

2024 Annual Report to the School Community

School Name: Allansford and District Primary School (0003)



- 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 05:25 PM by Wesley Allen (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 05:26 PM by Wesley Allen (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

Allansford and District Primary is a single campus school located in the township of Allansford, eleven kilometres to the east of the regional city of Warrnambool with a total school enrolment of 178 students. Our staff consists of 8 classroom teachers, 4 specialist teachers, two educational support staff and two administrative staff (one part-time). Our vision is that by working together, all students can be empowered to learn, achieve and be active contributors to society. Supporting our school vision to become a good learner and member of society are three core values: Be Safe - Be Respectful - Be Responsible. The school's socio-economic profile, based on families' occupations and education, is considered in the low - medium band. Our curriculum at Allansford and District PS reflects the Victorian Curriculum framework, with specialist programs in the Visual Arts, Physical Education, STEAM and Japanese. In 2025, we will operate 7 classrooms and continue with 4 specialist subject areas.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, learning at Allansford and District Primary School focused on improving student learning, with an increased focus on numeracy. A significant focus was on developing the capacity of middle leaders to lead this work across the school. Middle leaders attended the WSW Numeracy Learning Community to build their own capacity and those of staff across the school in assessing, planning, implementing and evaluating the effectiveness of our approach in teaching numeracy. We spent considerable time developing an approach to structuring lessons to scaffold student thinking. Our instructional model, adapted from the approach of Russo, Bobis and Sullivan, identified the key elements of Anticipate - Launch - Explore - Summarize. In 2024, we used a range of assessments to monitor student learning, inform our planning and evaluate the impact of our teaching on student outcomes. A significant piece of work, facilitated through James Russo, was teaching mathematics through challenging tasks - presenting problems that require students to think for extended times and work in the zone of productive struggle. This work positively impacted our Attitudes to School Survey, with results for motivation and interest increasing from 72% (2023) to 81% (2024), Stimulating Learning from 69% (2023) to 81% (2024) and Perseverance increasing from 71% (2023) to 81% (2024). We continued to implement the Tutor Learning Initiative (TLI), with our tutor working closely with teachers to align classroom support, implement small group sessions, share successful strategies and discuss student progress. The significant work in numeracy has not yet been reflected in our NAPLAN data, with 36% of Year 5 students achieving a proficiency level of strong or exceeding compared to 67% for the state and similar schools' average, with further improvements required in the medium - high growth rate for our Year 5 students. Semester two teacher judgements for Number and Algebra indicated that 75% of F-6 students were working at or above expected levels and for Reading 74% were at or

above expected levels. The significant work undertaken by staff to build their capacity to deliver high quality teaching and learning was positively reflected in the 2024 Staff Survey, with the Collective Focus on Student Learning recording 100% (2024) and Collective Responsibility increasing from 94% (2023) to 99% (2024).

Wellbeing

Allansford and District Primary School prides itself on the high level of wellbeing support we offer our students. In 2024, we continued to focus on supporting student wellbeing by working to effectively use available resources to support students' wellbeing and mental health, especially the most vulnerable. To support student wellbeing, ADPS continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program across the school. We developed a scope and sequence to coordinate the delivery of social and emotional learning across the school with a specific emphasis on positive coping. The program has had a positive impact on our Attitudes to School Survey results for resilience from 74% (2023) to 79% (2024), emotional awareness and regulation from 71% (2023) to 76% (2024) and a sense of connectedness increasing from 80% (2023) to 85% (2024). One key intervention was prioritizing time every week for a well-being support officer to implement individual and small group support sessions to support at risk students and families. The well-being officer facilitated small group sessions on the topics of emotional literacy, personal strengths, positive coping, problem solving and stress management. Our Well-Being Team also collaborated with students, parents and families to assist in identifying pathways to external service providers, within and beyond our school community. In 2025, we will be a part of the Big Life Footsteps Program, that aligns key social and emotional learnings with the Resilience, Rights and Respectful Relationships Program.

