

2024 Annual Report to the School Community

School Name: Gordon Primary School (0755)



- 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 11 March 2025 at 02:24 PM by Carly Middleton (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 17 March 2025 at 08:38 AM by Carly Middleton (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

At Gordon Primary School our vision is to be a safe, caring and inclusive community who empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. Our mission is to provide a positive learning environment that challenges students to recognise their individual potential whilst placing a high value on life-long learning, through believing in and supporting students to achieve their personal best in all areas of the curriculum.

Gordon Primary School, established in 1882, is located in the township of Gordon, 20k east of Ballarat. The school sits nestled amongst natural greenery and has a lovely rural feel, while still providing excellent facilities, including learning and play spaces.

In 2024, Gordon Primary School continued to develop a culture of continuous school improvement that is constantly focusing on improving the achievement levels of all students, and the overall level of school performance. We are committed to personalised learning; providing quality learning programs that support every individual child at their point of need. This includes a variety of extension activities, Individual Education Plans and Support Programs and the implementation of our revised instructional model across the school.

We are very proud of our 2024 performance; our school demonstrated its outstanding ability to meet the needs of all students within the community. Our strong commitment to provide engaging and flexible learning programs with a focus on inclusive teaching throughout the school has aided our results. Our Physical Education and STEM programs promote enjoyment and learning in a variety of areas while promoting a healthy lifestyle. Our Performing and Visual Arts programs were a highlight for the students, despite the hurdles of providing this consistently across the year.

Our school values of Respect, Responsibility and Resilience, underpin our programs and activities. These were supported by continuing our work with The Resilience Project... Gratitude, Empathy and Mindfulness, and exploring a new program 'Open Parachute' to complement TRP. Strong partnerships have been developed with parents and the wider community, with many opportunities being created for community participation within our school. The school has 17.5 equivalent full-time staff: 1 Principal class, 1 Learning Specialist, 1 Leading teacher (well-being), 8.0 teaching staff and 7.0 Education Support staff. Our school offers an attractive, safe and friendly environment, comprising 7 spacious classrooms, Library, teaching kitchen, community classroom, STEM and Art shed, and an indoor centre for physical education, art, performing arts, science and large group activities. Our school is also responsible for running our very successful OHSC program, which supports many families and has expanded into vacation care during 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

Gordon Primary School continues to be extremely proud of its achievements in student learning. We take pride in working in partnership with our students' families and the wider community to ensure that we meet the needs of our students.

The 2024 teacher assessments against the Victorian Curriculum in literacy and numeracy, have again shown that our students are performing extremely well. When these teacher assessments are compared to external data, like Acer (PAT tests) and Essential Assessment, it is clear that our teachers know and understand their students' needs. Our wide range of assessment and diagnostic tools have helped us identify each student's stage of learning so that we can provide appropriate support for their individual learning needs. These assessments provide a rigorous indication of the students' learning, as well as providing information for their future learning.

In 2024, we were pleased to see that 90.7% of our students were at or above the expected standards in English and 93% in mathematics. When compared to the state (86.4% and 85.9%), we are performing above expectations. This is an amazing achievement. When we look at NAPLAN we notice that in reading, 82.4% of our Grade 5 students were in the 'Strong' or 'Exceeding' categories (state was 73%), and 77.3% of Grade 3 students were in 'Strong' or 'Exceeding', compared to 68.7% for the state. For numeracy, 81.8% of our Grade 3s are in 'Strong' or 'Exceeding' (state - 73%) and our Grade 5 students had 60% of students in 'Strong' or 'Exceeding' which was lower than the state at 67.3%. Our Grade 5 numeracy data has been a priority target for us moving forward, providing intervention and support to this cohort moving forward, as there are many children who have additional learning needs.

