

2024 Annual Report to the School Community

School Name: Grahamvale Primary School (3696)



- 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 03 April 2025 at 09:40 PM by Luke Simpson (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 03 April 2025 at 09:40 PM by Luke Simpson (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

Grahamvale Primary School is a vibrant learning community located on the outskirts of north Shepparton, dedicated to providing quality education for all students within a caring and safe environment. Our vision, encapsulated in the motto "Quality Education for All," emphasises our commitment to fostering confident, lifelong learners who can build positive relationships with others. The school's values of Community, Teamwork, Personal Best, and Respect underpin everything we do, guiding both our teaching practices and the interactions within our school community.

In 2024, Grahamvale Primary School had an enrolment of 349 students, with 82% coming from Anglo-Australian backgrounds, 17% from English as an Additional Language (EAL) backgrounds, and a small number of priority cohort children. Our staff, which consists of 25 full-time equivalent members, including 2 Principal Class officers and 10 Education Support staff, is dedicated to meeting the diverse needs of our students. With such a varied student body, we focus on creating an inclusive environment where every child can thrive.

Our school is deeply committed to continuously improving practice excellence. We focus on developing effective curriculum planning and assessment models, implementing evidence-based, high-impact teaching strategies. Through regular reflection and moderation, we assess the impact of our teaching on student learning, ensuring that our approach is both data-informed and responsive to the evolving needs of our students.

We recognise the crucial role that the behaviour of staff, parents, carers, and students plays in shaping our school's culture. At Grahamvale Primary, we believe in shared responsibility, working together to create a positive learning environment that supports the wellbeing and growth of our students. The partnership between our school and families is central to achieving this goal, as we encourage open communication and active involvement in students' learning journeys.

Our teaching programs are strategically designed to address students' individual learning needs, particularly in key areas like Literacy and Numeracy. We utilise data to inform our teaching practices and ensure that all students are supported to achieve their personal best. Students also participate in a range of specialist programs, including Visual Arts, Physical Education, STEM, and Performing Arts, which was introduced this year. Additionally, targeted intervention and acceleration programs are offered to students based on academic assessment data.

Technology is an integral part of our school, with students in Years Three to Six participating in a Bring Your Own Device (BYOD) iPad program, ensuring they have access to the tools they need to succeed in an increasingly digital world. The school also has a strong sporting culture, providing opportunities for students to engage in physical activity, develop leadership skills, and learn the value of teamwork.

At Grahamvale Primary School, we celebrate each child's individual achievements and encourage them to always strive for success. Our ongoing commitment to creating a safe, supportive, and inclusive environment ensures that every student, staff member, and community member feels valued and supported in their educational journey.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, our school is embracing a variety of innovative educational practices to enhance the learning experience for all students. One of the most exciting developments is the implementation of a second Learning Specialist position, with a dedicated Literacy and Numeracy Specialist. This allows for more focused support in key areas, ensuring that all students receive personalised attention to build their reading, writing, and mathematical skills. The Literacy and Numeracy Specialist will work closely with both students and teachers, providing tailored strategies and resources to address individual learning needs.

Our curriculum continues to foster curiosity and engagement with core knowledge units such as the Vikings and Ancient Rome, which are taught through interactive and immersive methods. These historical topics not only engage students' imaginations but also provide a foundation for critical thinking, research, and cross-disciplinary learning. To further support this learning, we embedded fluency tasks to improve automaticity in basic Maths facts with the goal of decreasing cognitive load to apply to problem solving.

The school also promotes experiential learning through creative initiatives like the Year 6 Market Stalls. This project encourages students to apply their business, math, and communication skills in a real-world setting, where they design and sell products, reinforcing their learning in a dynamic and fun way.

In our commitment to literacy, Year 3 and Year 6 students will engage in novel studies, analysing and discussing literature in a deeper context. These studies not only enhance reading comprehension but also help develop critical thinking and discussion skills. Year 3 students will also showcase their historical knowledge and research skills at the Night of Notables, a unique event where they present their learning about notable figures from Australian history.

