

2024 Annual Report to the School Community

School Name: Ascot Vale Primary School (2608)



- 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 02:15 PM by Susan Osborne (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 02:16 PM by Susan Osborne (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

Ascot Vale Primary School (AVPS) is a community-focused school located 6 km northwest of Melbourne's central business district. Established in 1885, AVPS has a long-standing tradition of providing high-quality education while fostering a strong sense of belonging and connection. The school's vision, for students to be *empowered for lifelong learning and to have a positive impact on the world around them*, underpins all aspects of teaching, learning, and community engagement. AVPS values *respect, responsibility, excellence, empathy and gratitude*, which are reflected in the everyday experiences of students, staff, and families.

As of February 2025, AVPS has an enrolment of 264 students and a dedicated team of 27 staff, including teaching, education support, and leadership personnel. The school operates a unique multi-age structure that has been in place since 1984. In this model, classes are grouped into collaborative teaching units of similarly aged students, promoting strong peer relationships and personalised learning experiences. This approach is strongly supported by the school community and fosters both academic and social growth.

AVPS is part of the Moonee Valley Network within the South-Western Region of the Department of Education. The school's Student Family Occupation and Education (SFOE) index of 0.14 and Student Family Occupation (SFO) index of 0.20 indicate a community with relatively low levels of socio-educational disadvantage.

The school is well known for its welcoming atmosphere and active community partnerships. An engaged School Council, Parent Representative group, and ongoing collaboration with local organisations contribute to a vibrant school culture. AVPS also hosts the popular Flemington Farmers Market every Sunday, further strengthening its role as a community hub and extending its inclusive environment beyond the school week.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning

In 2024, our school made significant progress towards its learning goals, with a strong focus on enhancing literacy and numeracy outcomes for all students. The implementation of targeted teaching strategies, data-driven instruction, and differentiated learning approaches contributed to notable student achievements.

Highlights:

1. High Levels of Achievement in English and Mathematics:

- 93.4% of students in Years Prep to 6 were assessed as working at or above the

expected level in English, slightly exceeding the similar schools' average of 92.2%.

- In Mathematics, 94.1% of students achieved at or above the expected level, outperforming the similar schools' average of 91.8%.

2. Strong NAPLAN Performance Compared to Similar Schools:

- **Year 5 Reading:** 84.0% of students achieved Strong or Exceeding proficiency levels, close to the similar schools' average of 86.8%.
- **Year 5 Numeracy:** 84.0% of students achieved Strong or Exceeding proficiency levels, surpassing the similar schools' average of 79.7%.
- **Year 3 Reading:** 78.8% of students achieved Strong or Exceeding proficiency levels, just below the similar schools' average of 81.0%.
- **Year 3 Numeracy:** 72.7% of students achieved Strong or Exceeding proficiency levels, slightly lower than the similar schools' average of 77.4%.

3. Sustained Excellence Over Time:

- In the 2022 NAPLAN results (prior to reporting changes), 96.4% of Year 3 students were in the top three bands for Reading, significantly higher than the similar schools' average of 90.2%.
- Year 5 Numeracy results in 2022 also demonstrated strong outcomes, with 85.7% of students in the top three bands, well above the similar schools' average of 68.5%.

4. Data-Driven Teaching and Support:

- The school maintained a strong focus on formative assessment and differentiated learning approaches to ensure students continued to achieve at high levels.

By consistently achieving results comparable to or exceeding those of similar schools, our school remains committed to fostering academic excellence for all students.

Wellbeing

Wellbeing

Student wellbeing remained a priority in 2024, with a focus on fostering strong connections, promoting inclusion, and ensuring students feel safe and supported. While results were generally in line with similar schools, we continue to refine our wellbeing strategies to enhance student experiences.

Highlights:

1. Sense of Connectedness Comparable to Similar Schools:

- 76.8% of students in Years 4 to 6 reported a positive sense of connectedness, closely aligned with the similar schools' average of 78.8%.

2. Management of Bullying:

- 74.3% of students positively endorsed the school's approach to managing bullying, slightly below the similar schools' average of 76.8%.

- The school continues to enhance its bullying prevention strategies, including the implementation of restorative practices and proactive social-emotional learning programs.