Engagement

Allansford and District Primary School placed great emphasis on continuity of learning and attendance throughout the 2023 school year. We promoted the three key protocols: Everyday matters, learning starts at 9.00 and every absence requires an explanation. We employed a whole-school approach to monitoring absences, with school leadership regularly accessing threshold attendance data via the Panorama Portal. Absence data was communicated via professional learning meetings, with class teachers and administration regularly checking in with families. Conversations were initiated with the department's Attendance Officer to support identified students with all parties involved in developing Attendance Plans or Return to School Plans. As a result, our school's average attendance rates remained high with the average attendance rate over the last 4 years being 90.4%. We continued our focus on student transitions in 2024, supporting students as they entered school, transitioned between year levels and Year 6-7 transitions. A big part of our success in engaging students was our Buddy Program. Planned activities each week, helped students across the school develop strong peer relationships and a sense of belonging. These engagement initiatives positively impacted our Attitudes to School Survey results, with School Stage Transitions increasing from 84% (2023) to 100% (2024) and Peer Relationships increasing from 85% (2023) to 93% (2024). To further promote student engagement, ADPS facilitated collective school wide involvement in key events each semester. Semester one included: our Welcome Night Picnic, Student Leaders Congress, Pancake Day,

Pillowcase Project, Easter Hat Parade, Toastie Tuesday's, ANZAC Day celebrations, Busy Bee Brunch, Simultaneous Storytime and Earth Education. Semester two events included: our Clubs Program, Responsible Pet Ownership, Science Week, Book Parade, RU OK Day, Spelling Challenge, Swimming, School Camps, Remembrance Day, Koorie Celebrations and End of Year Picnics. These myriad of events and programs positively influenced our Parent Opinion Survey data, with General School Satisfaction increasing from 84% (2023) to 91% (2024).

Other highlights from the school year

In 2024, a highlight was the contributions of our parent body, particularly our Parent's Club in supporting students, activities and events throughout the year. Parent involvement in School Council and sub-committees played a vital role in shaping the culture of our school. Put simply, we would not have been able to provide the experiences we did without the support of our parent body. Every week, parents made fresh fruit available to students and supplied additional sandwiches for those in need. Parent helpers assisted in classrooms and helped around the school to maintain grounds and facilities. Parents supplied healthy snacks for a myriad of sporting events and acknowledged students involved in NAPLAN with a special morning tea. Parents toasted sandwiches for students in term 2 and contributed to Education Week activities, particularly welcoming our prospective students. Parents facilitated our Garden Program, working with students and staff to plant produce. Our parents purchased a selection of award-winning books to celebrate Book Week and conducted regular stalls to enable students to acknowledge special days, such as Mother's and Father's Day. In term 3, parents supported our Clubs Program, with many parents facilitating a variety of multi-age clubs across the school. In term 4, parent supervision at our Swimming Program was critical to the success of the program. Parents supported our Camping Program with various food provisions, transport and assistance with activities and played a significant role in our Transition Program, particularly at our Graduation Ceremony.

Financial performance

In 2024, ADPS recorded a \$11,600.00 surplus for the credit component of the Student Resource Package. SRP funding enabled us to operate 8 classrooms, 4 specialist teachers (0.4), two educational support staff and two administrative staff (one part-time). In 2025, with slightly less students anticipated, we will be required to operate 7 classrooms. Maintenance funds were largely used for the up keep of toilet facilities and roofing on our multi-facility and portable classrooms. The equity funding received was used to fund teaching and support staff as part of the Student Resource Package. The first round of Disability Inclusion funds were used to support identified tier 2 students and to appoint a Disability Inclusion coordinator to set up school-based structures to advance the Disability Inclusion roll out process in 2025. We received a \$30000 Outside School Hours Care grant to operate our before and after school care which greatly assisted our enrolments due to the many families that accessed this program. The total funds available to school at the end of the year remains stable with all funds committed to designated programs and initiatives with very little available for major works including refurbishment of classrooms.

**For more detailed information regarding our school please visit our website at
www.allansford-ps.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 178 students were enrolled at this school in 2024, 89 female and 89 male.

4 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).

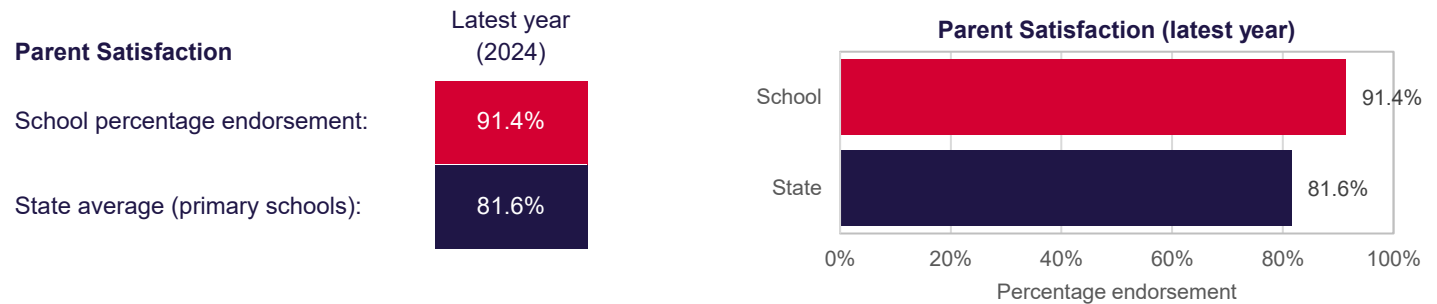
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

