

2024 Annual Report to the School Community

School Name: Research Primary School (2959)



- 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 24 March 2025 at 01:59 PM by Fiona Vale (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 08 May 2025 at 09:44 AM by Fiona Vale (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

Research Primary School is in semi-rural surroundings on the north-eastern outskirts of Melbourne, within the Shire of Nillumbik. We have a rich history, established in 1889 during the gold mining days. We had a 2024 census enrolment of 194 students. Research Primary School has a strong community atmosphere with a range of great programs for students including art, physical education, library, science technology, and Japanese among others. Our extensive grounds and bush surroundings have many interesting areas for creative play such as cubby building and mining and there are several formal games areas. Our \$5.7 million building project was fully completed in 2022.

Our school review in 2023 identified our highlights as community, literacy-reading, team efficacy and trust, and our buildings and grounds.

In 2024 we had the equivalent of 10 1.0 EFT teaching staff (this includes our learning specialist), 2.2 EFT support staff, an Assistant Principal and a Principal. We also had a provisional psychologist supporting our students one day a week. Our team is hard working and dedicated and we have a fantastic parent community who support us by participation in School Council, the Parents and Friends Community and many other events and activities around the school.

Our attendance is excellent, and our parents and team are happy as reflected in our data which is well above the state average. Our community has high expectations of themselves and others, and wellbeing for learning is paramount at this school. Our school values are community, confidence, ambition and respect.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 marked the first year of our strategic plan and a focus on optimising every student's growth in literacy and numeracy. The teachers continued their explicit work in reading comprehension strategies and were able to embed and improve their practice through professional learning teams (PLC's) which ran weekly. F and P assessment was conducted every term, and teachers analysed and used this data to increase their data literacy and improve differentiated teaching and learning across their classrooms. Teachers created a whole school data wall which mapped the growth of every student at RPS in the area of reading throughout the year. Numeracy professional learning teams were also trialed this year following the formula for reading as described above. Our teams conducted extensive inquiry into the use of concrete, abstract and pictorial materials and altered practice to improve learning outcomes in numeracy. Teachers also focused on rewriting the numeracy curriculum using Mathematics 2.0.

Both our teacher judgment and NAPLAN data shows that we consistently perform higher than state average and similar schools in all areas.

Wellbeing

Our new strategic plan goal was to enhance student wellbeing for learning with a commitment to seek to understand our students better through student forums. In 2024, health and wellbeing support continued to be prioritised for our students, team members and parents. We had a wide range of professionals including speech pathologists, occupational therapists, psychologists and nurses consulting with students at school. A provisional psychologist worked with our students one day a week on wellbeing for learning.

Teachers were committed to our "start-up" programs which occurred at the start of every term and worked with students to get them prepared to learn. Wellbeing Wednesdays were also highlighted as an opportunity for teachers to address any classroom concerns through weekly class meetings or explicitly teach coping strategies such as the zones of regulation or the features of the learning pit. Each class implemented a targeted rewards program in consultation with their teachers, and the community champions program continued to be an assembly favourite in acknowledging students displaying our values. Our student led lunchtime clubs such as the games, craft, chess and basketball clubs continued to run in 2024. Our culture of wellbeing for learning grew significantly in 2024 and will continue to do so in 2025.

Our Assistant Principal holds the portfolio for student wellbeing, and a case management model was used to track each individual student's triggers, needs and support strategies. We had success in transitioning to the new Disability Inclusion model in 2024 and gained additional funding to support our students. Both our parent and staff opinion surveys results are above 90% which is well above state average and similar schools.

Engagement

Reading conferences were formally introduced in 2024 and supported our strategic plan goal of empowering students to be confident and self-reliant learners. This was achieved through feedback and student goal setting. Our student forums also gave us much insight into why our students were at times feeling disengaged from school. Based on the feedback, we were able to respond specifically to their needs and consequently our school made great improvements in our student opinion survey results. Our attendance data is better than both state and similar school averages.

Our Junior Years students (P-2) participate in Project Based Learning (PBL) which gives students a learning intention, however, encourages them to achieve the success criteria through a variety of means, chosen by their interests. All students are given the opportunity to apply for the Student Representative Council (SRC) and our year 6 leadership program follows a rigorous and supportive selection process.

Other highlights from the school year

Our school prides itself on being a small community school where every student is noticed. We offer a range of different experiences for our students with the aim of "value adding" to their education. Our students love to learn together, and we encourage these experiences through our multi age grouped incursions, community days, productions, team vs student sports matches and the buddy program to name a few. We work closely with the preschools in the area and offer the opportunity for them to be involved in our programs. We also offer a school holiday program as well as before and after school care.

