

2024 Annual Report to the School Community

School Name: Lilydale Primary School (0876)



- 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 27 February 2025 at 11:05 AM by Andrew Weaver (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 27 March 2025 at 08:25 AM by Andrew Weaver (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

Our school is approximately 40km from Melbourne in the town of Lilydale. Our student population reflects those of the beautiful Yarra Valley with our families coming from a wide variety of socio-economic backgrounds and cultures. Lilydale Primary School is an energetic learning community that focuses on developing each individual student to their full potential. We believe in developing the whole child by offering a range of curricular and extra curricular activities that allow students to experience a breadth of academic and social learning. It is important to us that each student is valued and that the learning programs truly cater for each individual. Lilydale Primary School has maintained and nurtured a strong relationship with its community. The school's excellent reputation reflects its commitment to improvement, cooperative team work and the provision of effective learning programs. The school has a growing reputation within the community and draws from families in Lilydale and the surrounding suburbs.

The school values of Perseverance, Respect, Inclusion, Determination and Encouragement are the foundations for all the relationships across the school and every year each class produces a mission statement which reminds students how they are to work with each other throughout the year. The Vision that we have at our school states, "At Lilydale Primary School our students will grow to be strong respectful individuals, they have an understanding of their ability to educate and empower each other as well as themselves. Our students learn to be kind, caring, creative and inspired." In 2024 the School continued its Respectful Relationship journey and has adopted the following pledge, "Lilydale Primary School acknowledges all people are born free and equal in dignity and rights Our School recognises and celebrates diversity. All people, regardless of age, gender identity, sexual orientation, physical or mental ability, religion, or perspective are valued in our inclusive community." Our school has introduced and is currently embedding a school-wide positive behaviour support program (SWPBS). SWPBS is a framework that brings together school communities to develop positive, safe, supportive learning cultures. This process has led to the introduction of the Schoolwide behaviour matrix where students are rewarded for their positive behaviours with bees linked to the Be Kind, Be safe, be respectful and Be a learner matrix. Students can exchange these bees for rewards and the tally of the bees achieved by each house counts towards their house points which is celebrated at each assembly with the winning house's flag prominent displayed in the BER building

Disability and Family Backgrounds

There are 5.6% of students who are considered to have a disability and 15.1% of students are considered at risk. The school has always been focused on supporting disadvantaged students and has employed ES staff over and above the Level of funding provided by the Department to ensure each student has their needs catered for and other students are able to focus on their learning. 12.39% of students have access alerts on file. The School has 45% male students and 55% female students. The current Student Family Occupation (SFO) sits on 0.45 in 2024 and has been fairly stable over the past 3 years. 2.5% of our students are indigenous and 9% of our students have a language background other than English. 0% of students are in an out of home care arrangement. The school received \$47,303 credit and \$45,530 cash in equity funding in 2024 to support its most vulnerable students.

Staffing

In 2024, we had 196 students attending our school spread over 10 classes, 108 girls and 88 Boys. The School had 9 full time teachers and five part time teachers, eight ES staff, a Business manager and one Office staff member. The school offered six specialist subjects: Visual Arts, Performing Arts, Japanese, Digital Technologies (Grade 5/6, it was felt that the Grade 5/6 students experienced enough sport and this extra focus on Digital technologies would give them greater preparation for High School), Sport (Prep to Grade 4) and Science. Each specialist subject is taught for 1 hour each week. The School also had two 0.4 teachers focused on the Tutor learning Initiative. In Term 4, 2024 the School appointed an MHWL staff member to take charge of the Mental Health initiative at our school and how best we can support the students across the school. The School Improvement Team (SIT) consists one Principal Class member, a Leading Teacher and representatives from each Professional Learning Team (PLT). The SIT team employs a PLC format focusing on the AIP Goals and the analysis of data across the school in 2024. The School does not have any Aboriginal or Torres Strait Islander staff working at our School. The teams at the school in 2024 include a Prep team, Grade 1/2 team, a Grade 3/4 team and a Grade 5/6 team. Each team meets twice weekly. The first meeting is based on the PLC focus, identifying data and trends to ensure students are getting the best possible provision and any concerns and reports of progress can then be brought to the SIT team. The second session allows the teams to plan effectively using the Scope and Sequences that have been developed over the last two year.

Facilities

The school is well resourced and has a range of facilities available for students to use including a Basketball court, Volleyball Court and Futsal pitch, an extensive array of adventure equipment and access to a local oval. Through the utilization of other existing resources in our community we are able to offer students a variety of experiences during their out of class times. The School has tried to continually improve the facilities at the school and ensure that students become fully involved and take ownership of their environment.

