets and Laptop Notebooks for Foundation to Grade 6 and projectors in all classrooms. Our staffing profile consisted of Principal 1.0, 9 fulltime class teachers, TLI Teacher, 1 part time class teacher, 4 part time specialist teachers, 7 Education Support Staff comprising of 4 Integration Aides and 3 Administrative Staff. All teachers at the school meet the registration requirements of the Victorian Institute of Teaching. Our Out of School Hours program, ‘Their Care’, operates 5 days a week before and after school. Our school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in School.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Andersons Creek Primary School continued work towards DET improvement priorities with a specific focus on supporting students who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. A range of supports and programs assisted in the successful implementation of this Key Improvement Strategies, including teachers using data to identify individual student learning progress and set learning goals to ensure point of need teaching in Numeracy and Literacy. Along with professional learning programs to build

teacher capacity to deliver targeted student support and extension this also included the implementation of targeted Professional Learning Communities (PLC) and the appointment of two Learning Specialists to lead the PLC inquiry approach, embed the consistent use of our Instructional Model and lead the transition to Victorian Curriculum 2.0. The Tutor Learning Initiative was implemented and demonstrated growth for all students supported by the program. This was complemented by a continuation of our MiniLit and Multilit intervention programs. Teacher judgement of student achievement demonstrated a significant percentage of students in Years Prep to Grade 6 at or above the expected standards in English (90%) and Mathematics (93.5%). The percentage of students achieving in the strong and exceeding NAPLAN proficiencies were above State Average for Reading (67.6% Year 3 and 70.7% Year 5) and Numeracy (82.4% Year 3 and 78% Year 5). Both literacy and numeracy performance at Andersons Creek Primary School remain above the state average. We continued to be engaged in The Victorian High Ability Program in collaboration with Virtual Schools Victoria where eligible students identified by DET participated in targeted enrichment and extension programs.

Wellbeing

Andersons Creek Primary School has a strong focus on the wellbeing of all members of our community. Effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable, remained a key priority area in our 2024 Annual Implementation Plan. We believe that wellbeing is fostered through the development of strong relationships, collective efficacy and the development of a culture that celebrates the achievement of all. Our THRIVE program targets social/emotional learning and wellbeing explicitly through a dedicated curriculum. It is complemented by dedicated House and Whole school events that build a collective sense of belonging and encourage student voice and agency. 'School Wide Positive Behaviour' approaches provide the framework developing and supporting student wellbeing and celebrate positive behaviour whilst also creating consistent responses where issues arise. Being a school in a connected community, relationships are built closely between home and school and this further enhances the learning partnership. The efficacy of student wellbeing at Andersons Creek Primary School is demonstrated through percentage of positive endorsement in student and parent opinion surveys. This includes the following percentage of Attitude to School Survey positive endorsements all achieving at or above level in comparison to the State or Similar Schools. Peer Relationships (89%), Community Connections (77%), Self Regulation and Goal Setting (88%), Resilience (79%) and Sense of Connectedness (78.8%). Parent Opinion data scored above State Average for percentage positive endorsement of Connection and Progression (96%), Parent Community Engagement (92%), Safety (85%), School Ethos and Environment (91%), Confidence and Resilience Skills (90%).

Engagement

Andersons Creek Primary School students are engaged and connected to their school, teachers, community and each other. We are proud to be a school that is strongly connected with the local community to support and enhance the learning of all our students. Students are actively encouraged to be involved in their learning and engage in the breadth of co-curricular programs that we use to ensure a broad education and development of the whole learner. Students at

Andersons Creek Primary School are provided opportunities for student voice through leadership roles such as the Junior School Council, School Captains, House Captains and peer mentors. Students extend their learning out of the classroom through camps, excursions, interschool sports, performing arts and activities and community projects. We are proud to see these important aspects of our school flourishing. Our Attitudes to School Survey data shows achievement in percentage of positive endorsement above state average for Differentiated Learning Challenge (88%), Motivation and Interest (88%), Sense of Inclusion (88%) and high Expectations for Success (94%). The average number of school absence days in 2024 was 22.2. This remains similar to state averages for both 2024 and across a 4 year average. General School Satisfaction in the Parent Opinion Survey was 96%. Future planning for engagement at Andersons Creek Primary School will continue focus on Key Improvement Strategies focussed on continual improvement in student engagement. The school has a strong whole school collective belief and understanding of the value of high levels of school connectedness and attendance in supporting learning outcomes.

