

2024 Annual Report to the School Community

School Name: Whitehorse Primary School (5530)



- 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 28 April 2025 at 08:19 AM by Andrew Den Elzen (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 28 April 2025 at 08:20 AM by Andrew Den Elzen (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

Whitehorse Primary School (established in 2012) is a government primary school located in a family focused suburb of Blackburn North approximately 20km from the CBD. Our school's vision is to actively support the development of the whole child by delivering life-long learning skills including relevant academic, social and emotional skills. Our school values are Respect for Yourself; Respect for Others and Respect for Your School. In 2024 the school had an enrolment of 334 students (331 and 3 international students). The school's SFOE is 0.1551 with an increasing number of EAL students within our junior cohorts.

In 2024 the school supported 13 classes made up of 2 x Foundation, 4 x Grade 1/2, 3x Grade 3/4, and 4x Grade 5/6 classes.

The staffing profile was made up of 1 Principal, 1 Assistant Principal, 1 Leading Teacher (0.4 FTE), 2 Learning Specialists (2.0 FTE), 16 Classroom Teachers (14.2 FTE) and 8 Education Support Staff (5.24 FTE). The school does not have any ATSI staff. The school also supported three international enrolments in 2024. The school also operates Seedlings Kindergarten onsite and Warekila Preschool in Kett Street Nunawading which enables the school to support a positive transition between kindergarten and starting school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Whitehorse Primary School delivered on the Key Improvement Strategy (Learning) - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

Whitehorse Primary School has had a continued strong performance in NAPLAN Reading with 95% (Year 3) and 93% (Year 5) students achieving strong or exceeding in 2024 which is well above state and similar schools. These results highlight the dedication of our teachers and ES and the impact of whole school approaches such as Reader's Workshop, MiniLit and MacLit to support students in Reading. Our Literacy Professional Learning Team has implemented change through the use of Professional Learning to develop clear approaches to Reading, in particular the use of mentor texts and conferencing which have been embedded. While our NAPLAN results have been positive in Reading these are also reflected across the school with the percentage of students working at or above expected levels (95.5%).

Whitehorse Primary School has had some positive results in Mathematics in 2024, achieving 90% of students in strong or exceeding in Year 3 above state and similar schools and 77% in Year 5 slightly below state and similar schools. This indicates the school is having some success with Mathematics in the Junior School but learning growth being maintained through the Middle and

Senior School is an area of further focus. The Maths PLT has focused heavily in the last few years on the Big Ideas in Number with Di Siemon providing PL to staff in 2024. The school has also leveraged off Network PL to utilise key ideas from Peter Sullivan amongst embedding changes brought by the change to Maths Curriculum 2.0. These results are also reflected in our high percentage of students working at or above expected levels (94.6%).

Whitehorse Primary School has embedded Professional Learning Communities (PLCs) across all year levels and is working towards establishing the Specialist Team as a PLC, utilising Data Wise to drive consistency in how PLCs are working. Our school also participated in Department of Education PLC coaching in 2024 which enabled practices to be further refined. Year level teams complete termly inquiry cycles with an end of term celebration to reflect on the learning and future actions of teams. The school has completed a mixture of whole school and team identified inquiry cycles focusing on improving outcomes for students in either wellbeing or learning.

Wellbeing

In 2024, Whitehorse Primary School delivered on the Key Improvement Strategy (Wellbeing) - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

The school continued to develop key actions in relation to School Wide Positive Behaviour (SWPBS) and the behaviours that are consistent with the SWPBS philosophy. 2024 enabled the school to focus on documentation and recording of student behaviour in a consistent manner to identify and target areas where further supports were needed for students. This was reflected in our Attitudes to School Survey (ATOSS) results in relation to Managing Bullying (81%) which is above state and similar schools and Sense of Connectedness (76%) which is slightly below state and similar schools. The continued embedding of consistent language and processes with our Positive Behaviour Matrix and flow charts have supported students, staff and parents having a shared understanding of respect within our school. The school has continued to develop further opportunities for students to feel connected to the school through activities such as Clubs and Junior School Council.