3. Proactive Wellbeing Initiatives:

- The school implemented targeted wellbeing programs, including student leadership opportunities, peer mentoring, and structured social-emotional learning (SEL) sessions.

4. Strong Staff and Parent Satisfaction:

- Staff endorsement of School Climate was an impressive 91.2%, well above the similar schools' average.
- Parent satisfaction was also high, with 84.9% of parents expressing general satisfaction, reflecting a strong school-community partnership.

Through continuous reflection and improvement, we aim to further strengthen student wellbeing outcomes, ensuring a safe and supportive learning environment for all.

Engagement

Engagement

Maintaining high levels of student engagement was a key focus in 2024. Compared to similar schools, our school recorded strong attendance rates and continued to provide diverse opportunities for student participation and leadership.

Highlights:

1. Lower Absenteeism Compared to Similar Schools:

- The average number of absence days per student was 17.0, better than the similar schools' average of 18.6 days.
- Attendance rates across all year levels remained above 90%, indicating strong student commitment and engagement.

2. Student Voice and Leadership:

- Initiatives such as the Student Representative Council (SRC) and student-led projects provided students with greater agency in school decision-making.
- Leadership opportunities helped students develop confidence and responsibility, contributing to a positive school culture.

3. Diverse Extracurricular Offerings:

- A wide range of extracurricular programs, including performing arts, sports, and break time clubs, contributed to student engagement beyond the classroom.

4. Community Engagement and Partnerships:

- The school maintained strong relationships with families and the wider community, reinforcing a collaborative approach to student learning and wellbeing.

Our focus remains on ensuring every student is actively engaged in their learning journey, supported by enriching experiences both inside and outside the classroom.

Financial performance

Financial Performance

The school maintained a stable financial position in 2024, ensuring resources were strategically allocated to support student learning, wellbeing, and engagement.

Key Financial Highlights:

- **Revenue Sources:**

- The Student Resource Package provided the largest portion of funding, totalling \$2,786,203.
- Locally raised funds contributed \$401,765, enabling the school to enhance programs and facilities.
- The school also received \$253,965 in Department of Education grants, with an additional \$29,642 allocated for equity funding.

- **Expenditure:**

- Most of the spending (\$2,825,246) was allocated to staffing through the Student Resource Package.
- Additional investments were made in professional development, student support services, and school maintenance.

- **Financial Commitments:**

- The school concluded the year with total funds available of \$425,508, with commitments directed towards operational reserves, school-based programs, and future maintenance projects.

All funds were managed in alignment with department policies and school council approvals, ensuring financial sustainability while prioritising student outcomes.

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 272 students were enrolled at this school in 2024, 128 female and 144 male.

20 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.

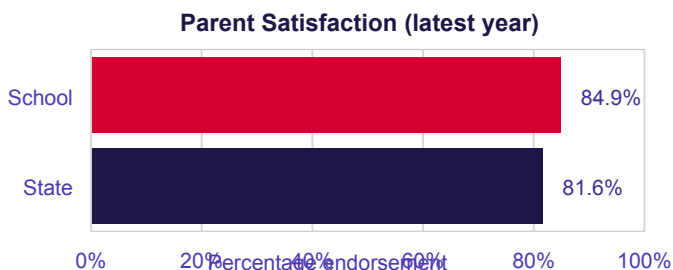
This school's SFOE band value is: **Low**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	84.9%
State average (primary schools):	81.6%



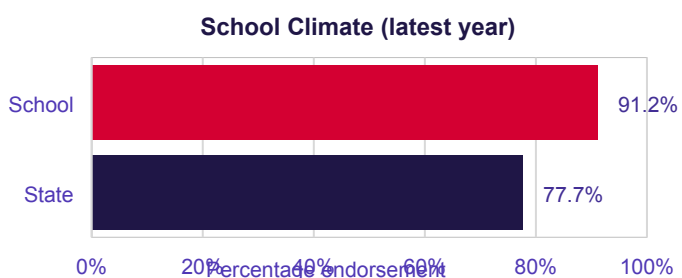
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	91.2%
State average (primary schools):	77.7%