Financial performance

Andersons Creek Primary School recorded a net operating deficit in 2024. To support with whole school improvements, Andersons Creek Primary was fortunate to receive a grant from the Warrandyte Community Bank (Bendigo Bank) to create a new Bike Shelter and Warrandyte Rotary Club to purchase some bikes for the Bike Education Program. We were also supported with a DET Minor Capital Works funding of \$500,000 for a student toilet upgrade and a grant for Bushfire Protection. We also received Sporting Schools Grants from the Australian Sports Commission. These grants enhance the physical environment and learning programs at the school, along with supporting the health and safety of all students and staff. A significant investment was again used in Student Welfare with the National Wellbeing and Chaplaincy Program. Additionally, Equity Funding was used to subsidise the Literacy Intervention Program. We again received support from families and the community via high rates of voluntary parent payments and fundraising that allowed the school to provide the best possible programs & facilities for our students.

**For more detailed information regarding our school please visit our website at
<https://www.andersonscreekps.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 174 students were enrolled at this school in 2024, 96 female and 78 male.

NDP percent of students had English as an additional language and NDP 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).

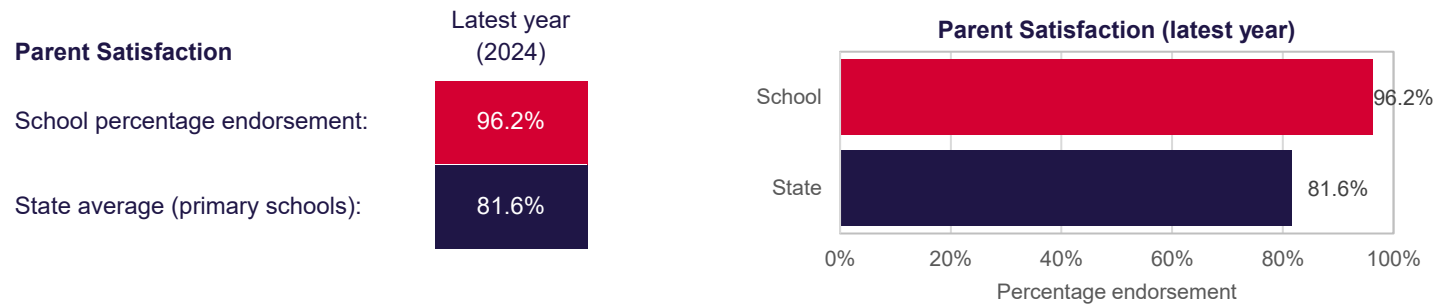
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

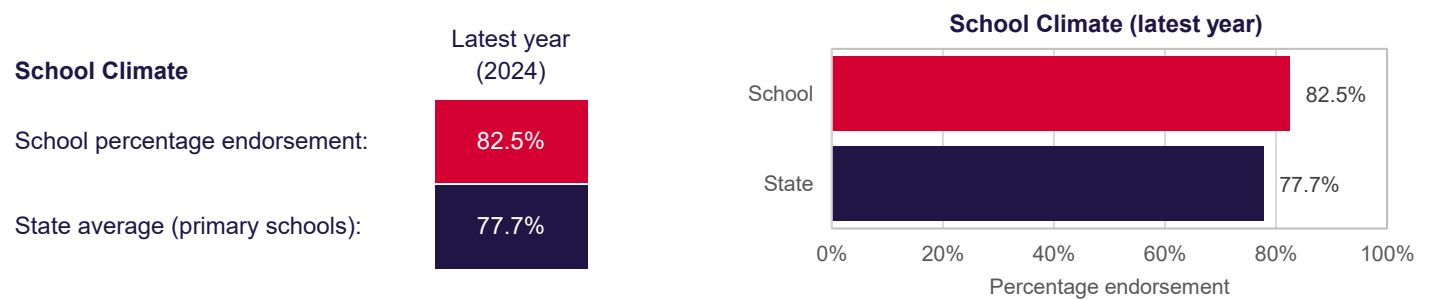


School Staff Survey

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.