The school also commenced its work on transition to Disability Inclusion with a focus on developing consistent documentation for student Individual Education Plans (IEPs). This work will support staff and families having a clear understanding of the processes and documentation required to provide adjustments for students with additional needs.

The school has again continued to work closely with Uniting who provided a Family and Wellbeing Practitioner, 2 days a week. The practitioner is able to assist our families with practical parenting support and connect them to other support services such as, NDIS, Allied health professionals etc.

Engagement

The 2024 school year began with a Welcome BBQ for new families and also to acknowledge a new Principal commencing at the school. Again all students were given the opportunity participate in our annual whole cross country running event in Term 1.

Our Whitehorse Family Network parent sub-committee organised a variety of activities for parents and students, including; Mother's Day and Father's Day stalls, Trivia nights, and termly meal deals for students. Our unique Freezer Angels program where parents cook together at school and freeze meals for needy members of our community has continued to be highly valued.

We had numerous excursions including Melbourne Aquarium, Koonung Creek and our F-6 school swimming program. School camps included 5/6 Alexandra Camp, 3/4 Alambee Camp and Grade 2 Sleepover.

2024 proved to be another successful year for sport within our school. Our Athletics and Cross Country teams progressed to Divisional and Regionals with participation and engagement high across our Year 3 - 6 cohorts. Our Hooptime Basketball teams in Grades 3-4 and 5-6 also made it through to the State finals.

Student attendance data shows that average student absences (18.7 days per student) were slightly higher similar schools but well below the state average even though we continued to have a small number of students with ongoing attendance issues. The school has further developed process around attendance including implementing evidence-based strategies, tracking attendance trends, and working closely with families to identify and address barriers to consistent attendance. Both the Principal and Assistant Principal attended regional professional learning sessions focused on the latest research and evidence-informed attendance improvement strategies. These sessions emphasised the importance of proactive measures, early intervention, and a whole-school approach to fostering a culture of regular attendance.

Improving attendance is a priority for the school, as regular attendance is strongly linked to student achievement, well-being, and social development. A whole-school approach, including collaboration with parents, staff, and community stakeholders, is essential to achieving sustainable improvements in attendance rates.

Financial performance

At the end of the 2024 year the school had a total of \$434,973 in its combined bank accounts. This amount is more than the required operating reserve and shows that the school is still in an appropriate financial position. However this total also includes money the school received as part of the Government School Saver Bonus. The school made an operating loss of \$15,932 for the year, which is a significant improvement on previous years. The 2024 Student Resource Package also contributed to provide the necessary teaching staff to deliver additional learning support and programs across the school including the Stephanie Alexander Kitchen and Garden program. Additional Commonwealth funding of \$89,651 and Government Funding of \$788,769 was received for our Out of School Hours Care program and for our two Kindergarten programs. Equity funding of \$14,692 was spent on additional teaching and Education Support salaries to provide additional support to identified students across the school.

**For more detailed information regarding our school please visit our website at
www.whitehorse.ps.vic.edu.au**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 334 students were enrolled at this school in 2024, 157 female and 177 male.

21 percent of students had English as an additional language and 1 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).

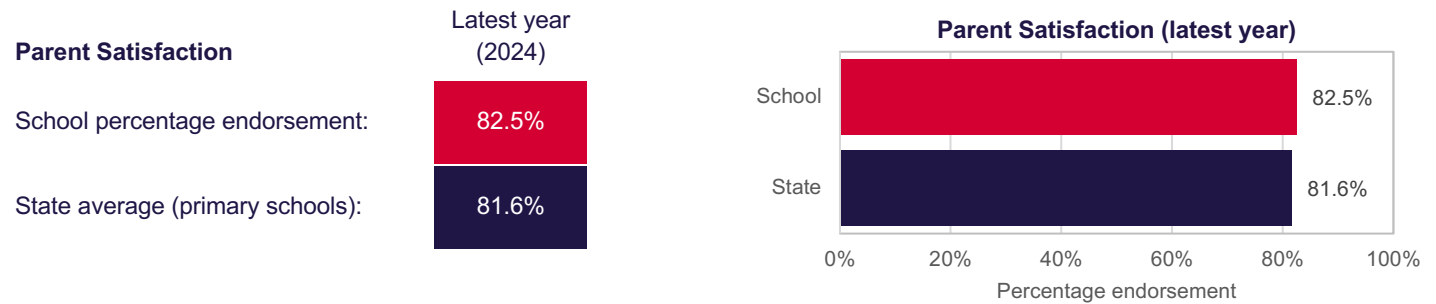
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