We are very proud of these results; a great deal of effort has gone into meeting the needs of our community. As we continue to embed practices that support our students' needs, the school will continue to further develop staff capacity through professional learning, peer-coaching, shared planning and rigorous analysis of data. We will further develop our writing program to engage and improve student gain in writing skills. We have embedded practices in our Synthetic Phonics Program, which is well-aligned to the new Department stance on reading. Spelling Mastery is also well-embedded across the school. Teacher development will continue to be a focus across the school, with all staff engaging in collaborative planning, data analysis and receiving guidance through professional learning and in-school supports. We will continue to integrate ICT throughout the new Victorian Curriculum and run intervention programs through our trained ES staff and tutor program. These will include STAP, Power Pack Phonics, point of need and classroom support including extension opportunities.

Wellbeing

At Gordon Primary School, we continue to have a strong focus on the wellbeing of our whole community. We have a Leading Teacher who focuses on whole school wellbeing, and they have ensured that we are delivering and monitoring a whole school wellbeing approach that suits our

school community. Our wellbeing supports include; introduction of the Open Parachute program across P-6, our commitment to Individual Education Plans for students with identified learning needs (including for extension), Student Support Groups, student check-ins, fortnightly newsletters for communication (in conjunction with Compass), employment of a Support Worker (play therapy) who is able to support both students and families, our values awards (tokens and badges) and positive behavior management strategies to promote our values of Respect, Resilience and Responsibility.

We are proud to celebrate the results from our Wellbeing data in 2024, which is collected through the Attitudes to School Survey in Grades 4 to 6. We have a strong endorsement from students that 89.4% have a 'Sense of Connectedness', compared to the state 76.8%, and 88.9% of students feel that the school's 'Management of Bullying' is supportive (75.5% state).

Engagement

At Gordon Primary School, we continue to maintain a focus on 'every child, every day' - being here and making every day count for our students. Our attendance procedures are consistent and we continue to follow up on absences and discussing supports for families who may require it to increase attendance.

Our attendance data shows that the average number of days our students are absent through the year is 19.4 days. This is below the state average of 21.8, and across the 4 year average - we continue to maintain a higher attendance rate than the state and similar schools, which is very pleasing for the school. It is also a celebration that 5 cohorts were above 90% attendance for the year. Our Grade 5/6 cohort will be a focus in 2025.

Financial performance

A good financial year was recorded. Our cash surplus was made up of \$82,257. A significant portion of this surplus is carried forward to pay for OHSC staff who are paid from the school central budget, and we committed to the Vacation Care program running in January for the first time, which required additional funds for staffing. School Council have committed to further capital works (office upgrade), oval upgrade and the continued ground maintenance program. Our equity money was allocated to ES staff who worked one-on-one and in small groups with identified students for acceleration or intervention. It was also used to fund adjustment requirements for students who require them. All other expenditure was accounted for by the day to day running of our school.

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 133 students were enrolled at this school in 2024, 63 female and 70 male.

4 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction

Latest year
(2024)

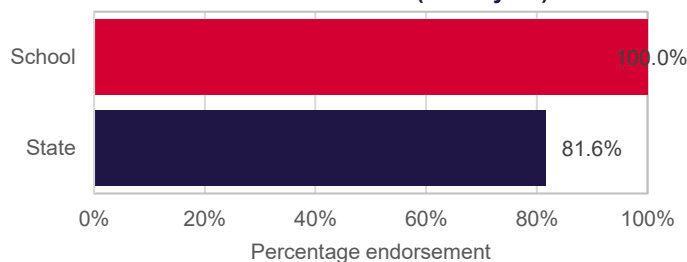
School percentage endorsement:

100.0%

State average (primary schools):

81.6%

Parent Satisfaction (latest year)



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate

Latest year
(2024)

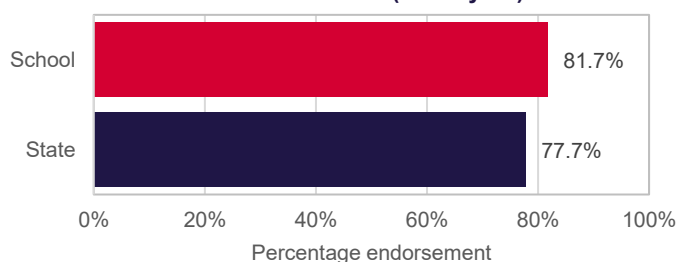
School percentage endorsement:

