

2024 Annual Report to the School Community

School Name: Fleetwood Primary School (4407)



- 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 18 March 2025 at 03:41 PM by Tobin Cuss (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 19 March 2025 at 08:20 AM by Tobin Cuss (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

Located in Narre Warren, Fleetwood Primary School is a nurturing hub of learning for its 303 students across 14 classrooms. Our school is guided by our vision to be an inclusive community where all learners are empowered, supported, and inspired to grow. We are committed to fostering excellence in education, with a dedicated team comprising one principal, an assistant principal, 14 classroom teachers, including two Learning Specialists and a Leading Teacher. Our values—being responsible, safe, and respectful learners—underpin every aspect of our school life.

Fleetwood Primary School prioritises student wellbeing, offering 1:1 counselling through Mental Health Care Plans and a structured support network. Our team includes 3 Education Support staff in the administration office, 8 Education Support staff in classrooms, and an Engagement Support worker who fosters connectedness. Additionally, a part-time employee ensures our buildings and grounds remain well-maintained.

In 2024, we expanded our student support services by hiring an Occupational Therapist (OT) one day a week to assist students with sensory and motor skill development. Additionally, we have two TLI (Tutor Learning Initiative) tutors focused on enhancing literacy outcomes. Our commitment to inclusivity and supporting new arrivals was further strengthened in 2025 with the formation of an EAL team consisting of an English teacher, an Art teacher, and our Engagement Support Officer, providing targeted assistance to students learning English as an additional language.

Serving a diverse and dynamic community, our school welcomes migrant, refugee, and Koorie students, embracing cultural diversity while addressing the challenges of transience and increasing demand for individualised learning adjustments. In response, we have strengthened our culturally responsive teaching and continue to foster an orderly learning environment where all students thrive.

A major highlight of 2024 year was the launch of our Community Hub in partnership with Community Hubs Australia, a not-for-profit organisation supporting social cohesion, early childhood engagement, English learning, and vocational pathways for families. This initiative has deepened connections between the school and the broader community, ensuring more holistic support for our students and families.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Fleetwood Primary School continued its commitment to high-impact teaching practices, ensuring every student receives a quality education. A significant focus was placed on numeracy,

with all classrooms embedding Number Talks as a key instructional strategy to improve mathematical reasoning and problem-solving skills.

To further strengthen collaboration and teacher efficacy, we established the PLC Bunker, a dedicated space for Professional Learning Communities (PLCs). This space has been instrumental in positioning PLCs as the main engine for change within the school, supporting staff in data-driven decision-making, professional learning, and instructional improvements.

Our structured Instructional Model—incorporating warm-up, learn, apply, and reflect—remains at the core of our approach, ensuring consistency in teaching and learning across the school. These targeted efforts have significantly contributed to our improving student outcomes, particularly in reading and numeracy.

This year, the school added a new Learning Specialist to support Academic Challenge, recognising that data showed a tendency to teach to the middle. As a result, the school placed a strong focus on differentiation, deepening staff understanding of reasonable adjustments to support diverse student learning needs.

Additionally, we introduced Learning Lightbulbs, a new initiative inspired by the success of Power Ups, allowing families to receive real-time updates on their child's academic progress. This initiative has enhanced home-school communication and increased parental engagement in student learning.

Wellbeing

Fleetwood Primary School remains deeply committed to student wellbeing. Our School-Wide Positive Behaviour Support (SWPBS) framework continued to play a pivotal role in fostering a safe, predictable, and positive school environment.

A major highlight was the continuation of our 'Behaviour of the Week' program, reinforcing positive behaviours through explicit classroom teaching. Power Ups remained a popular incentive among students, contributing to a positive school culture and increased engagement.

Targeted Tier 2 intervention groups provided additional support for students requiring social and emotional intervention, complemented by weekly access to an on-site psychologist. Student Support Group (SSG) meetings further strengthened the school's collaborative approach in supporting students' individual wellbeing and academic goals.

Our engagement with the Koorie community was further enhanced through the annual Deadly Day celebration, reinforcing respect for Aboriginal and Torres Strait Islander cultures.