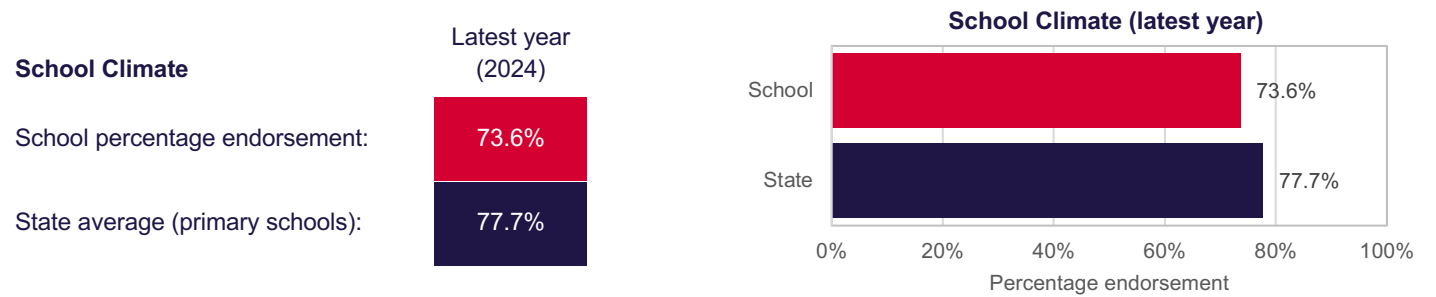


School Staff Survey

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.