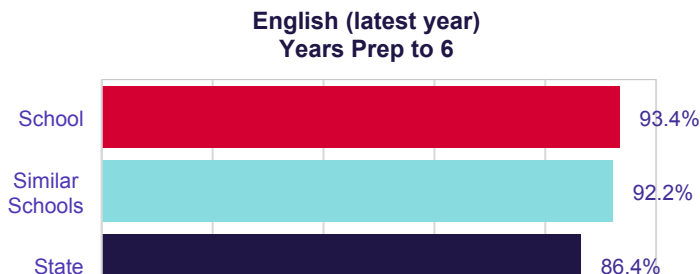
LEARNING

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.

English Years Prep to 6	Latest year (2024)
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School percentage of students at or above age expected standards:

93.4%

Similar Schools average:

92.2%

State average:

86.4%

**Mathematics
Years Prep to 6**

Latest year
(2024)

School percentage of students at or above age expected standards:

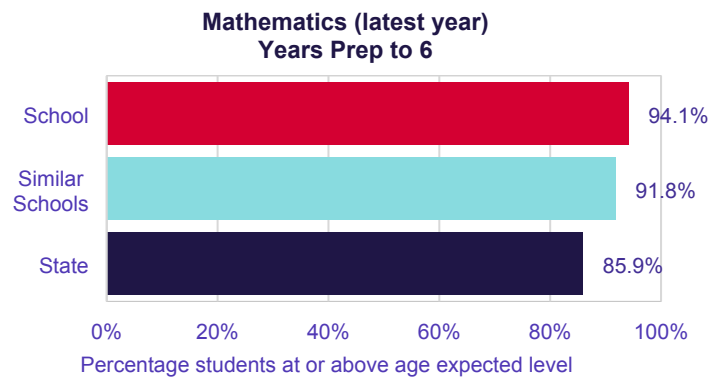
94.1%

Similar Schools average:

91.8%

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.

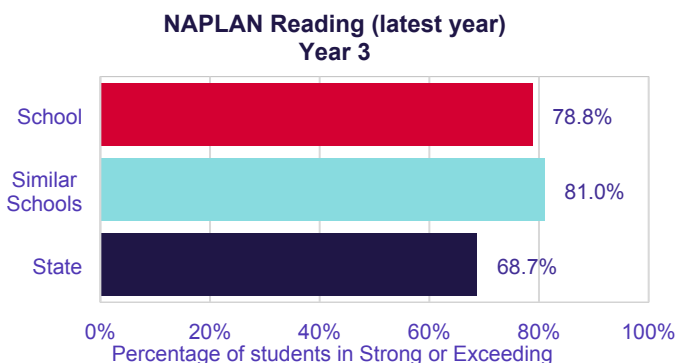
NAPLAN

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.

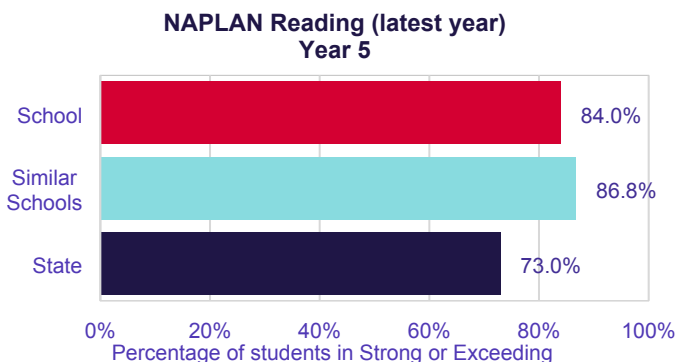
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.8%	75.0%
Similar Schools average:	81.0%	81.3%
State average:	68.7%	69.2%