Our buildings and grounds continued to be improved through fundraising efforts and the K'gari project which aims to "make our school paradise". Our enrolments continue to grow.

Financial performance

As of 31st December 2024 the school had a surplus, with some of this earmarked for a server & general IT upgrade, Landcare & wellbeing grants and constant school improvements. Our school grounds are large & expensive to maintain and as most building works are complete, the upkeep and maintenance is the school's responsibility. The grounds, buildings & play equipment all require extensive and regular works to ensure they are safe. Although our school is growing, we have many experienced staff, therefore, our school staffing costs are high. The schools equity funding amount of \$5000 was used towards the library specialist program which supported our continued focus on reading. Our rebuild and refurbishment still sparks much interest in the local community and surrounding suburbs, creating an increase in our overall enrolments, as does our above state average results.

**For more detailed information regarding our school please visit our website at
<https://researchps.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 194 students were enrolled at this school in 2024, 112 female and 81 male.

2 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).

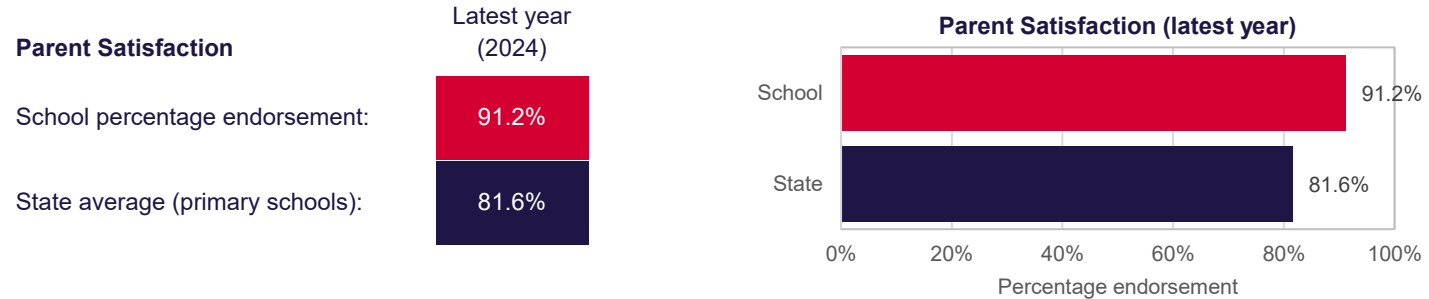
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

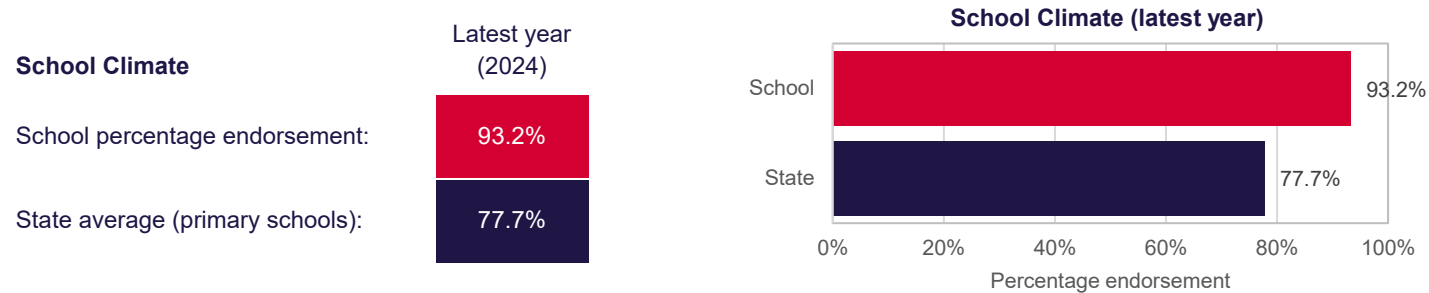


School Staff Survey

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.