For Year 1, the 'Travel Around Australia' project provides an exciting way to explore geography, culture, and history, while learning through a knowledge rich unit, which is sequenced and mapped deliberately and coherently.

Additionally, cross-age sharing of learning in STEM fosters collaboration between students of different year levels, promoting teamwork and a deeper understanding of science, technology, engineering, and math.

To support high-achieving students, our school offers several enrichment opportunities, including participation in the Victorian High Ability Program, ICAS testing, and the Spelling Bee. These programs challenge our most academically gifted students and provide avenues for them to showcase their talents, while also fostering a growth mindset.

In 2024 our percentage of students working at or above the expected level in English and Mathematics based on teacher judgement was again above or at the same level of those from similar schools, and much higher than other schools from our Network.

English:

- Reading & Viewing 87% (similar schools 85%, network 73%)

- Speaking & Listening 95% (similar schools 92%, network 83%)
- Writing 84% (similar schools 80%, network 69%).

Mathematics:

- Measurement & Geometry 89% (similar schools 87%, network 76%)
- Number & Algebra 87% (similar schools 86%, network 76%)
- Statistics & Probability 87% (similar schools 86%, network 76%).

The percentage of our students achieving proficiency levels of 'Strong or Exceeding' in NAPLAN was greater than our Network schools and either greater or similar to our 'like' schools and schools across the state.

Year 3:

- Reading 74% (similar schools 71%, network 51%)
- Writing 90% (similar schools 82%, network 71%)
- Spelling 79% (similar schools 57%, network 45%)
- Numeracy 90% (similar schools 68%, network 50%)
- Grammar & punctuation 81% (similar schools 56%, network 37%).

Year 5:

- Reading 70% (similar schools 75%, network 54%)
- Writing 73% (similar schools 70%, network 51%)
- Spelling 65% (similar schools 61%, network 44%)
- Numeracy 72% (similar schools 67%, network 50%)
- Grammar & punctuation 72% (similar schools 64%, network 44%).

Wellbeing

At our school, the Wellbeing program is designed to support the emotional, social, and mental health of all students, ensuring a positive and inclusive learning environment. Central to this program is the work of our social worker, Simone Nolan, who leads small groups of students through the 'Zones of Regulation.' This framework helps students understand and manage their emotions by categorising them into four coloured zones: blue, green, yellow, and red. Through these sessions, students learn coping strategies to regulate their emotions, build resilience, and enhance their social skills.

In addition to this, our school has begun the implementation of School-Wide Positive Behaviour Support (SWPBS). This approach fosters a positive school culture by promoting respectful behaviour and encouraging students to take responsibility for their actions. It emphasises the importance of setting clear expectations, reinforcing positive behaviour, and providing consistent support. Through SWPBS, students are taught how to contribute to a respectful, safe, and supportive school environment, which contributes to their overall wellbeing and success. Our school continues to implement the Department's Respectful Relationships curriculum across all

year levels.

Another key component of our Wellbeing program is the role of the Disability Inclusion Coordinator. This staff member plays a vital role in organising and leading Student Support Group meetings throughout the year. These meetings bring together students, parents, and educators to discuss individualised support plans, ensuring that every student's specific needs are met. The Disability Inclusion Coordinator works closely with all parties to provide tailored strategies and resources that promote an inclusive and accessible learning environment for students with disabilities.

Our Wellbeing program is an essential part of the school's approach to nurturing the emotional, social, and academic growth of all students. By combining emotional regulation, positive behaviour support, and individualised inclusion strategies, we create an environment where every student feels valued, supported, and empowered to succeed.

In Term Four, our principal met with each 2025 Foundation student and family to fully understand their individual needs so we could be proactive in our support.

Engagement

In 2024, 25% of students across our school had 20+ days of absence. This declined from 31% in 2023, and 42% in 2022. This was better than the similar schools (39%) and other schools in our network (41%). Student attendance is analysed daily by office staff and weekly by members of the Leadership team. Contact is made with families to gather reasons for unexplained absences and meetings are arranged for students deemed at risk.

A review of our school values was completed through surveys of students, parents and staff as part of our work in the implementation of School Wide Positive Behaviour Support. We also surveyed our parent community about our school's Year 3-6 Bring Your Own Device (BYOD) iPad program. This provided an opportunity for us to review our current program and consider possible opportunities in the ways our students access digital technology.