Activities and programs

The School has developed the range of activities, clubs and programs available to students in the last four years: Some the major changes include the continuing development of the Pathway to Learning Program that engages with Kinder aged students and sets a program that allows the school to identify their learning needs long before they enter school. This program allows Kinder children to become acquainted with the school site, the staff and their learning. This program has ensured that the transition into a school setting is smoother and has allowed the school to prepare effectively for the new students learning path. The school has offered the Tutor learning initiative which built on the work we developed through a Literacy and Numeracy intervention program. This has helped support some of the disadvantaged students to improve their learning outcomes

Science has become a regular feature of the specialist curriculum that we offer as in 2019, the School was successful in applied for a Primary and Mathematics and Science Grant. Science Teaching became a priority at our school and to ensure the students have access to an effective Science program whilst also improving the capacity of teachers to teach Science. The camps program has been extended to include all year levels. Foundation and Grade 1 come back to School for a night of activities and then go home. Grade 2 students had a sleepover in the BER building until the Time in Lieu requirements made this unsustainable, the Grade 3/4 students have two adventure camps and the Grade 5/6 students take part in camps that occur in Canberra (Civics and Citizenship) and Sovereign Hill (History) The Canberra camp will no longer be taking place in 2025 due to the costs associated with the trip and the difficulties faced by staff when students get ill so far away from home. Instead the students will be visiting Phillip Island for adventure activities and tourist style activities. A School Production has been completed every

year until 2022 when it was decided to go biannually with the opposite year being “Lilydale’s Got Talent.” The latest show, “Imagination with a twist” was performed in the George Wood Theatre and included singing dancing, Flourecent puppets, digital backdrops and lots of humour. We also have an Art Show linked to our Grandparents Day, discos, trivia nights, family fun nights and in 2024, a Vision and Values Night. We have also organised Welcome Back Tabloid Sports and Barbeque at the beginning of each year, Graduations and Christmas Carols, DECS day and Responsibility Day. The School has organised several transition activities across the year with two formal transition days in Term 4.

The School encourages active student leadership with School Captains, House Captains, the Junior School Council and the Student Representative Council being the most visible demonstration of this however the school also encourages Student led clubs to supplement this student leadership. Staff led clubs include, Lego, Chess, Gardening and Construction, Choir, and Art club are supplemented by student led clubs which tend to come and go. The students who want to run a club have to engage the help of a staff member to help supervise, create a speech to be given at assembly, create posters and then organise an announcement when the club is happening. These clubs encourage students to work with others and develop their understanding of leadership and how to be successful in leading a project of this nature. Some of the student clubs have lasted over a year including the Anime club, Gymnastics and Calisthenics clubs.

Instructional Model

Our Instructional Model ensures consistency of approach in all lessons. This includes a very clear format for all lessons that focuses on connecting students with their previous learning, clear Learning Intentions and Success criteria frame the lesson content and then explicit teaching of the skills and processes that will enable good learning to take place. This work is consolidated by the teachers regularly conferencing with their students relating to their goals in mathematics, Writing and Reading. The end of a lesson is focused on formative assessment techniques to identify the next stages of learning. The focus of our lessons includes the HITS (High Impact Teaching strategies) **The Learning Pit** The ‘Learning Pit’ was introduced to the school in 2019 and we use this as a focus for understanding what Learning should be and should look like and support for Student’s mental health. The Learning Pit focuses on ensuring that students realise that learning can be difficult but with practice and support from their parents and teachers that they can achieve. They learn to understand that learning is embedded due to hard work, commitment and support. We also use this to support students’ mental health by explaining that mistakes are an important part of the learning process and are not a sign that there is anything wrong with them. When students talk about being in the pit this is reinforced and praised as students are showing an understanding of the learning process and what they can do to achieve their goals.

Learning Walks

The School has provided opportunities to engage in learning walks (within and across network schools), lesson observations and provide professional development based on Feedback, Explicit teaching and Differentiated Learning. All levels have managed to complete Learning walks during 2024 focused on Numeracy and identifying great practice and resources that can then be implemented into their classroom. Clear Learning Walk Protocols are in place and all staff have been able to host and take part in learning walks. The August Curriculum Day in 2024 was set aside to visit high performing schools in Numeracy and identify what practices would be implemented at our school. The staff visited five other network school and then presented to their colleagues about what they had seen. Es staff have also been trained to use the NFA

assessments to identify the gaps in student learning relating to Counting and Numeration. All Counting assessed and the results presented at a staff meeting and individual staff given results for their class and cohort. From these results planning modified to tackle the gaps that have been identified

Chaplain and After School Care

The school also has a Chaplain working one and a half days each week. They help to support vulnerable students dealing with a range of problems including out of home care, domestic abuse, sexual abuse, bullying, family bereavement, anxiety etc. The provision of a Chaplain has been vital in supporting students and staff to provide pastoral care and support the physical and emotional welfare of students at the school. The School has a Before and After School Program run by Extend which also offers a holiday program.

Breakfast Club

Our Breakfast Club which started in 2017 provides breakfasts for all the students who need one so that they are ready for their learning. We partner with the Victorian Foodbank to provide toast, fruit, milk, fruit cups and other essentials for students to have a nutritious start to the day. We have also developed a fund for disadvantaged families and provide support to them in times of crisis and to help ensure that no student misses important events or activities or does not have the resources to support them in their learning.