81.7%

State average (primary schools):

77.7%

School Climate (latest year)

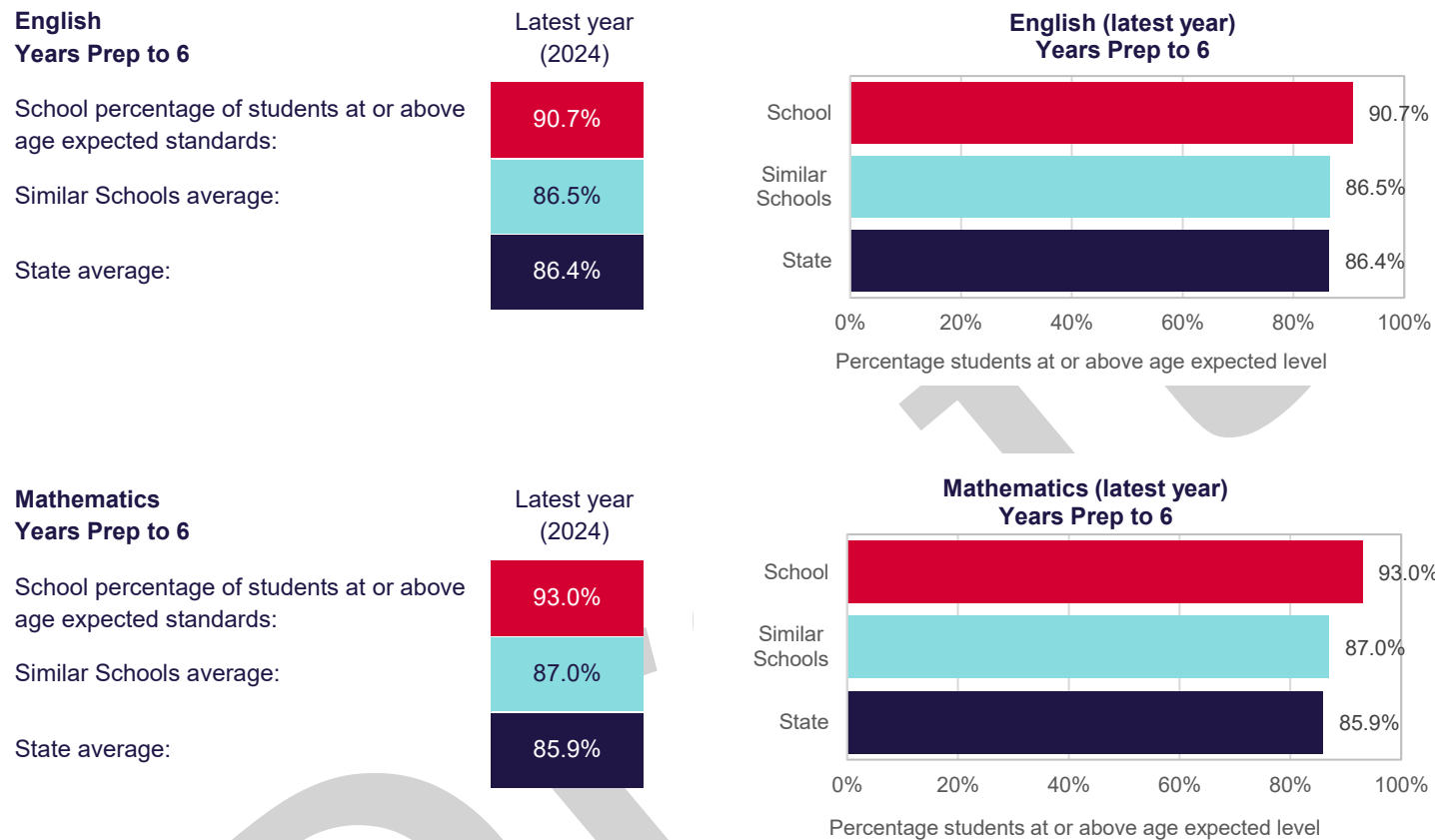


LEARNING

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.