A significant milestone in our wellbeing support was learning the Disability Inclusion (DI) process and conducting our first three Disability Inclusion Profile (DIP) meetings, further embedding structured support for students with additional needs.

Engagement

Our school community continues to grow, with enrolment increasing to 303 students, well exceeding projections. This growth reflects the school's strong reputation and commitment to community partnerships.

Fleetwood Primary School hosted numerous community engagement initiatives, including:

- Active Autumn, promoting healthy and active lifestyles.
- Book Week celebrations, fostering a love of reading.
- Mother's Day Afternoon Tea and Father's Day BBQ, strengthening family-school connections.
- Grandparents' Day, welcoming extended family members into the learning environment.
- Whole School Production: *Wiz Wham Alakazam*, showcasing our thriving Performing Arts program and bringing the community together.

Additionally, attendance improvement strategies continued, with initiatives such as 'Beat the Bell' encouraging punctuality and daily attendance. Although challenges remain in addressing student absenteeism, targeted strategies have contributed to a more engaged and present student body.

This year also saw a redesign of the school's leadership structure through the organisational design process. This included the establishment of strategic alignment within leadership teams, with dedicated SIT (School Improvement Team) meetings held twice per term to monitor school progress.

To further support teacher growth and leadership capacity, **Learning Walks were conducted twice per term**, providing leaders with valuable insights into classroom practices and guiding targeted professional development.

Other highlights from the school year

Fleetwood Primary School continued its investment in 21st-century learning tools, with the purchase of Promethean boards for all classrooms. This significant upgrade enhances interactive learning and ensures all students have access to modern educational technology.

Our school review process in 2023 provided a clear roadmap for ongoing improvement. The recommendations from the review have guided our continued focus on high-impact teaching practices, community engagement, and student wellbeing.

Financial performance

At the conclusion of 2024, our school maintained a strong financial position, enabling continued investment in educational resources and infrastructure to enhance student learning and wellbeing.

Key Financial Highlights:

- Accumulated funds: \$628,059
- Bank account balance: \$552,367
- Major expenditures included:
 - Installation of new Promethean boards in all classrooms
 - Development of the PLC Bunker to support professional learning
 - Technology and infrastructure upgrades to improve teaching and learning environments

Funding Sources:

Our funding sources remained diverse, with significant contributions from:

- The School Resource Package (SRP), including Equity (Social Disadvantage) funding
- Grants and community funding supporting school improvement projects
- Fundraising events, such as Mini Mad Day and other community-driven initiatives

Fleetwood Primary School remains committed to financial sustainability, ensuring resources are strategically allocated to enhance educational outcomes, improve facilities, and support student wellbeing. Through careful financial management, we continue to provide a high-quality learning environment for all students.

**For more detailed information regarding our school please visit our website at
www.fleetwoodps.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 261 students were enrolled at this school in 2024, 142 female and 119 male.

38 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).

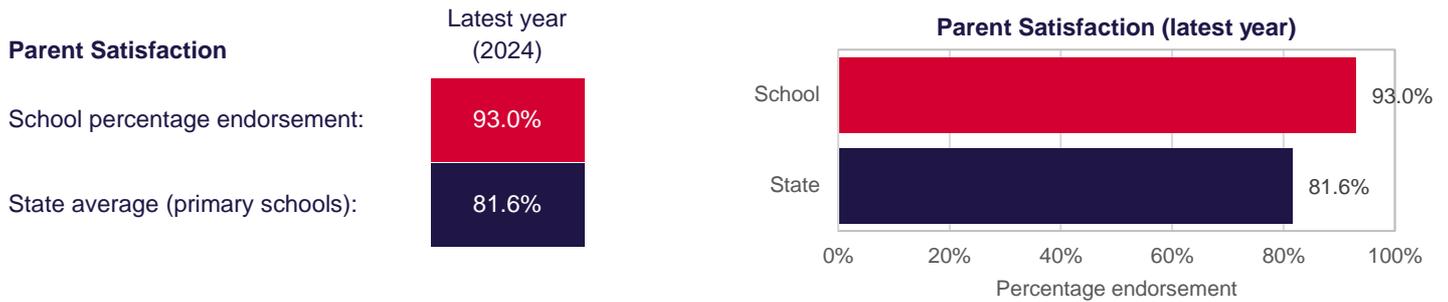
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