Through our supportive parent community, improvements to our physical environment included the resurfacing of the undercover area, new sandpit, a new cubby, new open grass area, new garden beds, and sound system for whole school events. 2024 saw the introduction of our first whole school Fun Run at Victoria Park Lake. Our whole school concert was also a successful event with fantastic parent involvement.

Other highlights from the school year

The 2024 school year at Grahamvale Primary School was filled with exciting events and initiatives that engaged students, fostered a sense of community, and promoted personal growth. One of the standout highlights was the school's very first whole-school Fun Run, bringing together students of all ages in a fun, active event. In addition, individual classes had the honour of singing the National Anthem at assemblies, helping to instil a sense of pride and unity among students.

The introduction of a Performing Arts subject offered students the opportunity to explore their creative talents, while Harmony Day celebrated cultural diversity across the school. Novel studies

and DIBELS literacy assessments enriched the learning experience, alongside the introduction of times tables fluency activities aimed at boosting students' math skills.

Athletics also played a significant role, with a number of students advancing to division, region, and state levels in cross-country and athletics events. The school's biannual Colour Run and Olympics Day offered exciting opportunities for physical activity and school spirit. Grahamvale's Got Talent Show and the Book Week parade, complete with a catwalk, showcased the amazing talents and creativity of students.

In terms of improvements, there were notable yard upgrades, including a new grass area and a large, raised garden bed, enhancing the school environment. The first-ever Year 6 Melbourne Camp allowed students to experience the city while traveling by train and using public transport, while the revamped Sustainability Garden group continued its efforts to promote eco-friendly practices. The year was a vibrant and enriching one for Grahamvale Primary School.

Financial performance

The finance sub-committee of School Council closely monitor all program budgets during the year. Monthly finance reports are presented to School Council and this governing body monitors all financial transactions within the school. These reports provide a detailed account of the school's revenue and expenditure during 2024.

Grahamvale Primary School relies heavily on funds raised by our school community. Our Parent's Club and associated Sports Club worked tirelessly throughout the year to raise funds through initiatives, donations and sponsorship from local businesses. We were successful in attaining grants through The Apprenticeship Factory, Goulburn Valley Water and Sporting Schools which all added to the physical surrounds of our school.

In 2024 the school spent \$115 702.61 on Casual Relief Teachers replacing staff. The school had a credit deficit of \$81 625 at the end of 2024.

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

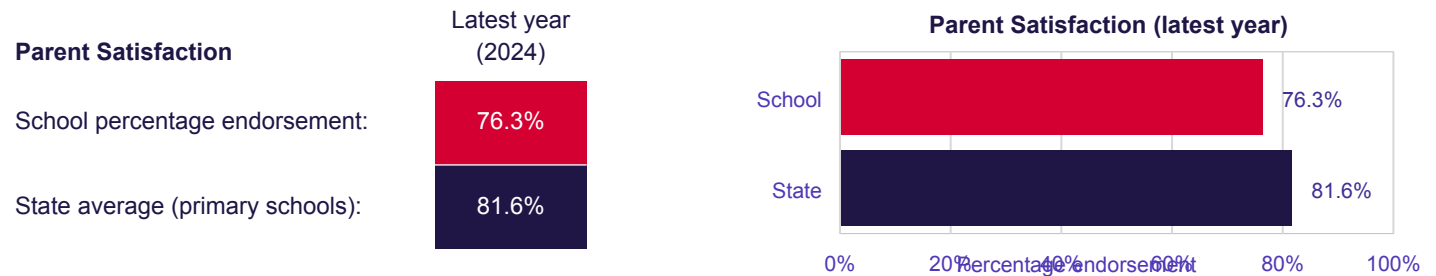
A total of 350 students were enrolled at this school in 2024, 185 female and 165 male.
9 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

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 - 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.