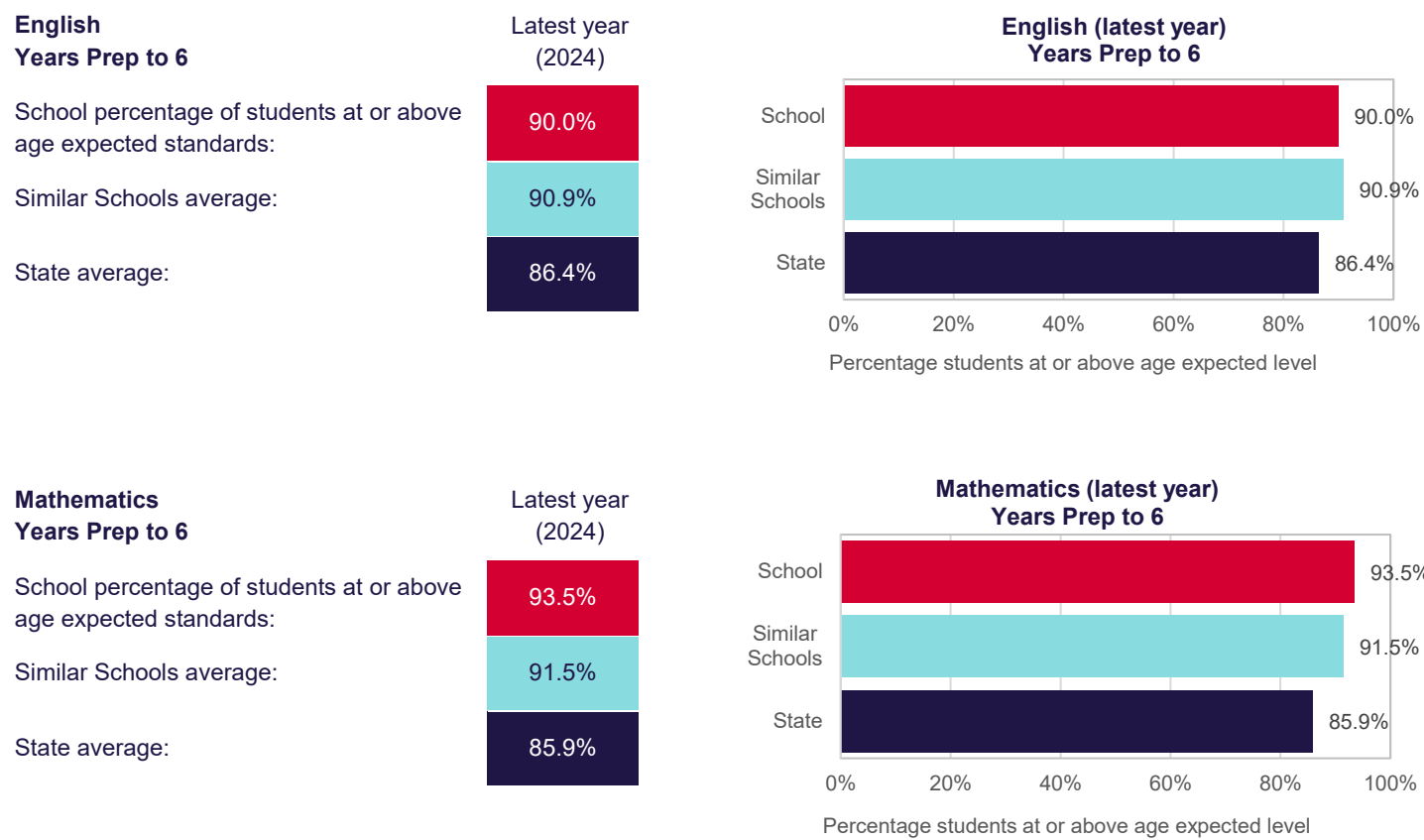


LEARNING

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.



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.

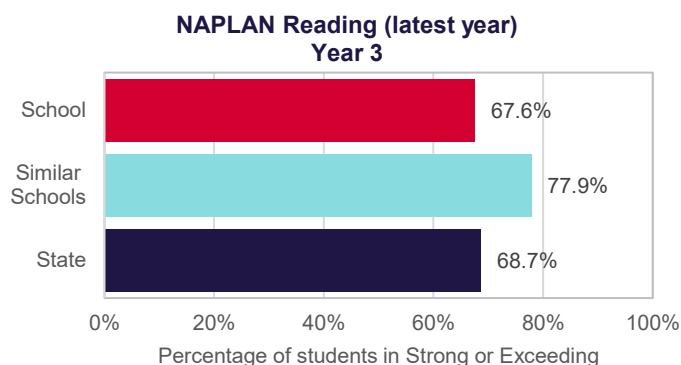
NAPLAN

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.