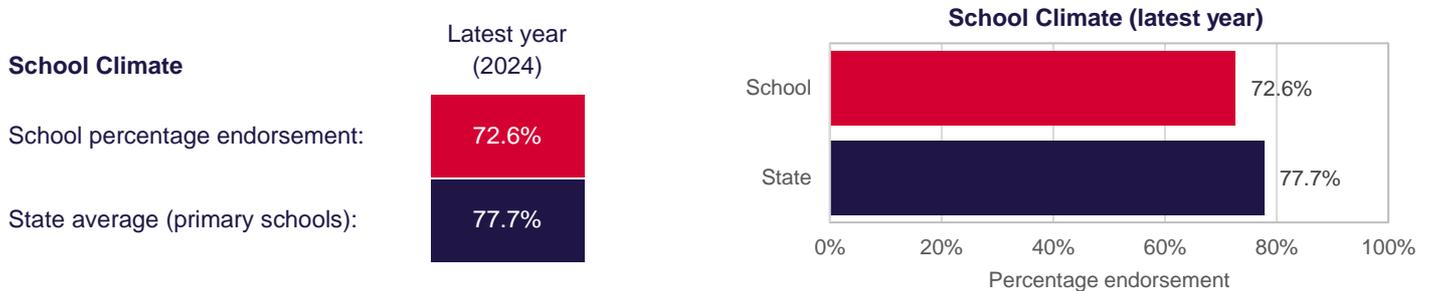


School Staff Survey

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.

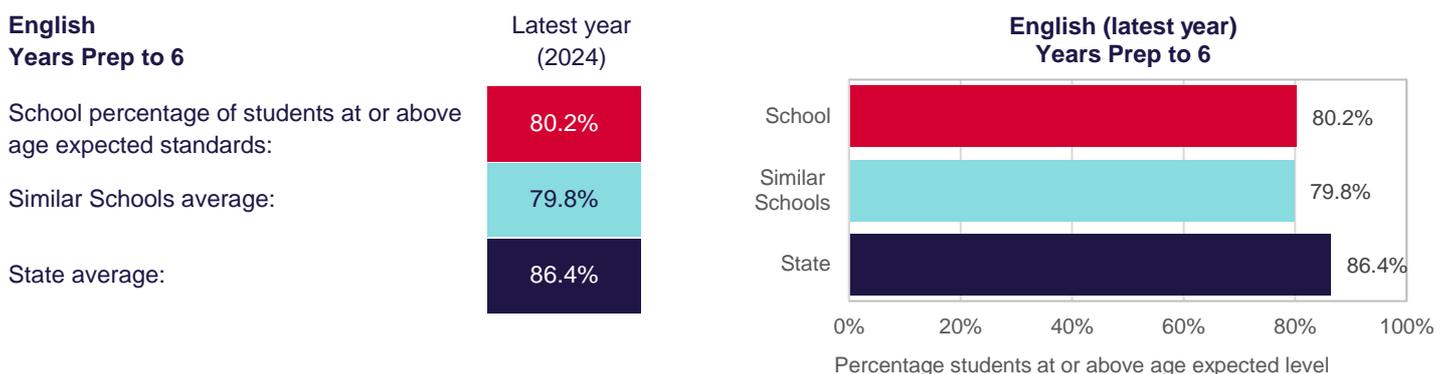


LEARNING

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.