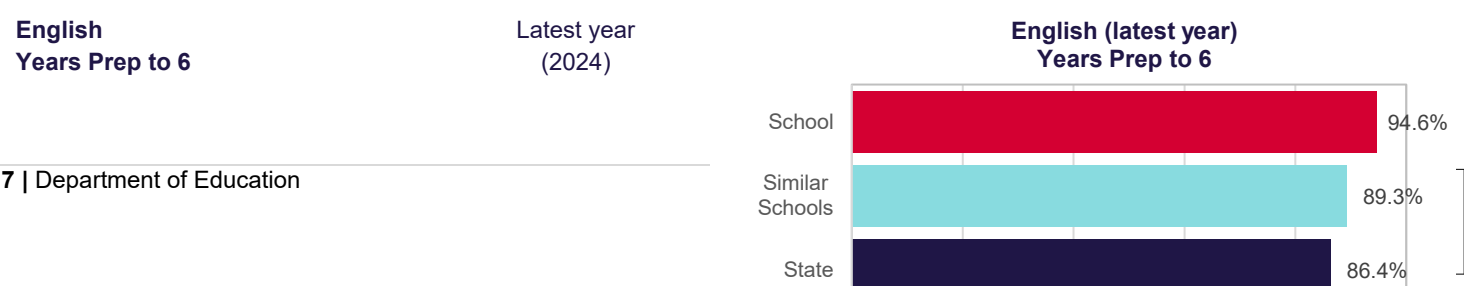


LEARNING

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.*

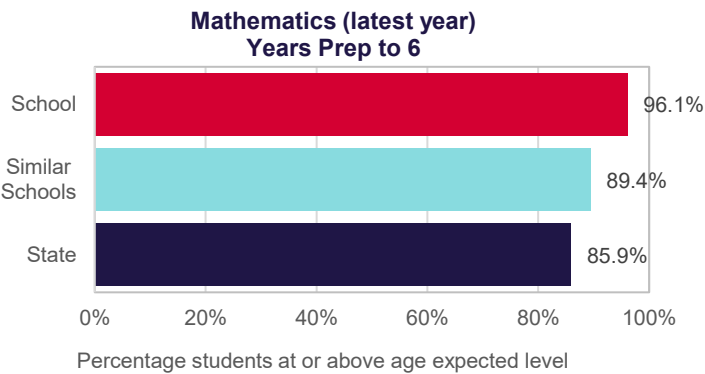
Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above age expected standards:	94.6%
Similar Schools average:	89.3%
State average:	86.4%

Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	96.1%
Similar Schools average:	89.4%
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.

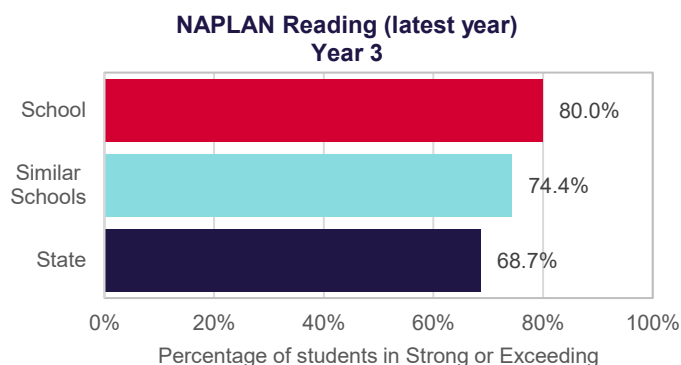
NAPLAN

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.

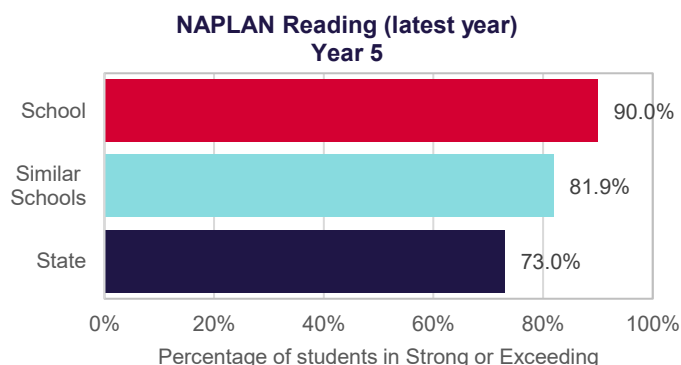
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	80.0%
Similar Schools average:	74.4%	75.1%
State average:	68.7%	69.2%



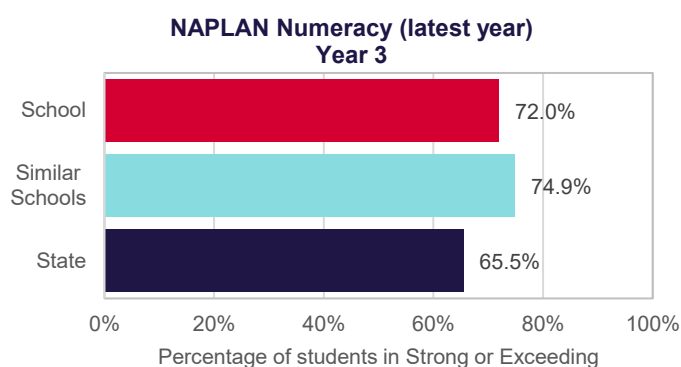
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.0%	94.7%
Similar Schools average:	81.9%	83.7%
State average:	73.0%	75.0%