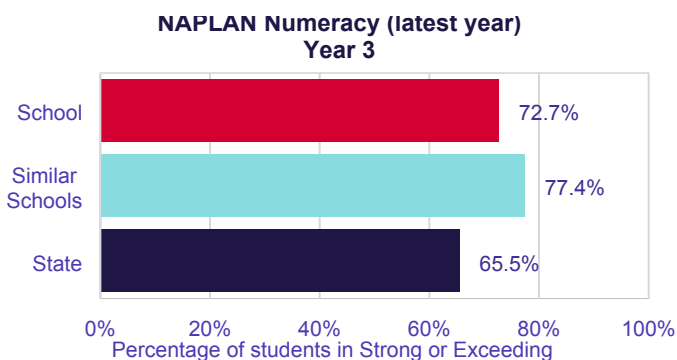
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.0%	89.9%
Similar Schools average:	86.8%	88.0%
State average:	73.0%	75.0%



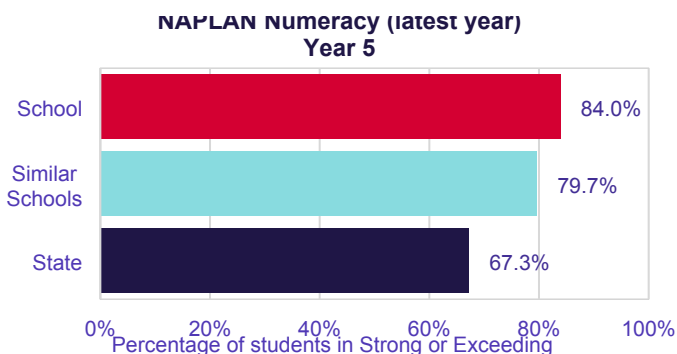
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.7%	69.6%
Similar Schools average:	77.4%	78.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.0%	85.3%
Similar Schools average:	79.7%	80.2%
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:

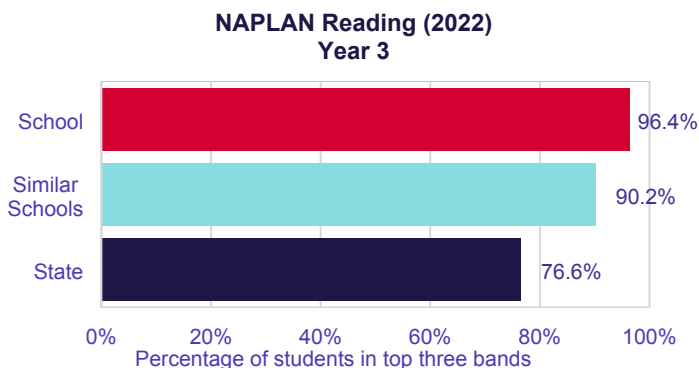
96.4%

Similar Schools average:

90.2%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

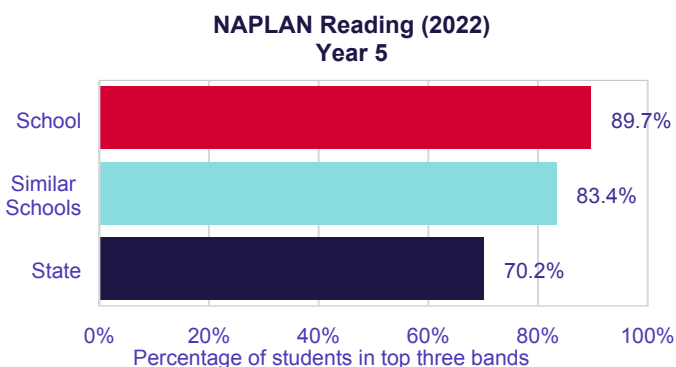
89.7%

Similar Schools average:

83.4%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

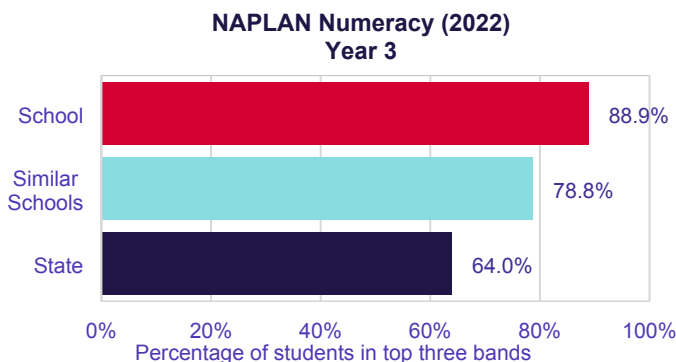
88.9%

Similar Schools average:

78.8%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

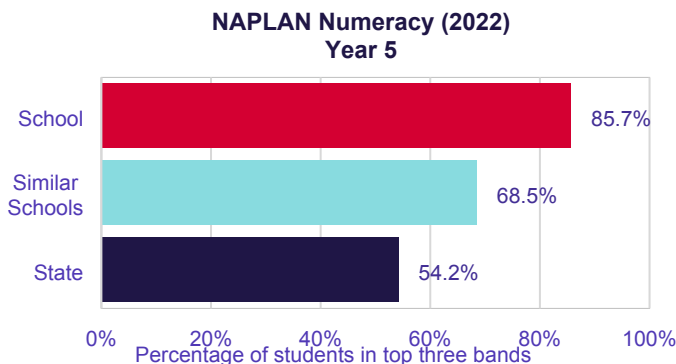
85.7%

Similar Schools average:

68.5%

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:	76.8%	76.2%
Similar Schools average:	78.8%	78.8%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



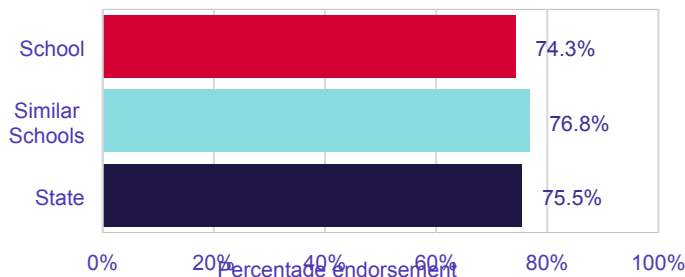
Student Attitudes to School – Management of Bullying

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:	74.3%	74.6%
Similar Schools average:	76.8%	77.1%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6



ENGAGEMENT

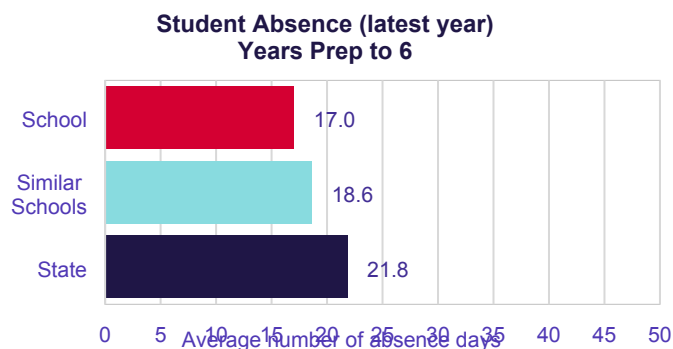
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	17.0	16.1
Similar Schools average:	18.6	17.1
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	91%	92%	92%	91%	92%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,786,203
Government Provided DET Grants	\$253,965
Government Grants Commonwealth	\$850
Government Grants State	\$0
Revenue Other	\$243,269
Locally Raised Funds	\$401,765
Capital Grants	\$0
Total Operating Revenue	\$3,686,052

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,642
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,642

Expenditure	Actual
Student Resource Package ²	\$2,825,246
Adjustments	\$0
Books & Publications	\$12,664
Camps/Excursions/Activities	\$161,551
Communication Costs	\$4,607
Consumables	\$85,913
Miscellaneous Expense ³	\$36,907
Professional Development	\$11,165
Equipment/Maintenance/Hire	\$65,973
Property Services	\$59,452
Salaries & Allowances ⁴	\$194,102
Support Services	\$235,482
Trading & Fundraising	\$15,878
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$15
Utilities	\$34,695
Total Operating Expenditure	\$3,743,651
Net Operating Surplus/-Deficit	(\$57,598)
Asset Acquisitions	\$9,831

- (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	\$325,803
Official Account	\$64,954
Other Accounts	\$34,751
Total Funds Available	\$425,508

Financial Commitments	Actual
Operating Reserve	\$153,480
Other Recurrent Expenditure	\$11,031
Provision Accounts	\$29,933
Funds Received in Advance	\$0
School Based Programs	\$40,604
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$138,798
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	\$40,195
Total Financial Commitments	\$414,041

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.