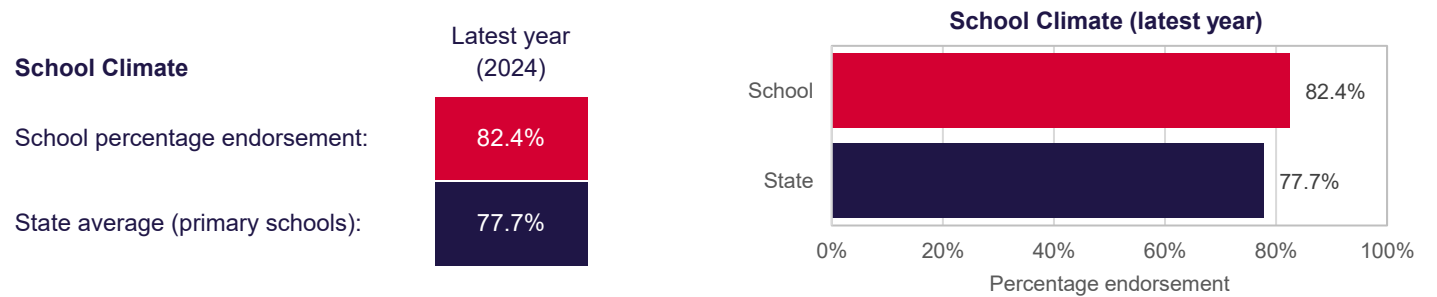


School Staff Survey

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.

English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

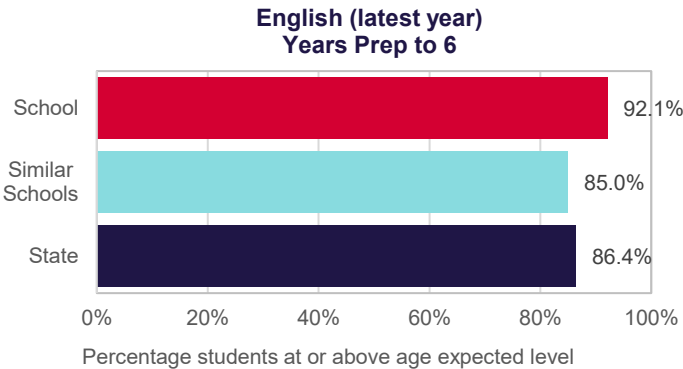
State average:

Latest year
(2024)

92.1%

85.0%

86.4%



Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

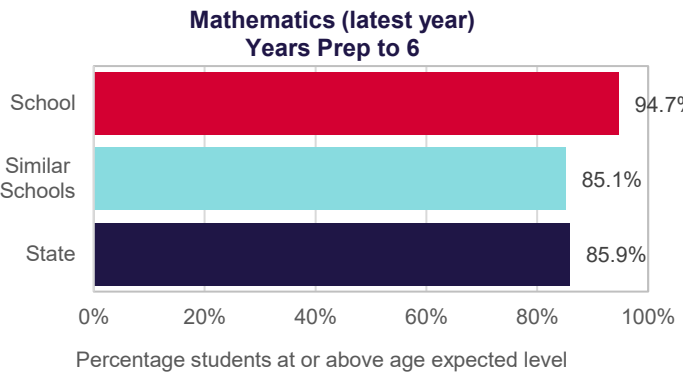
State average:

Latest year
(2024)

94.7%

85.1%

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.

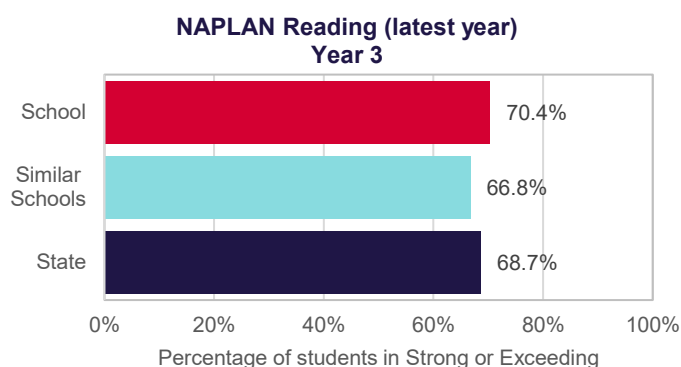
NAPLAN

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.