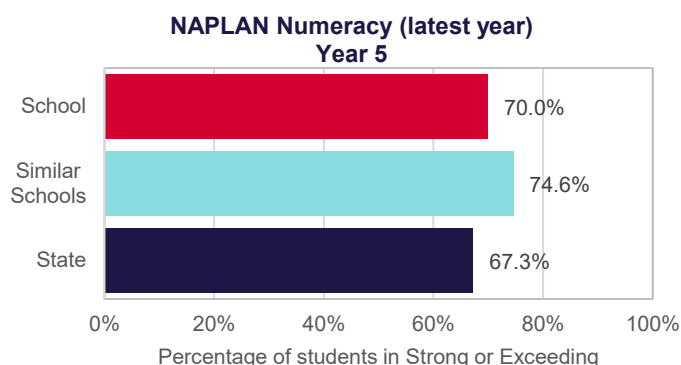
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.0%	84.4%
Similar Schools average:	74.9%	74.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	76.3%
Similar Schools average:	74.6%	74.4%
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:

93.8%

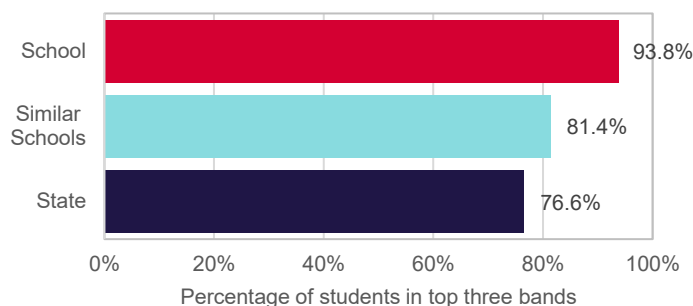
Similar Schools average:

81.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

94.4%

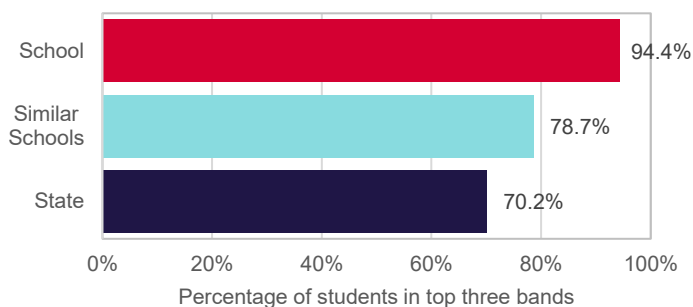
Similar Schools average:

78.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

75.0%

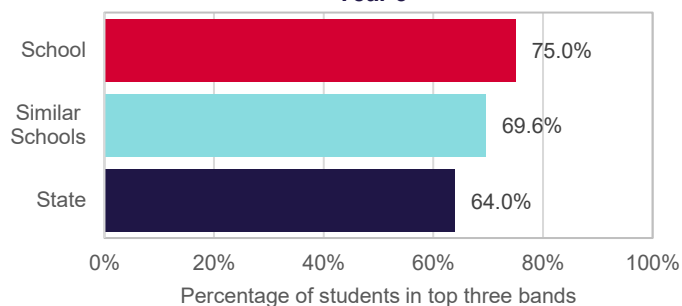
Similar Schools average:

69.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

75.0%

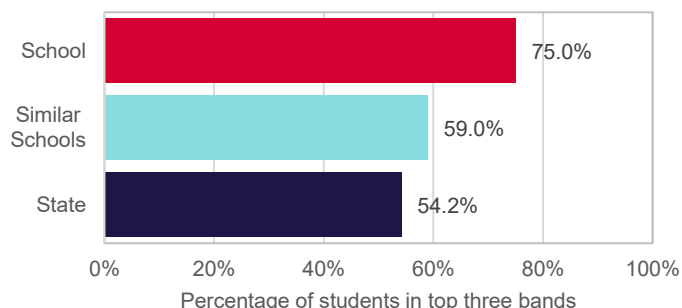
Similar Schools average:

59.0%

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.