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.

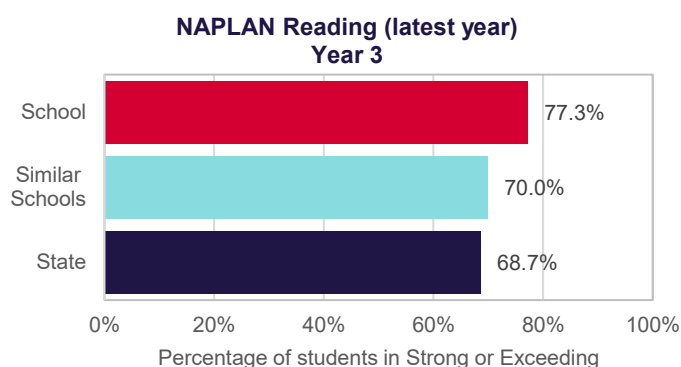
NAPLAN

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.

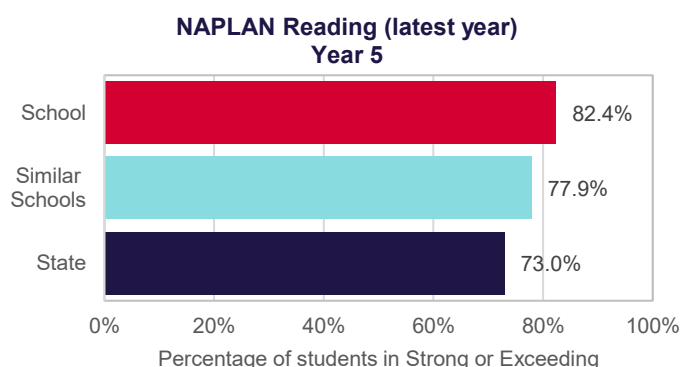
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.3%	62.5%
Similar Schools average:	70.0%	69.8%
State average:	68.7%	69.2%



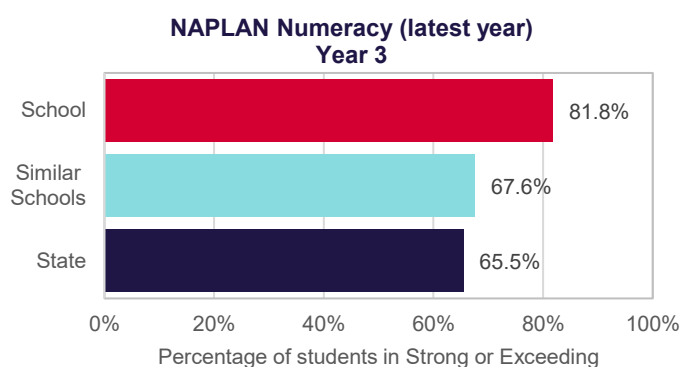
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.4%	85.7%
Similar Schools average:	77.9%	79.3%
State average:	73.0%	75.0%



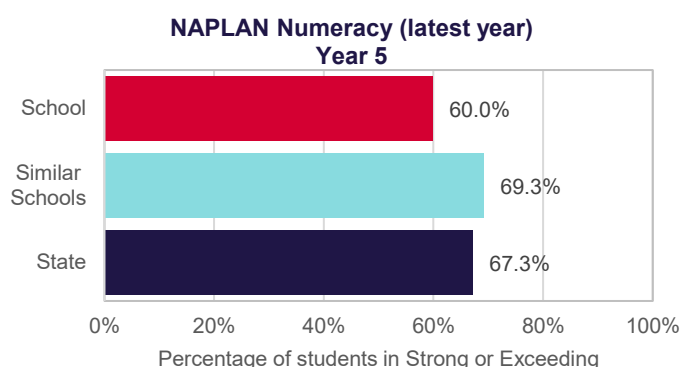
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.8%	72.5%
Similar Schools average:	67.6%	67.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	66.7%
Similar Schools average:	69.3%	69.1%
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:

81.3%

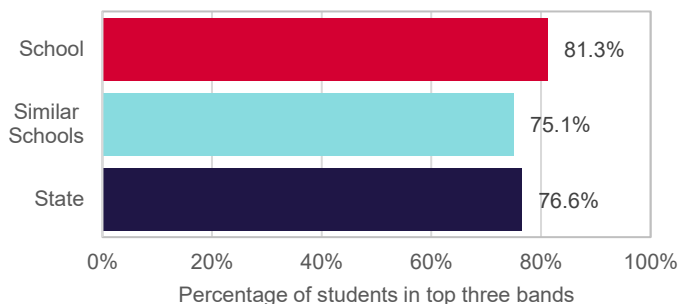
Similar Schools average:

75.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

100.0%

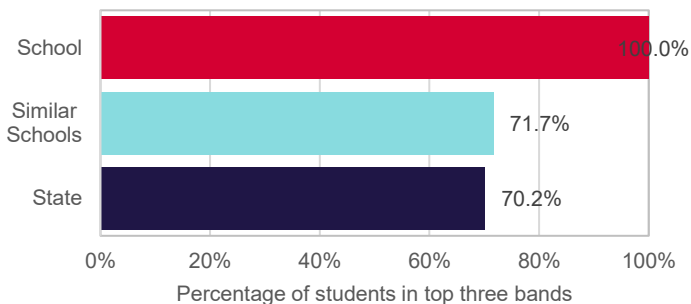
Similar Schools average:

71.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

81.3%

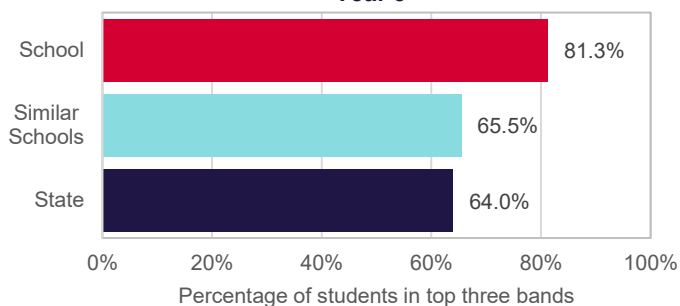
Similar Schools average:

65.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

66.7%

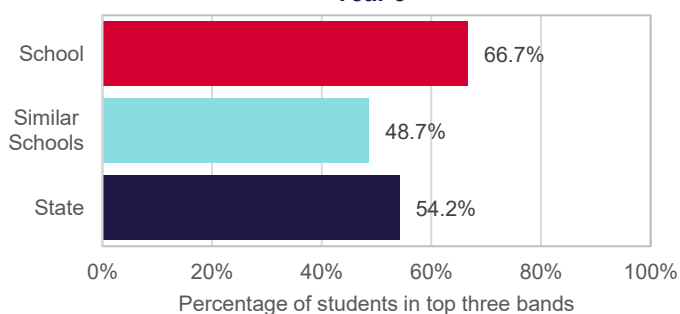
Similar Schools average:

48.7%

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.

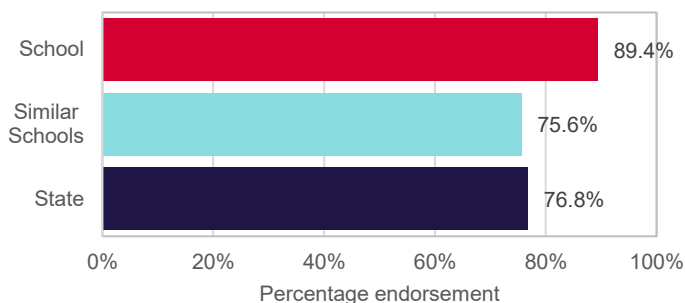
Student Attitudes to School – Sense of Connectedness

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:	89.4%	82.9%
Similar Schools average:	75.6%	76.7%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