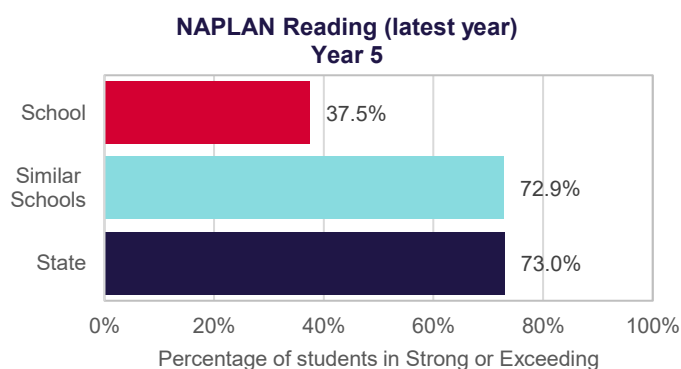
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.4%	76.9%
Similar Schools average:	66.8%	66.8%
State average:	68.7%	69.2%



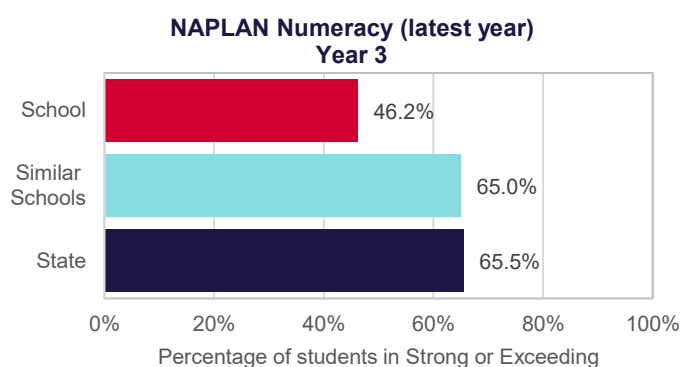
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.5%	52.4%
Similar Schools average:	72.9%	75.1%
State average:	73.0%	75.0%



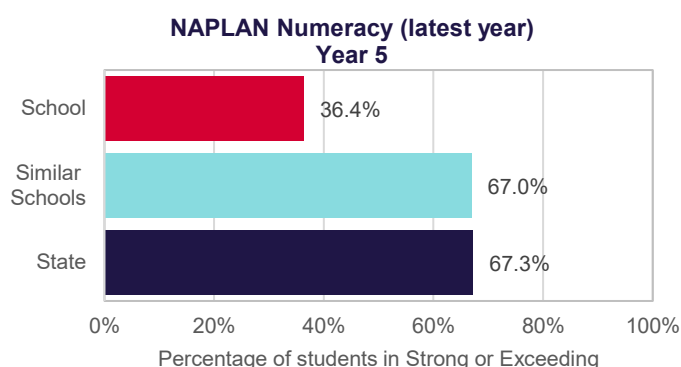
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.2%	62.0%
Similar Schools average:	65.0%	66.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.4%	37.5%
Similar Schools average:	67.0%	66.8%
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:

55.6%

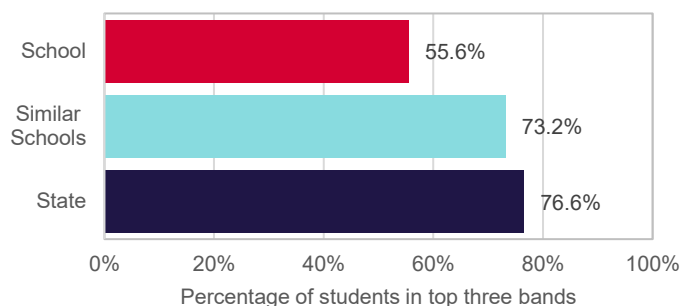
Similar Schools average:

73.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

53.6%

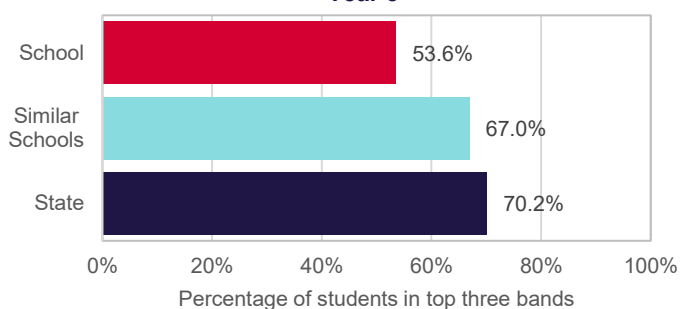
Similar Schools average:

67.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

55.6%

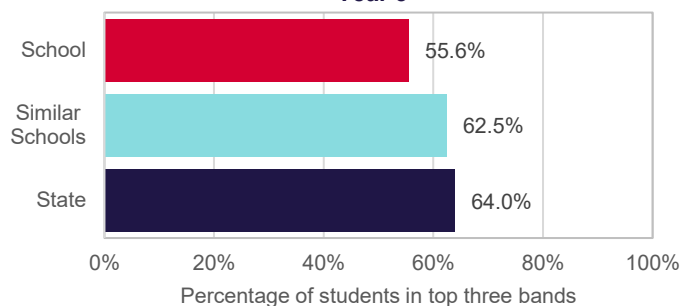
Similar Schools average:

62.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

28.0%

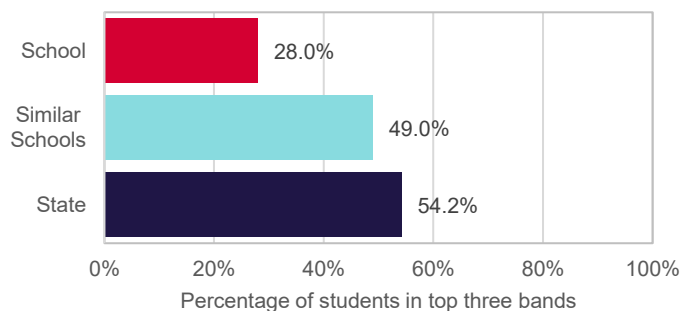
Similar Schools average:

49.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

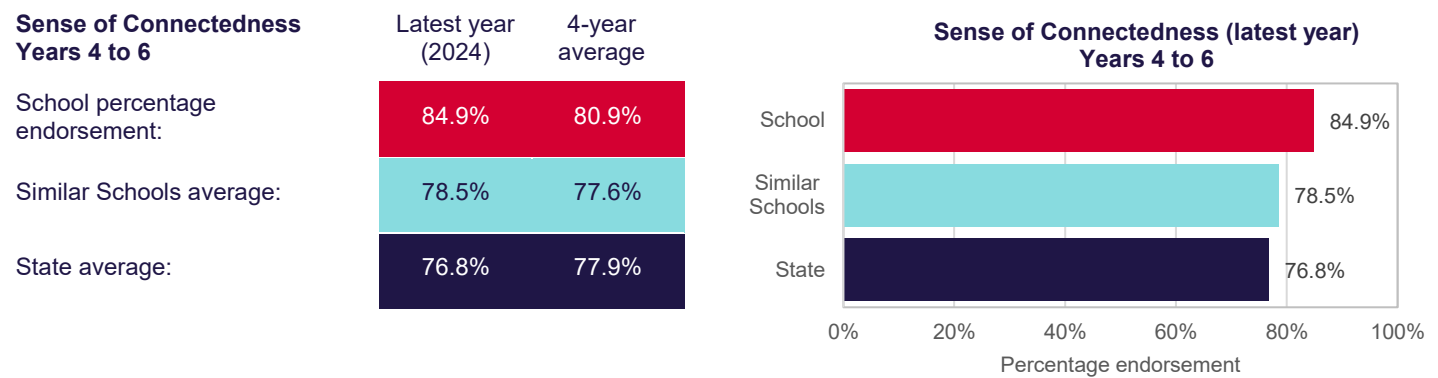


WELLBEING

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.