Curriculum

The development of the Curriculum at our school has been a work in progress over the years since the last Review. We analysed the data from our NAPLAN results and determined to implement Curriculum that would take into account the specific needs of our students. This involved the development of scope and sequences specific to our students for all areas. In 2023 with the change to the Victorian Numeracy Curriculum, the school embarked on the same process to ensure that our scope and sequences fully reflected the needs of our students. This work has continued throughout 2024 as more and more subjects change to the new curriculum. The scope and sequences that we create based on the Victorian Curriculum reflect the needs of our students by analysing our data and targeting areas that we consider to be an area of development for us.

Parental involvement and Communication

The School developed the communication with the parents including the development of a regular weekly newsletter, use of Sentral portal, curriculum overviews distributed every term. Parent Information Booklets have been updated and regular Open Days have been held to highlight the strengths and achievements of the school. Recently the website has been updated and more regular social media posts have been introduced thanks to the Website and Social media team.

Volunteers have been trained in the child safety standards and in how we can work together to protect our students from abuse.

Marrung

The school has a Marrung leader to ensure that the school values and promotes Aboriginal and Torres Strait Island culture and History. The school has changed its planning to ensure Aboriginal perspectives are taught in all curriculum areas. Funding has now been organized to construct a mural that will be developed in conjunction with local aboriginal people to display at our school. The school sings the National anthem in an indigenous language and English and acknowledges the Wurundjeri people as the traditional custodians of the land on which our school is situated. The animals that represent the School Houses have their own flag with the aboriginal name also included. The School has sought funding and constructed a Yarning Circle that the students for

our school and local network schools have held a yarning circle focused on the development of a mural on the new wall that has been constructed around the BER Building.

Progress towards strategic goals, student outcomes and student engagement

Learning

Lilydale Primary School continues to make progress across all areas of the curriculum as reflected by the achievements in 2023 in Naplan and Teacher Judgements. We are continuing to use evidence based high impact teaching strategies to identify areas for development and the way that we can support our students to make progress in all curriculum areas.

The School Strategic Plan Goals were modified in consultation with our SEIL to allow for the changes to the structure of the NAPLAN from Top two bands to Strong and Exceeding.

NAPLAN

Reading (Strong and Exceeding):

- **Year 3 - increase from 81% (2023) to greater than 75% (2024) and 80% (2025)**
- **Year 3- increase number of students in Exceeding from 38% to 40% by 2025**

The school achieved 26% in Exceeding in Reading Year 3 in 2024 which is below the 40% aimed for. However in Reading, Year 3 Strong and Exceeding 78% which is above the 67% Similar Schools in 2024

- **Year 5 - increase number of students in Strong and Exceeding from 60% (2023) to 68% (2024) and 75% (2025)**

The School Achieved an increase in the Strong and Exceeding from 60% to 63% but we have not achieved the 68% target so still work to do

- **Year 5 – increase number of students in Exceeding to the Network average by 2025**

The school achieved a result of 26.3% of students in Exceeding in Grade 5 Reading this was greater than the Network Data which showed 22% of students in exceeding. This has been achieved and will need to be maintained

Writing (Strong and Exceeding):

- **Year 3 - increase from 81% (2023) to greater than 70% (2024) and 80% (2025)**
- **Year 3- increase number of students in Exceeding from 13% to 20% by 2025**

The school achieved a result of 17% of students in Exceeding in 2024, this was an increase from 2023 and therefore we are on track to achieve this goal in 2025

- **Year 5 – increase the number of students in Strong and Exceeding from 56% (2023) to greater than 68% (2024) and 70% (2025)**

The School Achieved a result of 74%of students in Strong and Exceeding in 2024 which is better than the expected target in 2025. This will need to be maintained.

- **Year 5 – increase number of students in Exceeding to the Network average by 2025**

The School achieved a result of 5.3% compared to a result of 12% for the network.

Numeracy (Strong and Exceeding): Year 3 - increase from 81% (2023) to greater than 80% (2024) and 82% (2025)

- **Increase the % of Year 3 students excelling in Numeracy from 12% (2023) to 16% (2025)**

The School achieved a result of 22% of students in Excelling so we are ahead of schedule in this area.

- **Year 5 - increase the number of students in strong and Excelling from 72% (2023) to greater than 75% (2024) and 76% (2025)**

The School achieved 74% of students in Strong and Excelling in 2024. This is on par with expectations.