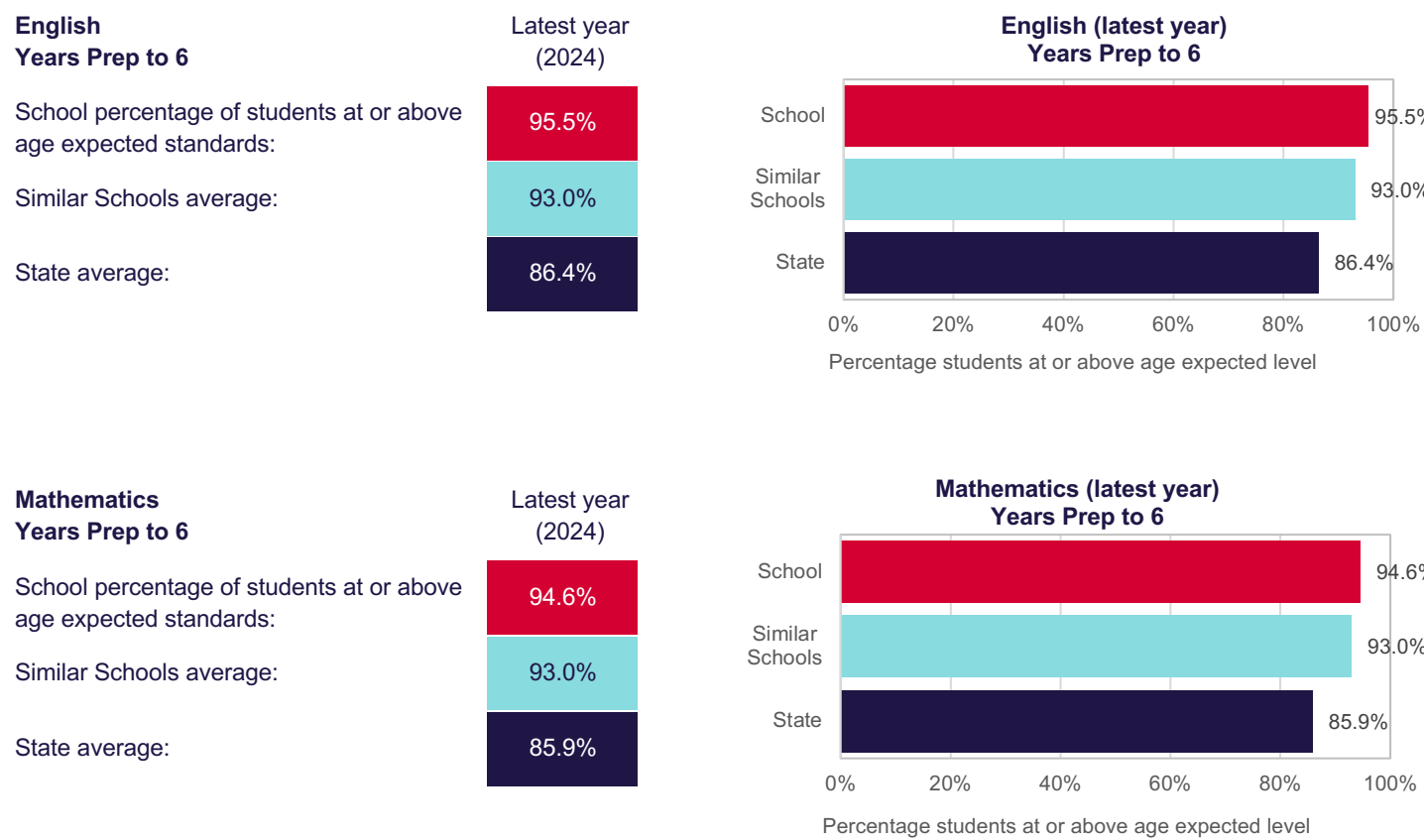


LEARNING

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.



Mathematics

Years Prep to 6

Latest year

(2024)

School percentage of students at or above age expected standards:

94.6%

Similar Schools average:

93.0%

State average:

85.9%

Mathematics (latest year)

Years Prep to 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.

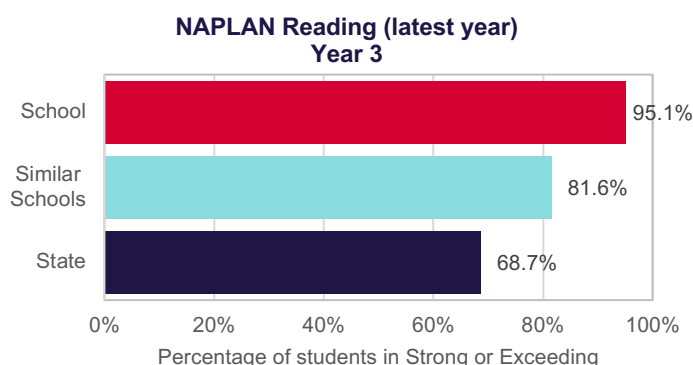
NAPLAN

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.

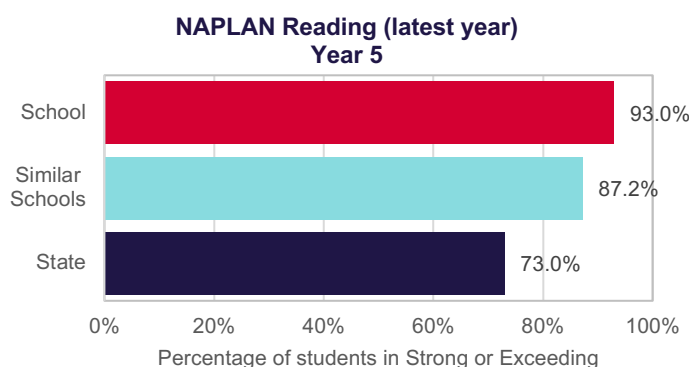
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	95.1%	94.8%
Similar Schools average:	81.6%	82.3%
State average:	68.7%	69.2%