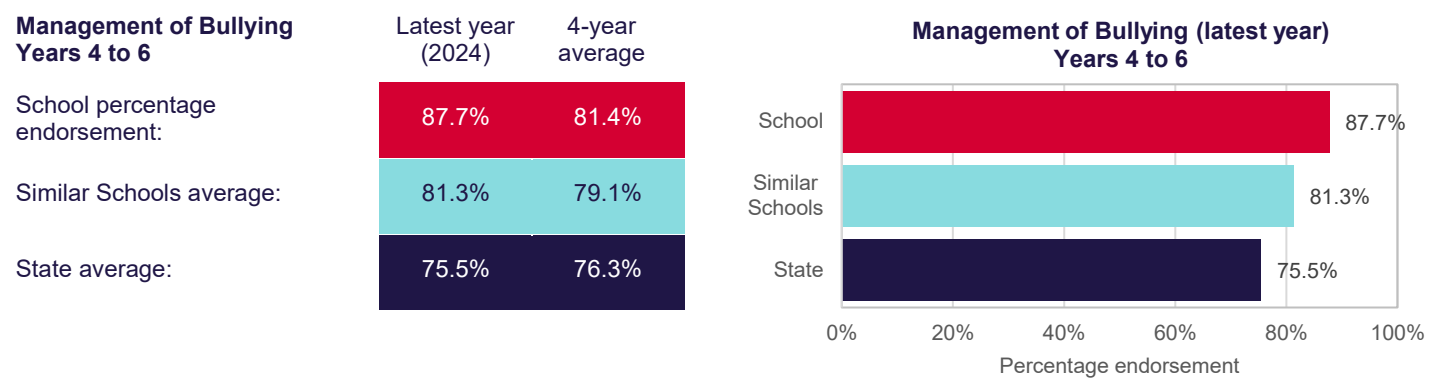
Student Attitudes to School – Sense of Connectedness

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).

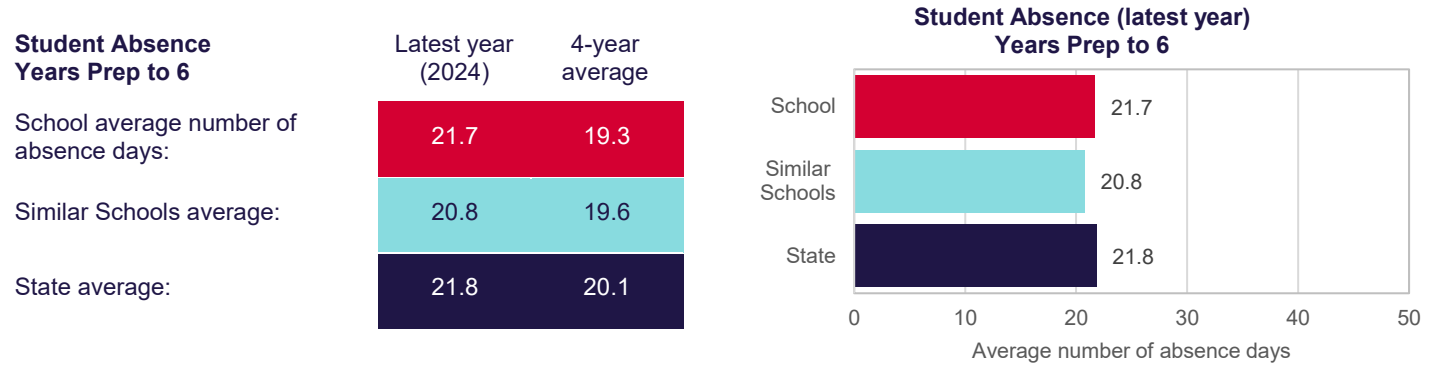


ENGAGEMENT

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):	90%	91%	87%	90%	92%	86%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,730,815
Government Provided DET Grants	\$440,961
Government Grants Commonwealth	\$3,650
Government Grants State	\$0
Revenue Other	\$35,173
Locally Raised Funds	\$94,782
Capital Grants	\$0
Total Operating Revenue	\$2,305,382

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,580
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,580

Expenditure	Actual
Student Resource Package ²	\$1,604,281
Adjustments	\$0
Books & Publications	\$149
Camps/Excursions/Activities	\$49,432
Communication Costs	\$1,704
Consumables	\$44,679
Miscellaneous Expense ³	\$27,415
Professional Development	\$12,430
Equipment/Maintenance/Hire	\$3,852
Property Services	\$56,389
Salaries & Allowances ⁴	\$105,788
Support Services	\$80,986
Trading & Fundraising	\$78,259
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,804
Total Operating Expenditure	\$2,087,168
Net Operating Surplus/-Deficit	\$218,214
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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	\$589,752
Official Account	\$5,401
Other Accounts	\$0
Total Funds Available	\$595,153

Financial Commitments	Actual
Operating Reserve	\$80,582
Other Recurrent Expenditure	\$4,476
Provision Accounts	\$0
Funds Received in Advance	\$73,094
School Based Programs	\$231,574
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,003
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$202,609
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$595,338

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.