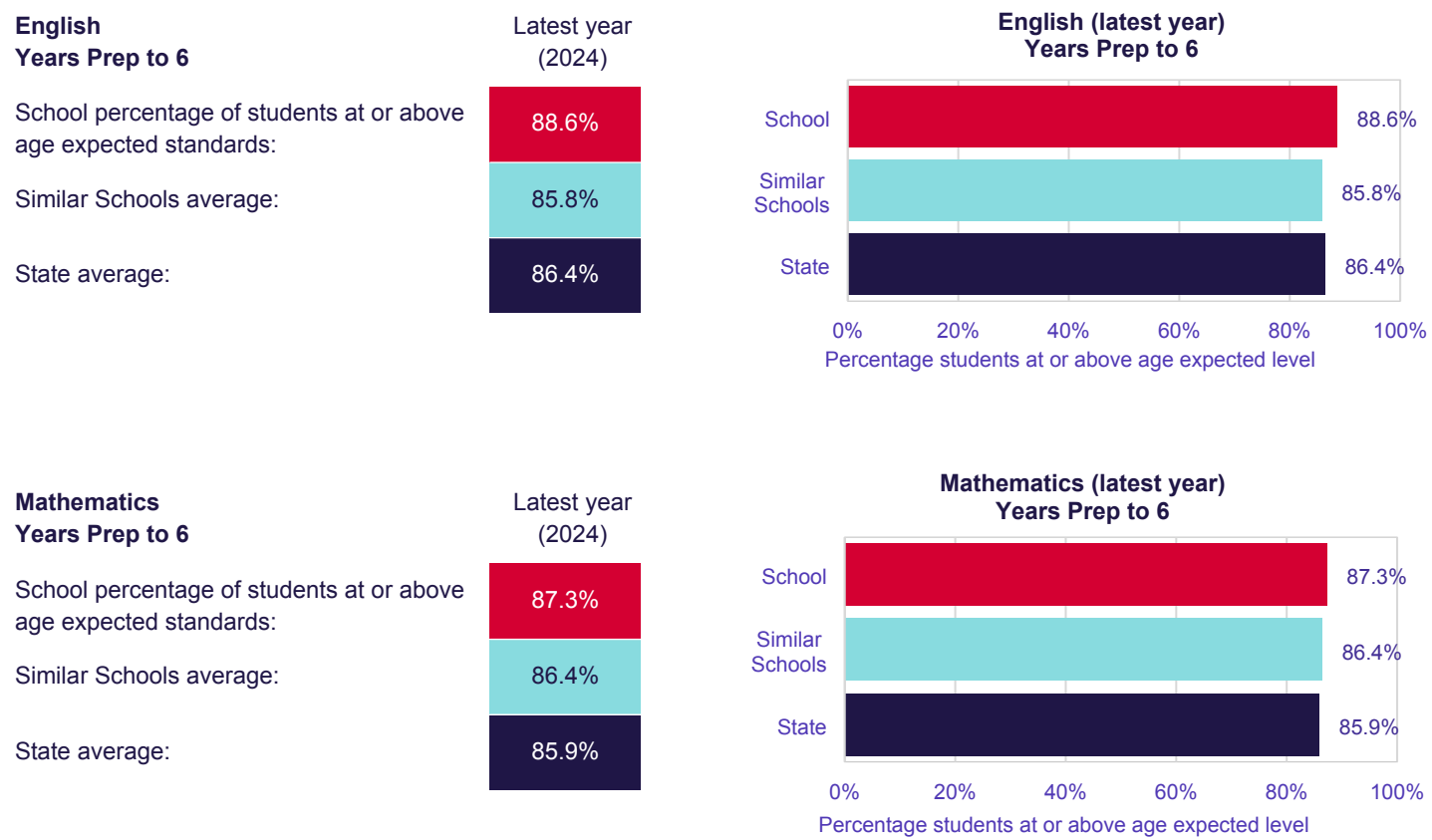


LEARNING

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.