- **Year 5 Numeracy Increase the students in Exceeding from form 0% in(2023) to 10% in (2024) and 15% in 2025**

The 2024 Result of 11% Exceeding, met our goal and we now need to secure 15% in 2025

2024 NAPLAN Results

Grade 3

The School achieved 78% of Year 3 students in the Strong and Exceeding in Reading which is above the Network Result of 71% and Similar Schools at 67%

The School achieved 81% of Year 3 students in the Strong and Exceeding in Numeracy which is above the Network Result of 68% and Similar Schools at 64%

The School achieved 63% of Year 3 students in the Strong and Exceeding in Grammar and Punctuation which is above the Network Result of 55% and Similar Schools at 50%

The School achieved 63% of Year 3 students in the Strong and Exceeding in Spelling which is above the Network Result of 60% and Similar Schools at 52%

The School achieved 78% of Year 3 students in the Strong and Exceeding in Writing which is below the Network Result of 86% but above the Similar Schools at 77%

Comment- The School's Grade 3 NAPLAN results have been strong for the last three years. The 2024 results demonstrate that we have achieved results that are above Network and Similar schools results in four of the Five areas with only Writing being below Network by 8 % points but slightly above the Similar Schools result.

Grade 5

The School achieved 63% of Year 5 students in the Strong and Exceeding in Reading which is below the Network Result of 73% and Similar Schools at 71%

The School achieved 74% of Year 5 students in the Strong and Exceeding in Numeracy which is above the Network Result of 70% and Similar Schools at 67%

The School achieved 58% of Year 5 students in the Strong and Exceeding in Grammar and Punctuation which is below the Network Result of 65% and Similar Schools at 61%

The School achieved 66% of Year 5 students in the Strong and Exceeding in Spelling which is above the Network Result of 65% and Similar Schools at 62%

The School achieved 74% of Year 5 students in the Strong and Exceeding in Writing which is below the Network Result of 73% but above the Similar Schools at 72%

The Grade Five NAPLAN results are not as strong as the Grade 3 Results. The Grade 5 students still out performed Network and Similar Schools in Writing, Numeracy and Spelling but were below in Reading, and Grammar and Punctuation. The Reading results have been improving in Grade 5 over the last three years but we have not closed the gap significantly and therefore this needs to be a priority for us. Writing in Grade 5 improved from 56% to 74% in 2024 and this significant improvement will need to be maintained as it is now in line with Network and Similar Schools.

Wellbeing

The school has made progress towards its goals relating to Student wellbeing. The focus over the last year has seen the development of the Respectful Relationships program, Schoolwide Positive Behaviours, how we support Koorie students, focused on improving attendance and increase students voice through the development of the JSC (Junior School Council) and the SRC (Student representative Council)

Schoolwide Positive Behaviours

Over the last two years we have developed our Schoolwide positive behaviours involvement so that it is now a key component as to how we talk to students about their behaviour both in the classroom, outside in the yard and digitally. This has made a significant difference, and we have been delighted with the way the students have responded to the new matrix which has been implemented across all classrooms. The use of Be kind, Be respectful, Be safe and Be a learner have ensured greater consistency in the way staff talk to students about expected behaviours and reward them effectively. The students are given bees when displaying the behaviours expected and these are then transferred to rewards. The bees are then translated to House points and these are announced at Assemblies. We also reinforce expected behaviours through our assemblies by connecting the matrix to areas of focus for the theme of the assembly. The staff have received regular training in Schoolwide Positive behaviours and has led to an increase in our SWPBS Fidelity report by 20%.

Respectful Relationships

We have focused on respectful relationships over the year to ensure we are able to support students understand what constitutes a respectful relationship. This has involved the staff in regular PD on the different components of the program ensuring that they are given that support before each new module is taught. This allows the staff to ask questions and fully understand the purpose and aim of the program. This has been implemented effectively and the students are starting to use the language and understandings in their interactions with their peers. This has

been a positive start, and we will need to continue to implement Professional development and support for staff to ensure that this progress continues.

Student Representative Council and Junior School Council

In order to support wellbeing we have divested the JSC and SRC from each other. This has allowed the JSC to focus on fund raising for worthy causes and the SRC to focus on a student voice relating to events, resources and opportunities at the school. The SRC is open to everyone and has included student ideas and consultation about various school issues.

Koorie Students

We have made it a real focus over the last year to make our school a welcoming place for Koorie students, their family and Community members. This started with attendance at a SPIKKE training course that the Principal and Marrung Leader attended and we set ourselves the task to try and improve the general appearance of the school by recognising indigenous culture across the school. We have created a Yarning Circle, ensured an acknowledgement of country is in every classroom, incorporated Indigenous language at our assemblies and , indigenous names for fauna displayed on our House flags and started to improved our understanding of cultural perspectives in our planning. We have partnered with the local community and engaged a Wurundjeri artist to create a mural on our newly constructed wall.

Mental Health and Wellbeing Leader

In 2024. we appointed a mental health and wellbeing Leader. They oversee the work the school does in the mental health space and provides pathways to connect students with the correct services and provide PD for staff. The MHWL will continue their work in 2025.