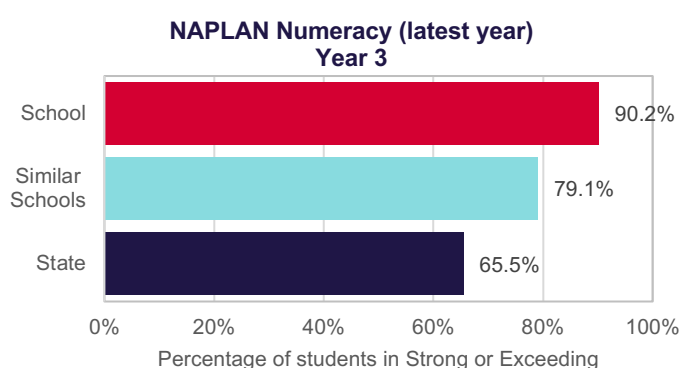
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.0%	92.6%
Similar Schools average:	87.2%	88.1%
State average:	73.0%	75.0%



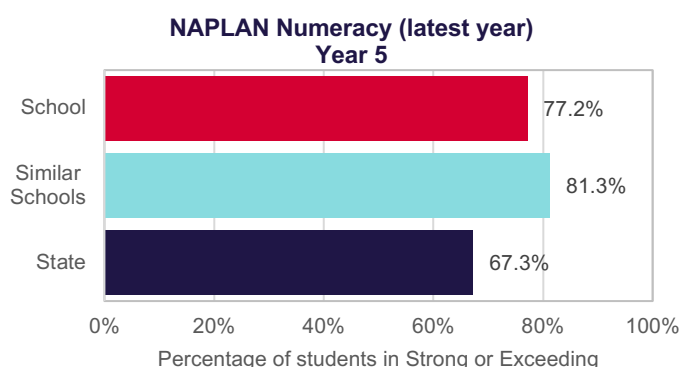
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.2%	90.9%
Similar Schools average:	79.1%	80.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.2%	78.7%
Similar Schools average:	81.3%	81.5%
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:

88.7%

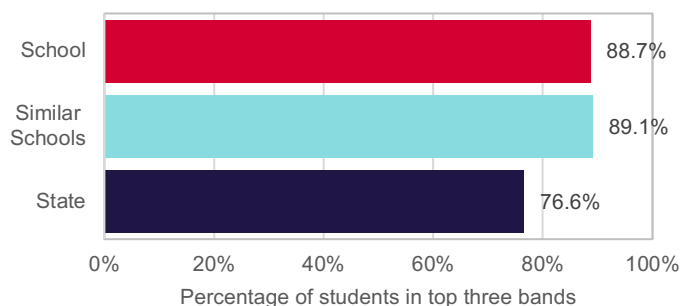
Similar Schools average:

89.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

84.6%

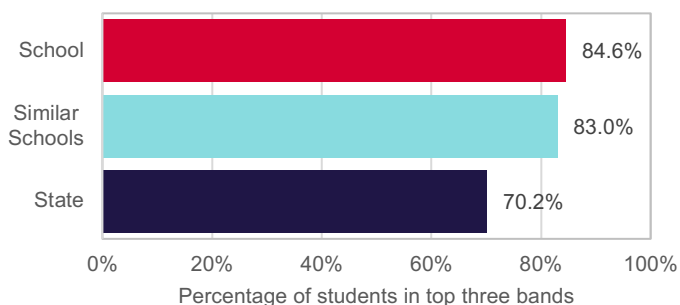
Similar Schools average:

83.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

64.5%

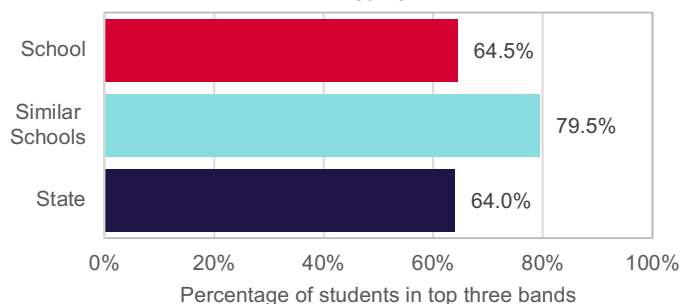
Similar Schools average:

79.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

69.8%

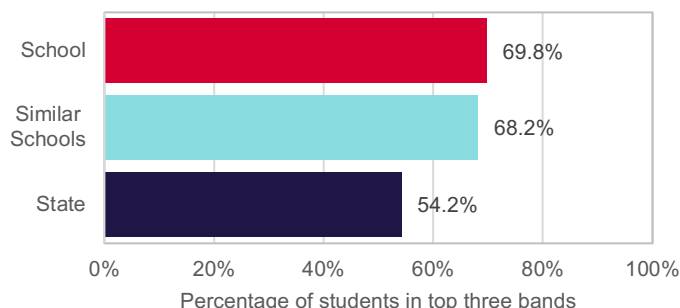
Similar Schools average:

68.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

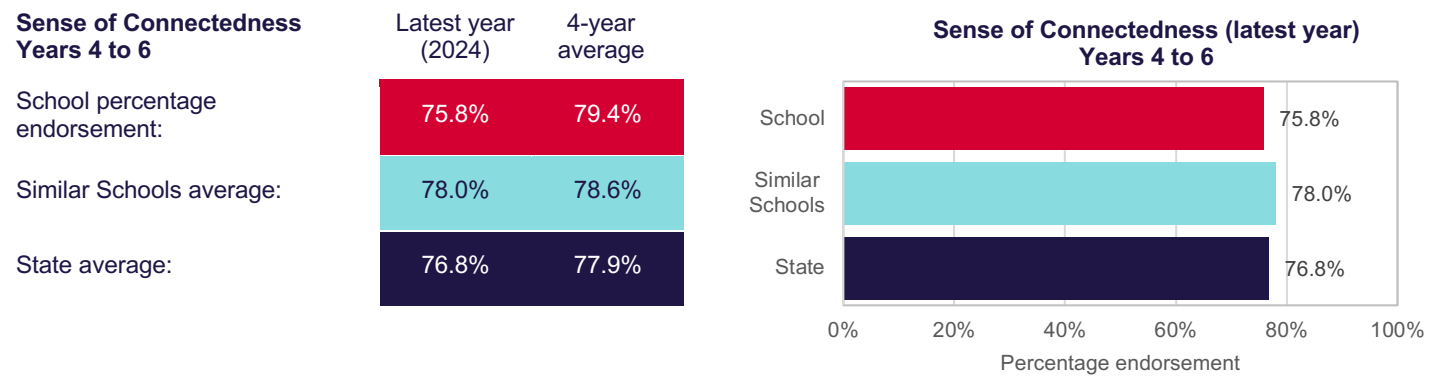


WELLBEING

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

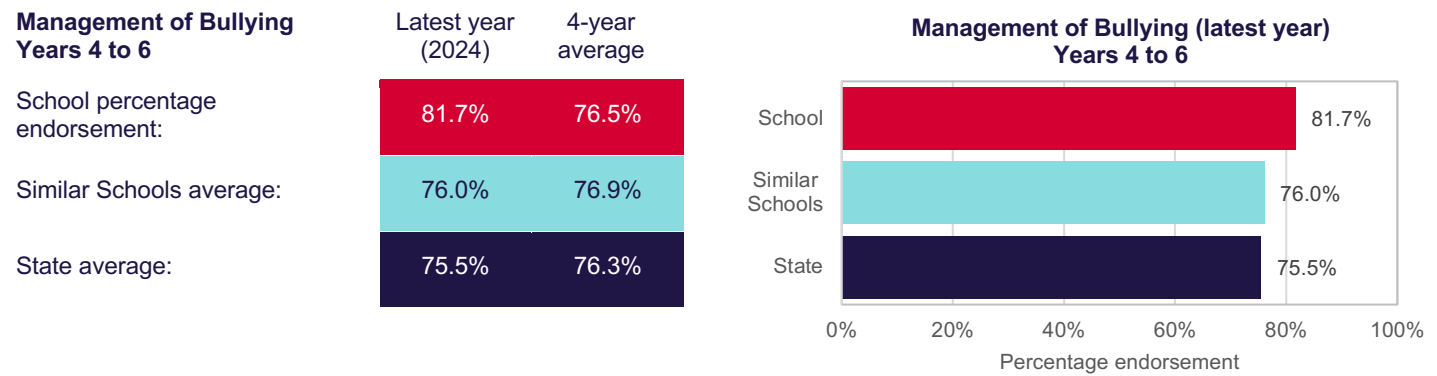
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