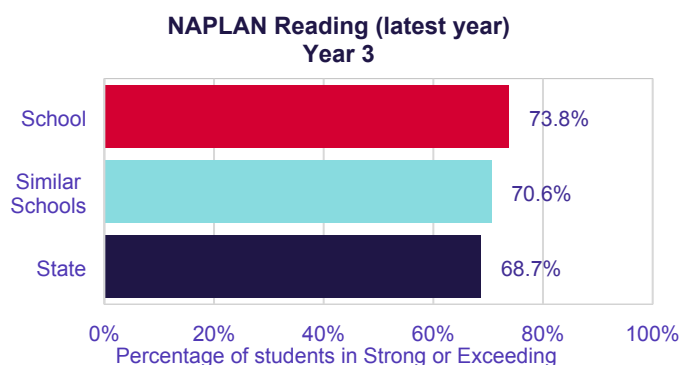
NAPLAN

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.

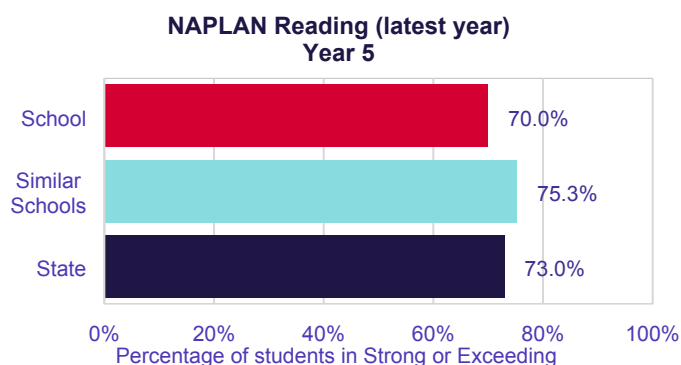
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.8%	74.2%
Similar Schools average:	70.6%	70.4%
State average:	68.7%	69.2%



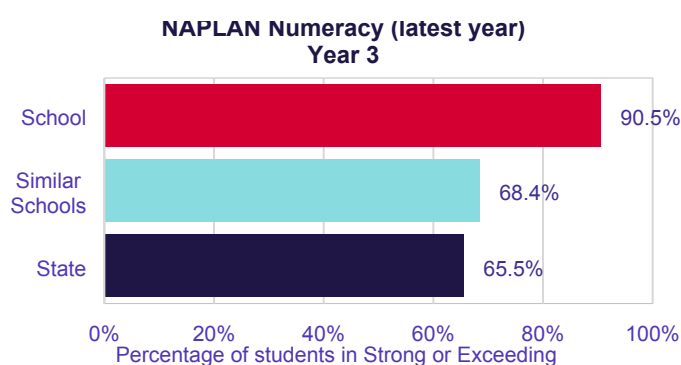
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	71.0%
Similar Schools average:	75.3%	76.5%
State average:	73.0%	75.0%



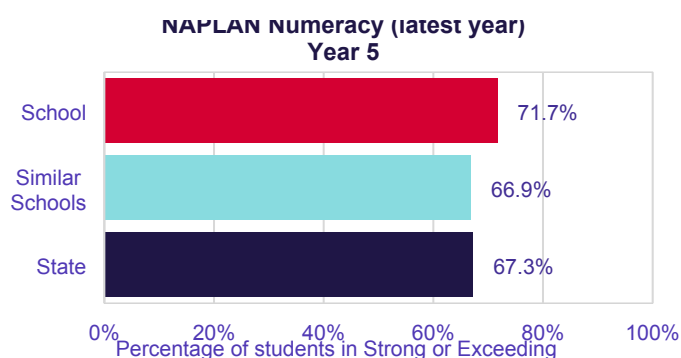
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.5%	77.4%
Similar Schools average:	68.4%	69.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.7%	68.0%
Similar Schools average:	66.9%	67.4%
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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

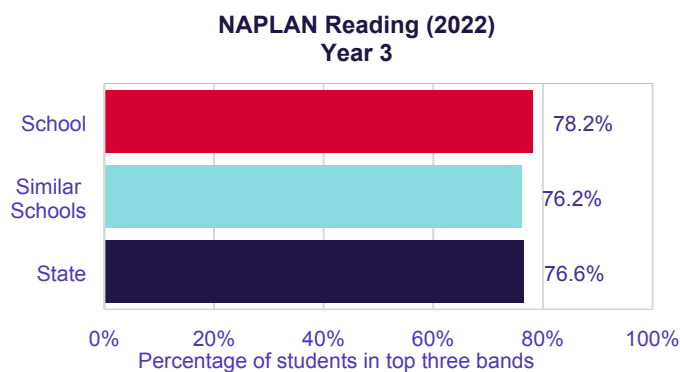
78.2%

Similar Schools average:

76.2%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

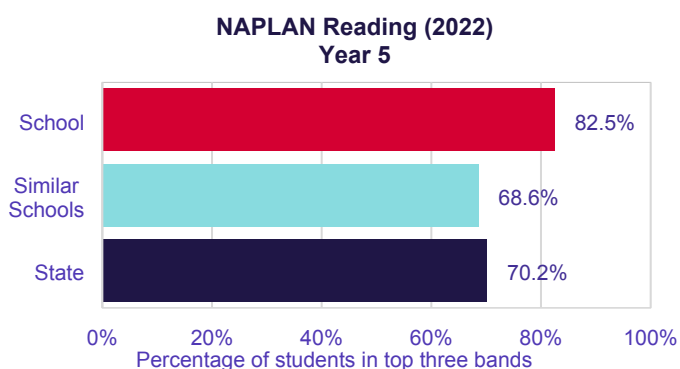
82.5%

Similar Schools average:

68.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

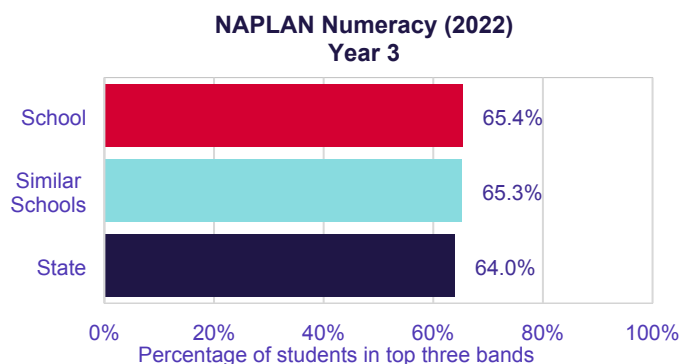
65.4%

Similar Schools average:

65.3%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

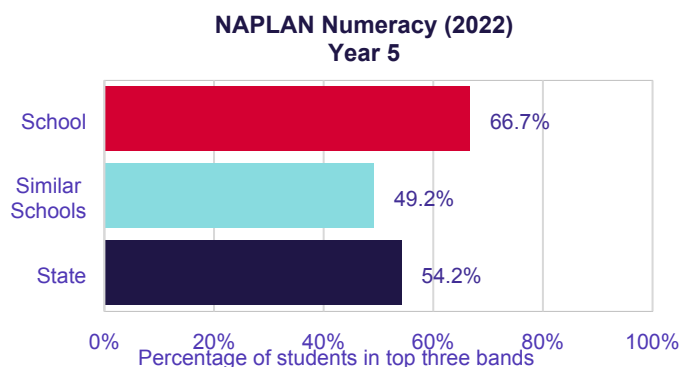
66.7%

Similar Schools average:

49.2%

State average:

54.2%



WELLBEING

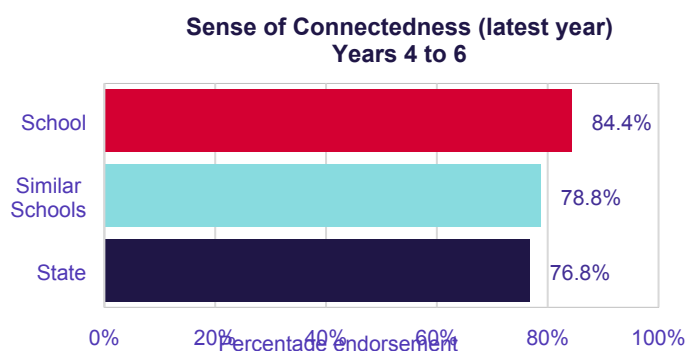
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	84.4%	78.0%
Similar Schools average:	78.8%	77.8%
State average:	76.8%	77.9%