Engagement

Engagement

Attitudes to School Survey- Attitudes to Attendance

The school achieved a percentage endorsement of 89% in 2024 which is consistent with 2023 and slightly better than 2022. This compared with 84% for similar schools and 83% for the network schools. The, I always try to attend school questions has improved from 2022 as has , I try to catch up on my work if I am absent from school, 78% to 87% and the, My parents believe that going to school is important is statistically the same 91% to 93%

Attitudes to School Survey- Sense of confidence

The school achieved a percentage endorsement of 74% in 2024 compared with 75% for similar schools and 76% for the network schools. The results in this area have continued to decline since 2021 and we are now seeing 19% of our students giving a negative response in this category. We have positive results in

- I am happy to be at this school- 80% which has increased from 74% in 2023
- I like this school- 83% compared to 73% in 2023

The question that students give a negative response to and has remained stubbornly low for the last three years is

- I look forward to going to school, this was 54% in 2024, 52% in 2023 and 59% in 2022.

We need to address why students are not looking forward to coming to school and yet are happy when they are here.

Attitudes to School Survey- Student voice and Agency

The school achieved a percentage endorsement of 68% in 2024 compared with 68% for similar schools and 67% for the network schools. The results in this area have continued to show that we have approximately 20% of students giving negative feedback in this area. The results in this area are generally lower than what we would hope for.

- At this school I help decide things like class activities or rules- 66% in 2024
- I am encouraged to share my ideas – 65% in 2024
- I have a say in the things I learn – 70% in 2024
- My teacher likes my ideas – 72% in 2024

Attendance

We are regularly in contact with parents of students that we are concerned about, particularly when the absences are ongoing. We have liaised with the Department about the students of real concern and have regularly talked to other agencies including Anglicare, Child protection and the Orange door. We have initiated rewards in assembly for attendance and have used posters and assemblies to reinforce the, "It's not Okay to be Away" idea. The parents are regularly informed of their child's attendance and we have put out regular briefing relating to how even small amounts of time away from school could mean that they are missing large amounts of lessons and schooling over the course of a year.

Financial performance

Lilydale Primary School continues to have strong financial systems in place. In 2024 the school's SRP was in a deficit position due to an increase in hiring extra Teacher aides to support classroom teachers

whilst we were waiting for disability funding to be approved for individual students. Proper process and protocols are in place to ensure that spending is focused on the learning needs of the students and money is targeted for students who require support through equity payments and disability inclusion payments. Provision was also made for a Science Coordinator to run sessions with each class to boost Science learning and understanding across the school. We received over 85% of voluntary curriculum contributions and raised \$17,300 from fundraising activities to support the school budget. Grants and other funds received were closely monitored through tracked balances to ensure monies were acquitted correctly. Lilydale Primary School is committed to ensure that all monies received is used in the best interests of the students and the community that we serve.

**For more detailed information regarding our school please visit our website at
www.lilydaleps.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 192 students were enrolled at this school in 2024, 108 female and 84 male.

4 percent of students had English as an additional language and 3 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).

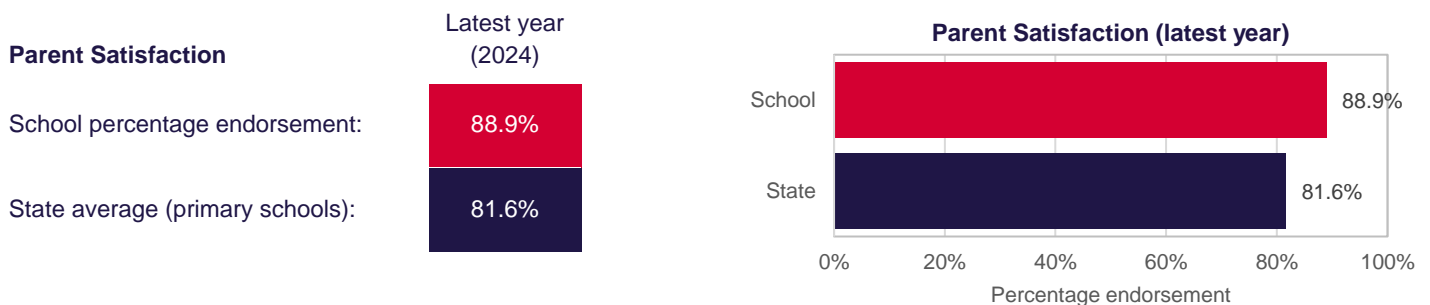
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

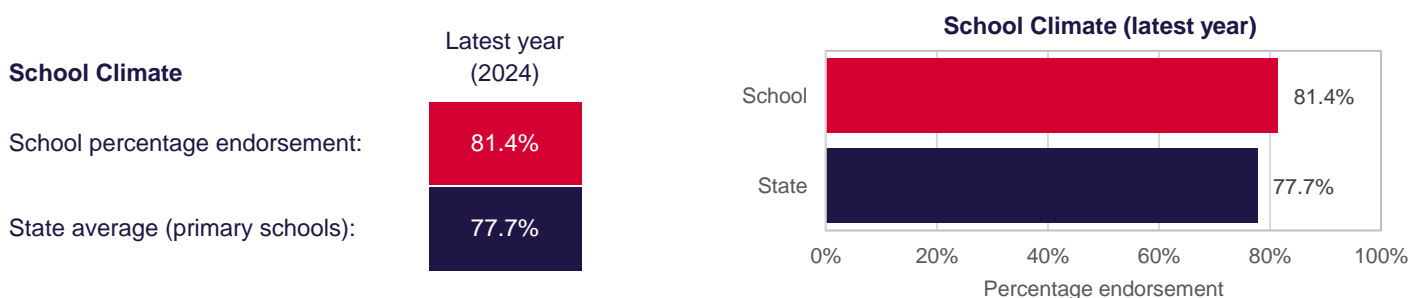


School Staff Survey

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:

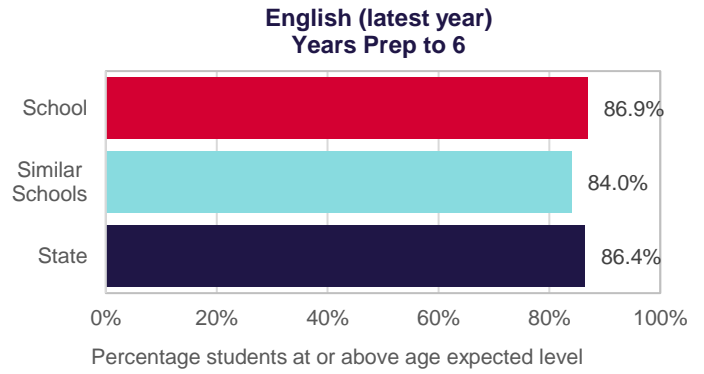
Latest year
(2024)
86.9%

Similar Schools average:

84.0%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

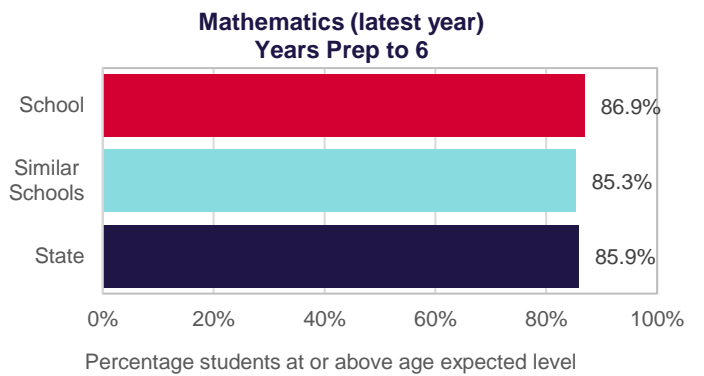
Latest year
(2024)
86.9%

Similar Schools average:

85.3%

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.

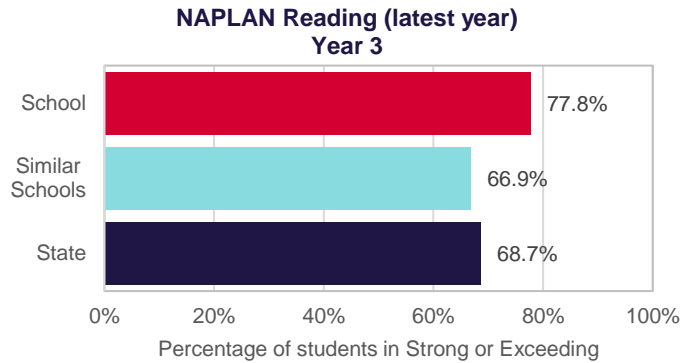
NAPLAN

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.

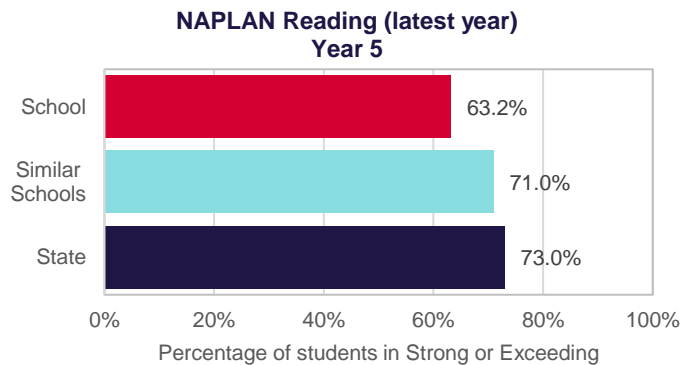
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	79.1%
Similar Schools average:	66.9%	66.9%
State average:	68.7%	69.2%