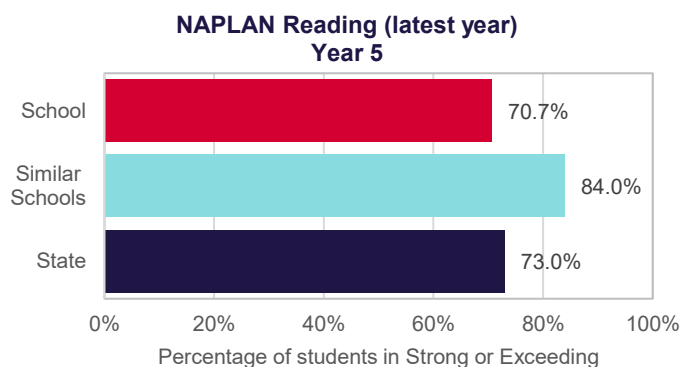
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.6%	69.2%
Similar Schools average:	77.9%	79.3%
State average:	68.7%	69.2%



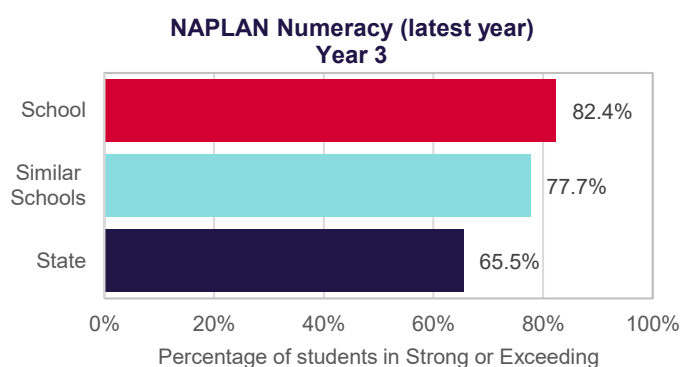
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.7%	76.9%
Similar Schools average:	84.0%	86.0%
State average:	73.0%	75.0%



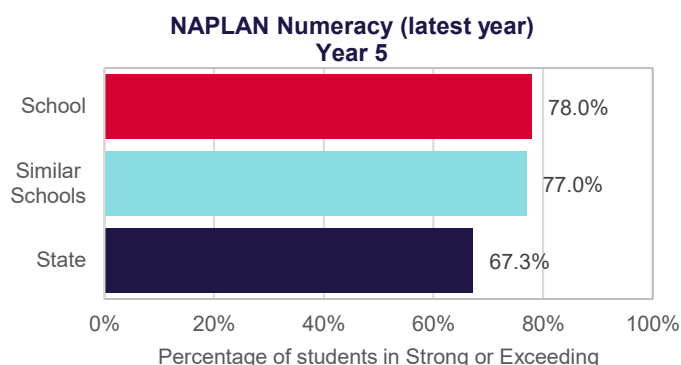
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.4%	80.8%
Similar Schools average:	77.7%	78.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.0%	78.5%
Similar Schools average:	77.0%	76.6%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

76.2%

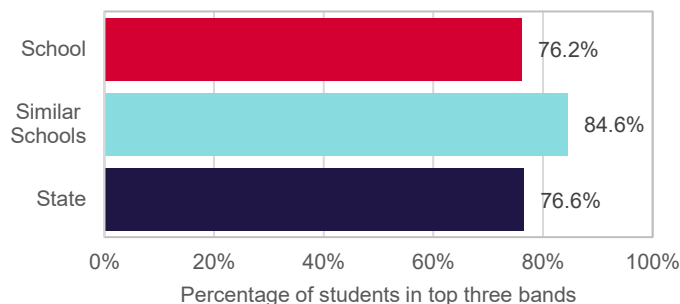
Similar Schools average:

84.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

91.2%

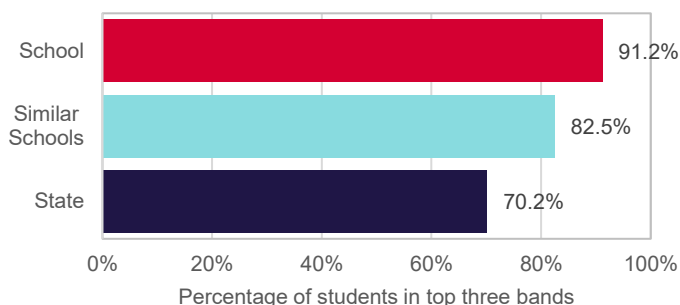
Similar Schools average:

82.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

61.9%

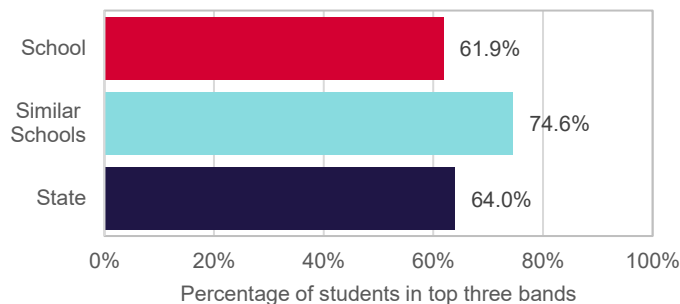
Similar Schools average:

74.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

73.5%

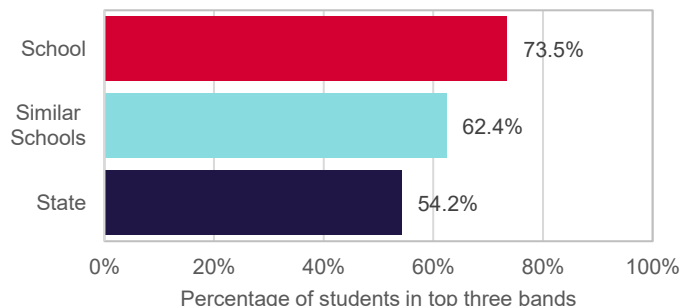
Similar Schools average:

62.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

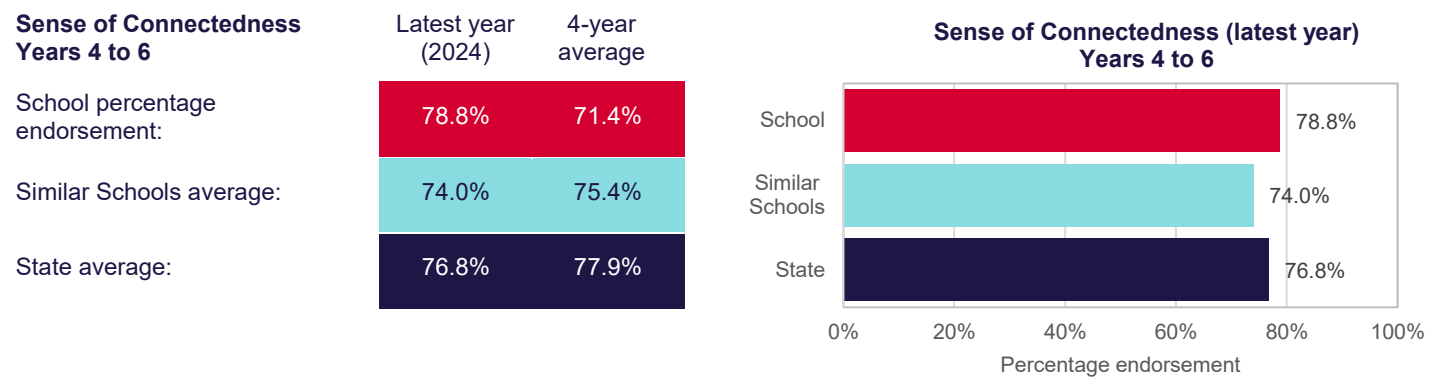


WELLBEING

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.