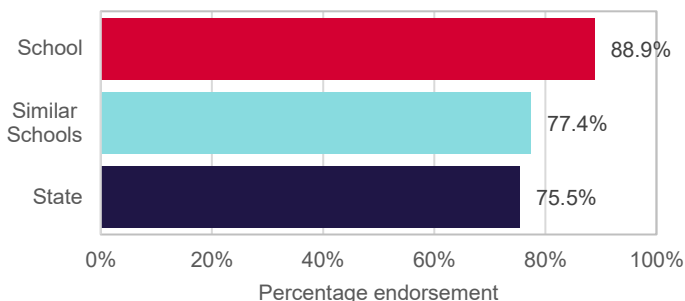
Student Attitudes to School – Management of Bullying

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:	88.9%	85.0%
Similar Schools average:	77.4%	78.1%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

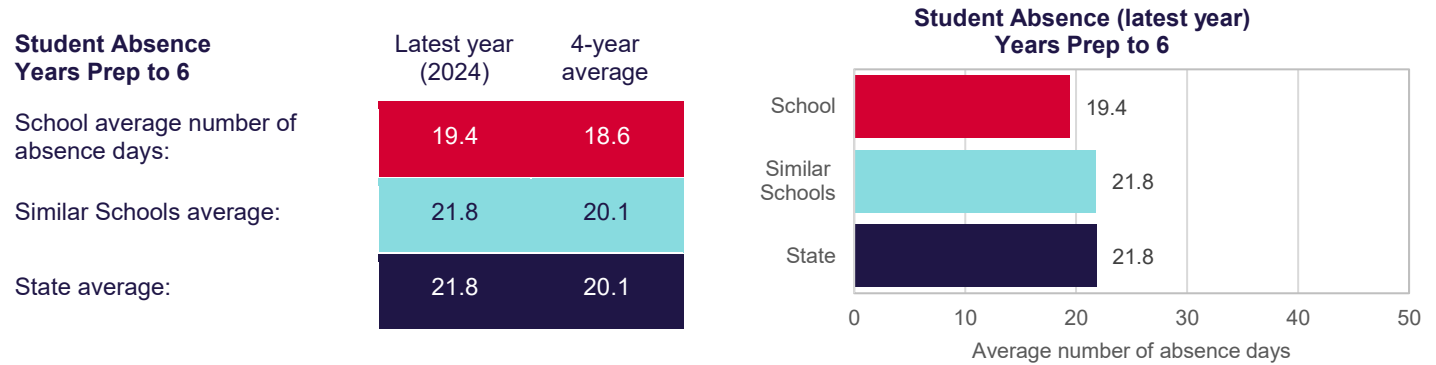


ENGAGEMENT

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

Average Number of Student Absence Days

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



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):	92%	91%	91%	92%	89%	85%	91%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,804,768
Government Provided DET Grants	\$211,145
Government Grants Commonwealth	\$151,087
Government Grants State	\$0
Revenue Other	\$36,912
Locally Raised Funds	\$173,016
Capital Grants	\$0
Total Operating Revenue	\$2,376,927

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,556
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,556

Expenditure	Actual
Student Resource Package ²	\$1,783,734
Adjustments	\$0
Books & Publications	\$2,045
Camps/Excursions/Activities	\$80,269
Communication Costs	\$3,835
Consumables	\$53,820
Miscellaneous Expense ³	\$14,233
Professional Development	\$6,603
Equipment/Maintenance/Hire	\$17,942
Property Services	\$133,730
Salaries & Allowances ⁴	\$17,510
Support Services	\$3,970
Trading & Fundraising	\$167,770
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,209
Total Operating Expenditure	\$2,294,670
Net Operating Surplus/-Deficit	\$82,257
Asset Acquisitions	\$74,812

- (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	\$440,455
Official Account	\$32,253
Other Accounts	\$0
Total Funds Available	\$472,708

Financial Commitments	Actual
Operating Reserve	\$85,778
Other Recurrent Expenditure	\$4,426
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$49,532
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$23,448
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$21,200
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$214,384

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.