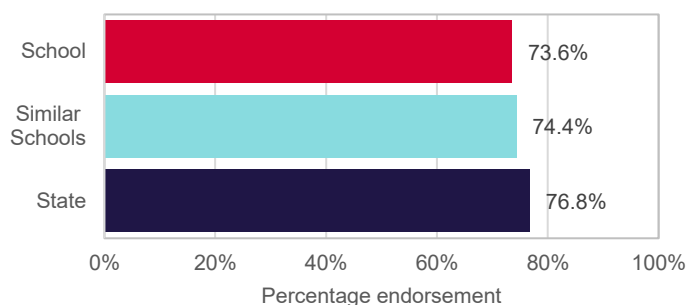
Student Attitudes to School – Sense of Connectedness

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	73.6%	60.0%
Similar Schools average:	74.4%	74.6%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



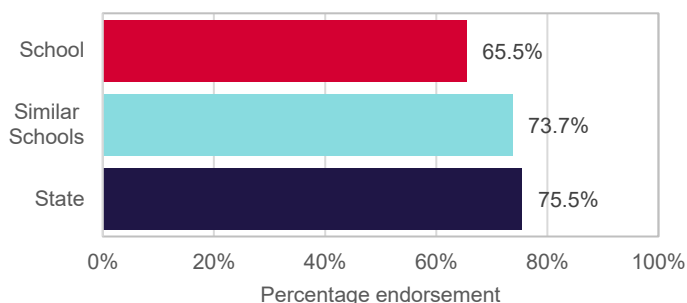
Student Attitudes to School – Management of Bullying

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:	65.5%	58.4%
Similar Schools average:	73.7%	74.2%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

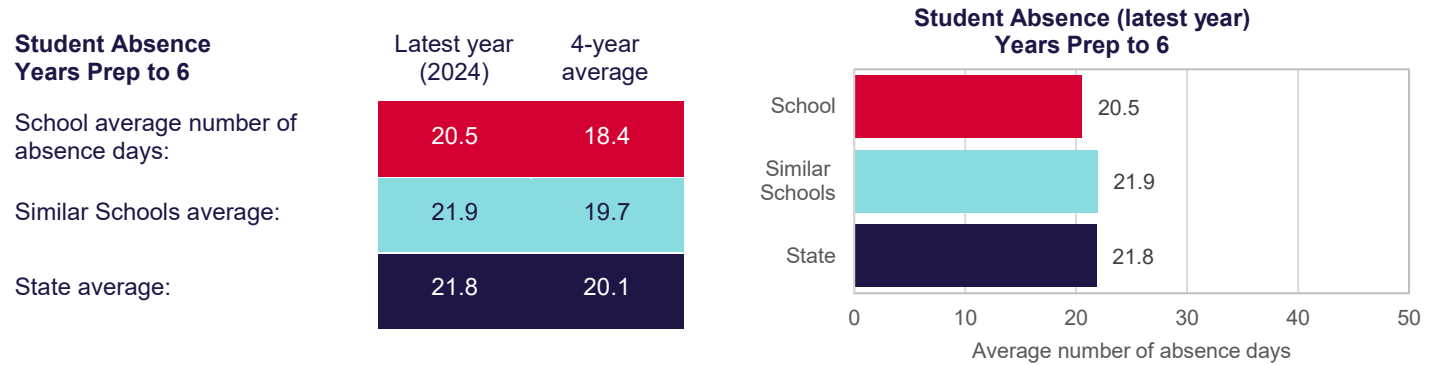


ENGAGEMENT

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.



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):	91%	90%	90%	92%	86%	86%	91%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,872,316
Government Provided DET Grants	\$338,528
Government Grants Commonwealth	\$89,200
Government Grants State	\$4,997
Revenue Other	\$30,892
Locally Raised Funds	\$283,559
Capital Grants	\$0
Total Operating Revenue	\$2,619,492

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,792,248
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$83,184
Communication Costs	\$6,879
Consumables	\$43,822
Miscellaneous Expense ³	\$8,922
Professional Development	\$453
Equipment/Maintenance/Hire	\$8,049
Property Services	\$64,200
Salaries & Allowances ⁴	\$80,646
Support Services	\$60,211
Trading & Fundraising	\$49,908
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,152
Total Operating Expenditure	\$2,231,673
Net Operating Surplus/-Deficit	\$387,819
Asset Acquisitions	\$28,238

- (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	\$753,439
Official Account	\$21,350
Other Accounts	\$332
Total Funds Available	\$775,122

Financial Commitments	Actual
Operating Reserve	\$73,238
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$155,000
School Based Programs	\$49,000
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	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$302,238

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.