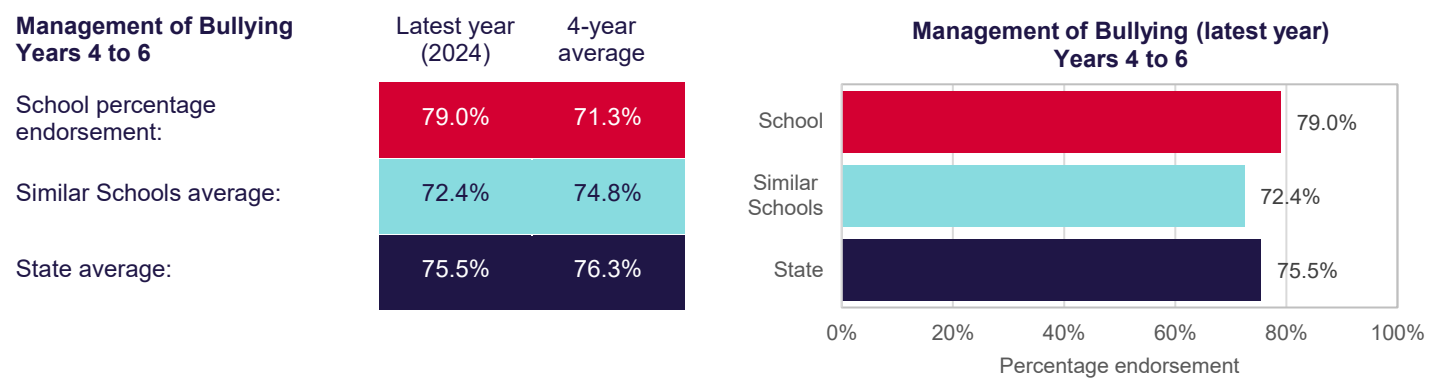
Student Attitudes to School – Sense of Connectedness

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).

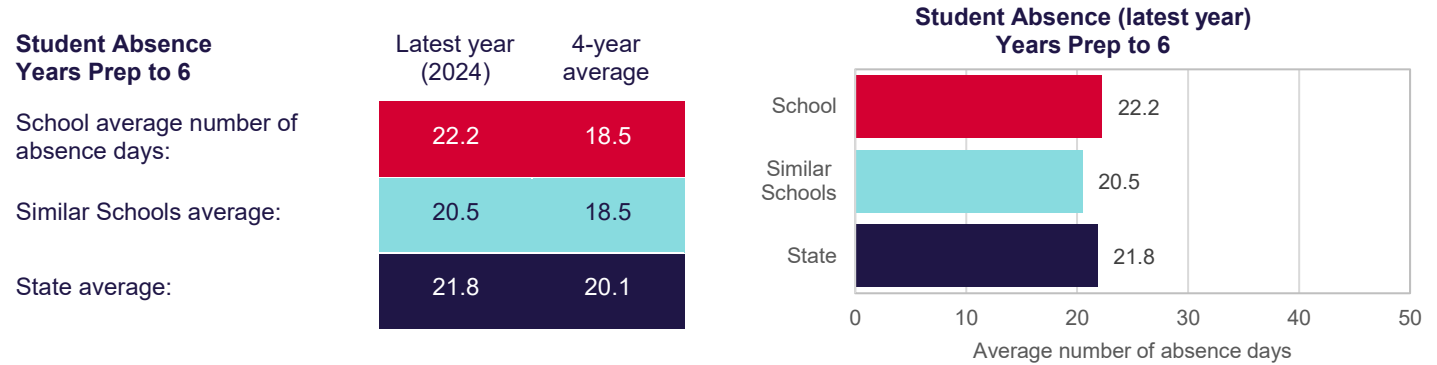


ENGAGEMENT

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):	92%	91%	86%	88%	92%	88%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,777,709
Government Provided DET Grants	\$148,818
Government Grants Commonwealth	\$9,347
Government Grants State	\$0
Revenue Other	\$26,223
Locally Raised Funds	\$336,863
Capital Grants	\$0
Total Operating Revenue	\$2,298,960

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,115
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,115

Expenditure	Actual
Student Resource Package ²	\$2,104,122
Adjustments	\$0
Books & Publications	\$6,261
Camps/Excursions/Activities	\$98,971
Communication Costs	\$4,613
Consumables	\$51,487
Miscellaneous Expense ³	\$68,445
Professional Development	\$17,290
Equipment/Maintenance/Hire	\$33,583
Property Services	\$118,020
Salaries & Allowances ⁴	\$72,430
Support Services	\$32,193
Trading & Fundraising	\$21,643
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,794
Total Operating Expenditure	\$2,647,852
Net Operating Surplus/-Deficit	(\$348,892)
Asset Acquisitions	\$17,905

- (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	\$376,785
Official Account	\$53,772
Other Accounts	\$32,143
Total Funds Available	\$462,700

Financial Commitments	Actual
Operating Reserve	\$90,874
Other Recurrent Expenditure	\$14,108
Provision Accounts	\$1,980
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	\$31,903
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$138,865

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.