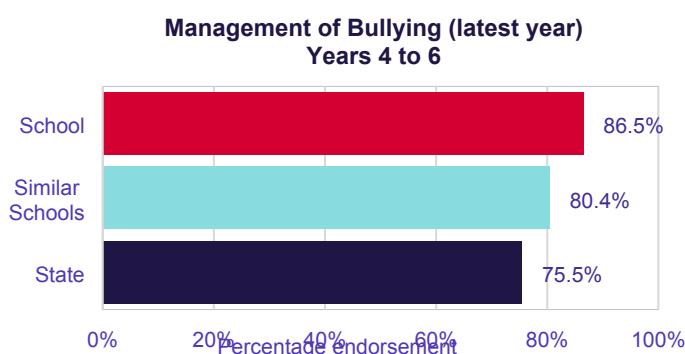


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	86.5%	78.4%
Similar Schools average:	80.4%	78.7%
State average:	75.5%	76.3%

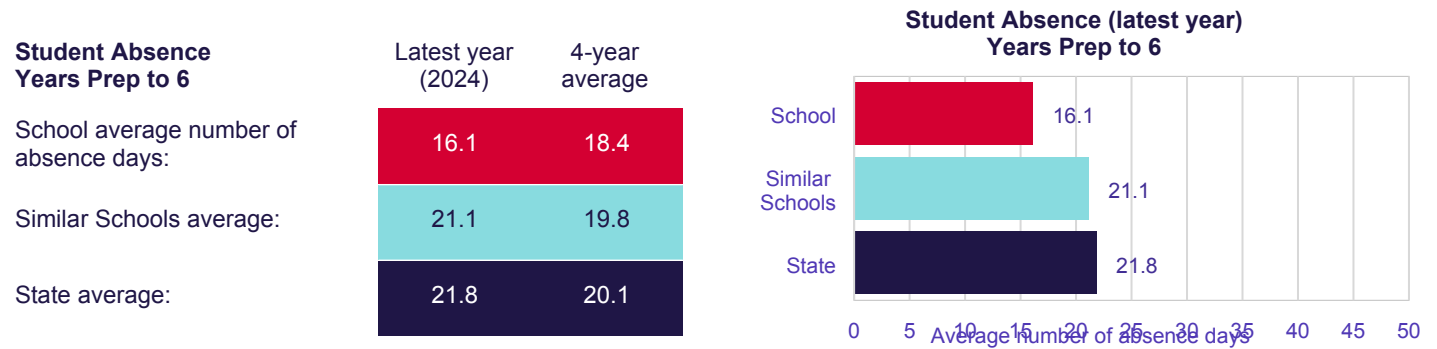


ENGAGEMENT

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.



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):	94%	93%	92%	93%	92%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,415,955
Government Provided DET Grants	\$462,749
Government Grants Commonwealth	\$11,980
Government Grants State	\$0
Revenue Other	\$57,611
Locally Raised Funds	\$391,732
Capital Grants	\$0
Total Operating Revenue	\$4,340,027

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,808
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$47,808

Expenditure	Actual
Student Resource Package ²	\$3,630,192
Adjustments	\$0
Books & Publications	\$4,187
Camps/Excursions/Activities	\$136,977
Communication Costs	\$4,531
Consumables	\$74,628
Miscellaneous Expense ³	\$18,006
Professional Development	\$13,534
Equipment/Maintenance/Hire	\$63,798
Property Services	\$162,314
Salaries & Allowances ⁴	\$122,266
Support Services	\$199,153
Trading & Fundraising	\$24,039
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$554
Utilities	\$41,397
Total Operating Expenditure	\$4,495,578
Net Operating Surplus/-Deficit	(\$155,550)
Asset Acquisitions	\$105,208

- (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	\$338,922
Official Account	\$70,527
Other Accounts	\$18,533
Total Funds Available	\$427,982

Financial Commitments	Actual
Operating Reserve	\$144,853
Other Recurrent Expenditure	\$17,852
Provision Accounts	\$0
Funds Received in Advance	\$18,533
School Based Programs	\$159,954
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,312
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$11,047
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$372,552

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.