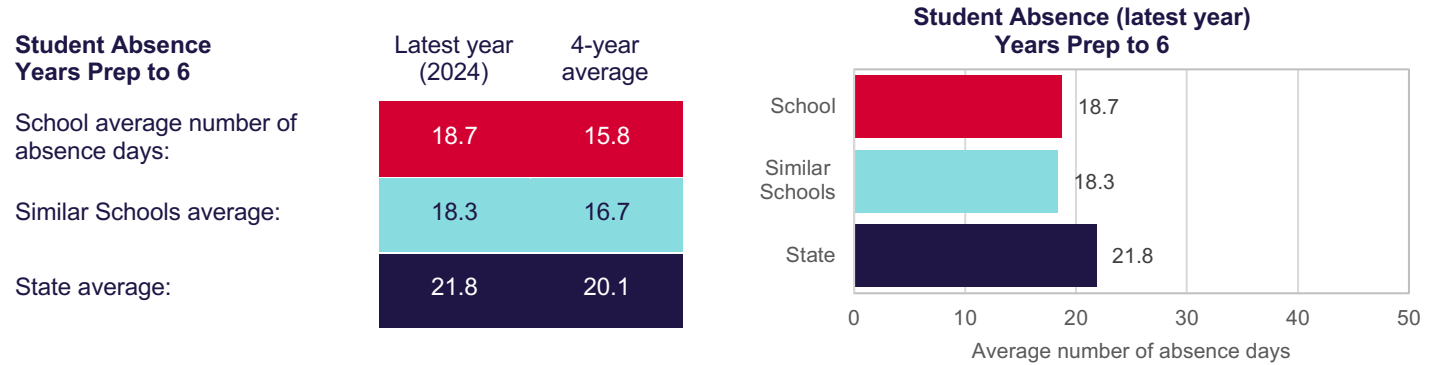


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	91%	92%	92%	90%	91%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,984,807
Government Provided DET Grants	\$788,769
Government Grants Commonwealth	\$89,651
Government Grants State	\$0
Revenue Other	\$21,666
Locally Raised Funds	\$394,368
Capital Grants	\$0
Total Operating Revenue	\$4,279,261

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,692
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,692

Expenditure	Actual
Student Resource Package ²	\$2,985,000
Adjustments	\$0
Books & Publications	\$210
Camps/Excursions/Activities	\$117,780
Communication Costs	\$5,610
Consumables	\$86,826
Miscellaneous Expense ³	\$16,192
Professional Development	\$15,282
Equipment/Maintenance/Hire	\$50,774
Property Services	\$132,642
Salaries & Allowances ⁴	\$666,763
Support Services	\$143,034
Trading & Fundraising	\$24,645
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$50,404
Total Operating Expenditure	\$4,295,163
Net Operating Surplus/-Deficit	(\$15,902)
Asset Acquisitions	\$17,150

- (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 17 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	\$368,084
Official Account	\$66,888
Other Accounts	\$0
Total Funds Available	\$434,973

Financial Commitments	Actual
Operating Reserve	\$218,744
Other Recurrent Expenditure	\$1,648
Provision Accounts	(\$331)
Funds Received in Advance	\$165,690
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$19,000
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	\$0
Total Financial Commitments	\$404,751

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.