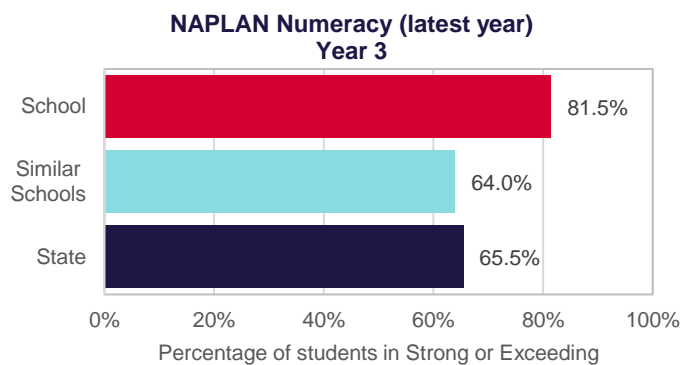
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.2%	61.9%
Similar Schools average:	71.0%	72.4%
State average:	73.0%	75.0%



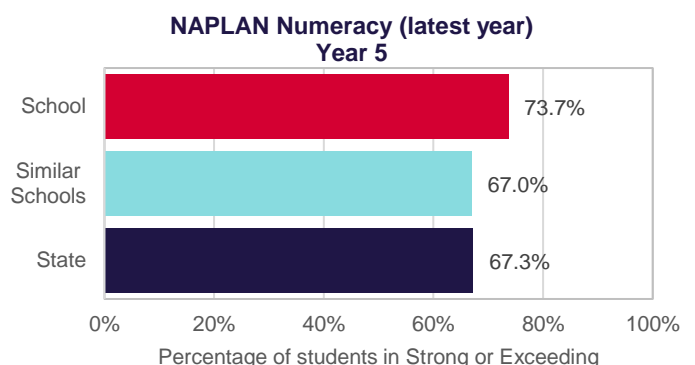
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.5%	81.4%
Similar Schools average:	64.0%	64.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.7%	73.0%
Similar Schools average:	67.0%	62.8%
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:

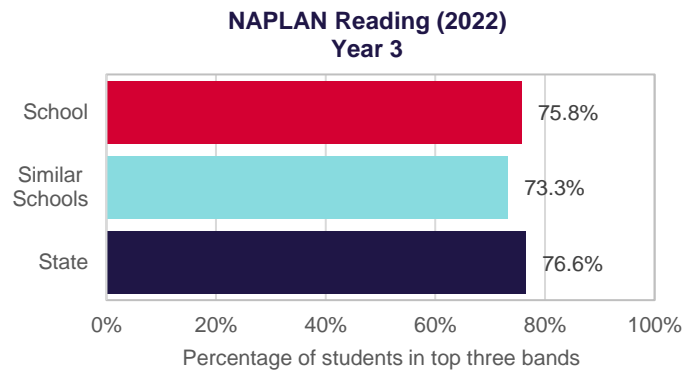
75.8%

Similar Schools average:

73.3%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

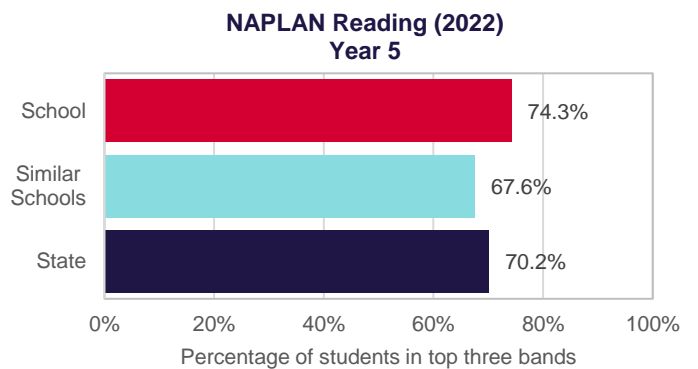
74.3%

Similar Schools average:

67.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

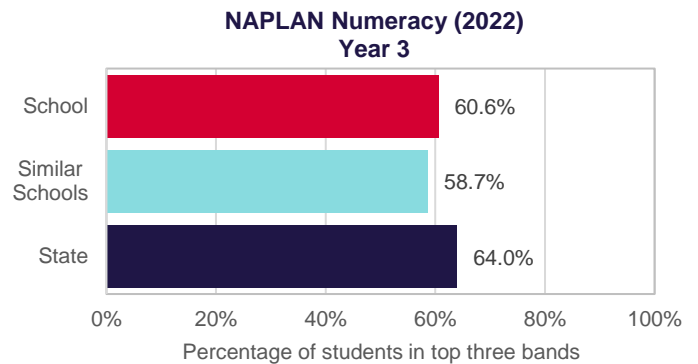
60.6%

Similar Schools average:

58.7%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

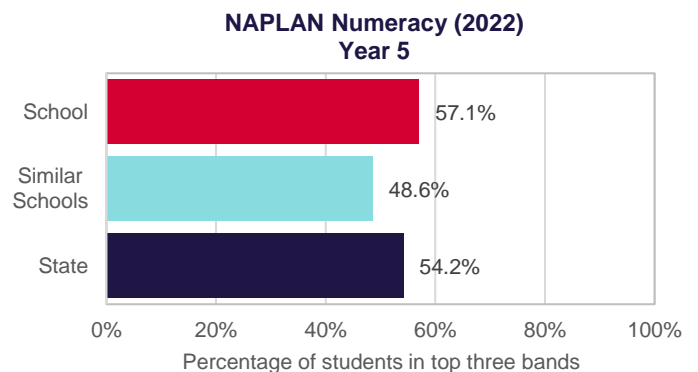
57.1%

Similar Schools average:

48.6%

State average:

54.2%



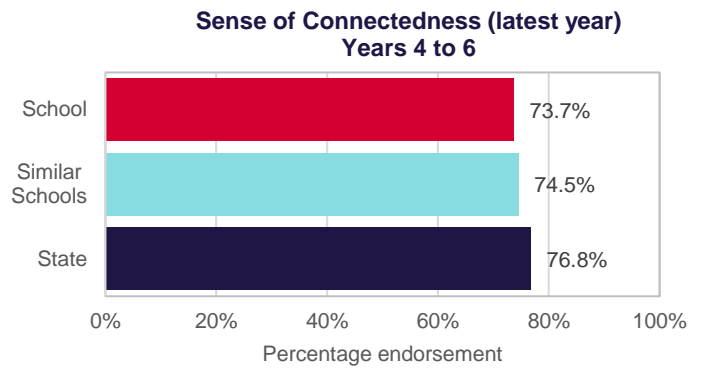
WELLBEING

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).

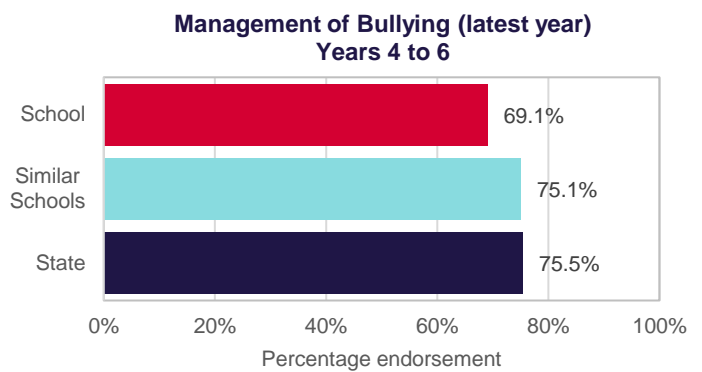
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	73.7%	78.2%
Similar Schools average:	74.5%	76.2%
State average:	76.8%	77.9%



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:	69.1%	74.4%
Similar Schools average:	75.1%	76.0%
State average:	75.5%	76.3%



ENGAGEMENT

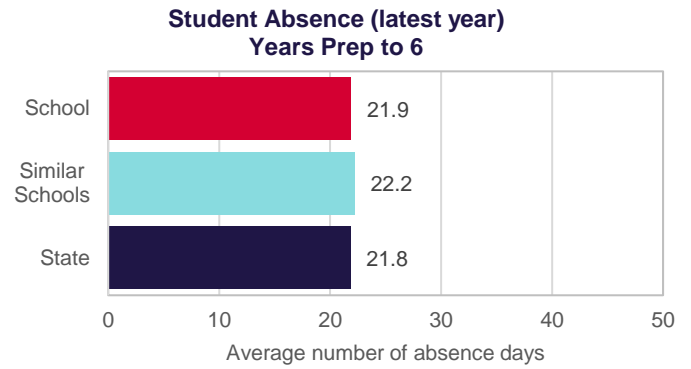
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	21.9	20.9
Similar Schools average:	22.2	21.1
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):	90%	92%	90%	90%	89%	91%	80%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,220,809
Government Provided DET Grants	\$213,186
Government Grants Commonwealth	\$19,687
Government Grants State	\$0
Revenue Other	\$23,475
Locally Raised Funds	\$146,281
Capital Grants	\$0
Total Operating Revenue	\$2,623,438

Equity ¹	Actual
Equity (Social Disadvantage)	\$92,833
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$92,833

Expenditure	Actual
Student Resource Package ²	\$2,350,976
Adjustments	\$36
Books & Publications	\$0
Camps/Excursions/Activities	\$74,438
Communication Costs	\$4,172
Consumables	\$41,418
Miscellaneous Expense ³	\$5,842
Professional Development	\$6,632
Equipment/Maintenance/Hire	\$31,330
Property Services	\$78,446
Salaries & Allowances ⁴	\$109,527
Support Services	\$24,266
Trading & Fundraising	\$14,177
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,739
Total Operating Expenditure	\$2,774,002
Net Operating Surplus/-Deficit	(\$150,564)
Asset Acquisitions	(\$36)

- (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	\$175,944
Official Account	\$14,692
Other Accounts	\$0
Total Funds Available	\$190,636

Financial Commitments	Actual
Operating Reserve	\$70,779
Other Recurrent Expenditure	\$5,653
Provision Accounts	\$0
Funds Received in Advance	\$139,681
School Based Programs	\$6,956
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,003
Repayable to the Department	\$132,371
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$4,430
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$364,873

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.