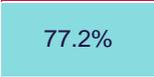
**Mathematics
Years Prep to 6**

Latest year
(2024)

School percentage of students at or above
age expected standards:



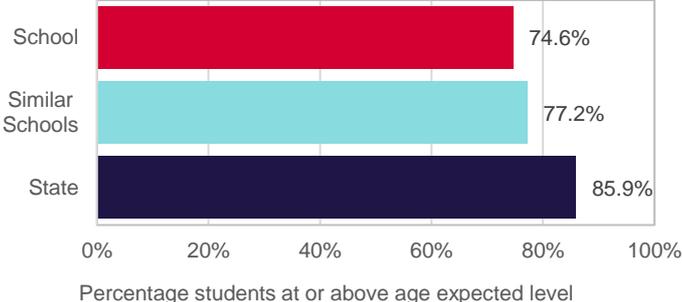
Similar Schools average:



State average:



**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.

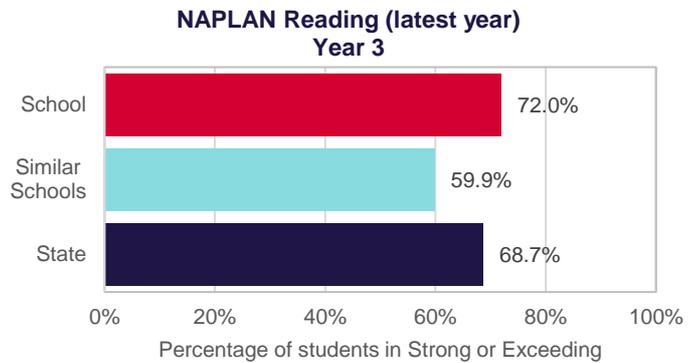
NAPLAN

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.

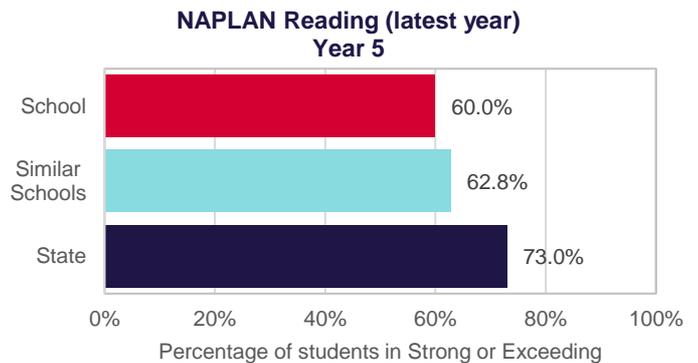
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.0%	60.4%
Similar Schools average:	59.9%	59.2%
State average:	68.7%	69.2%



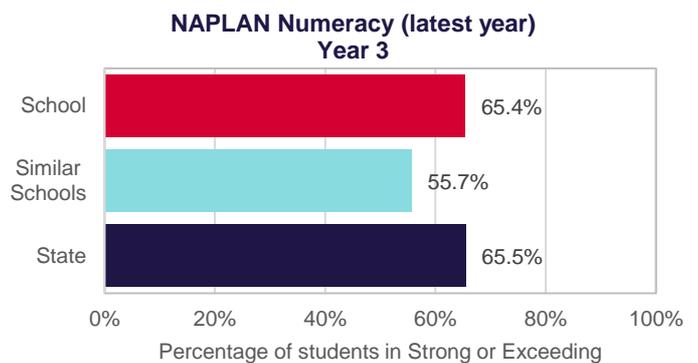
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	56.7%
Similar Schools average:	62.8%	66.7%
State average:	73.0%	75.0%



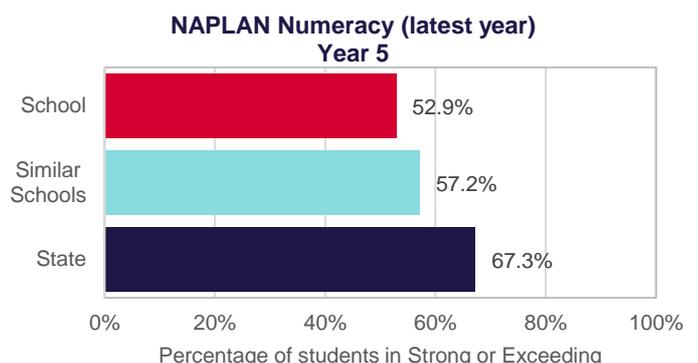
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.4%	56.4%
Similar Schools average:	55.7%	55.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.9%	49.2%
Similar Schools average:	57.2%	57.6%
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:

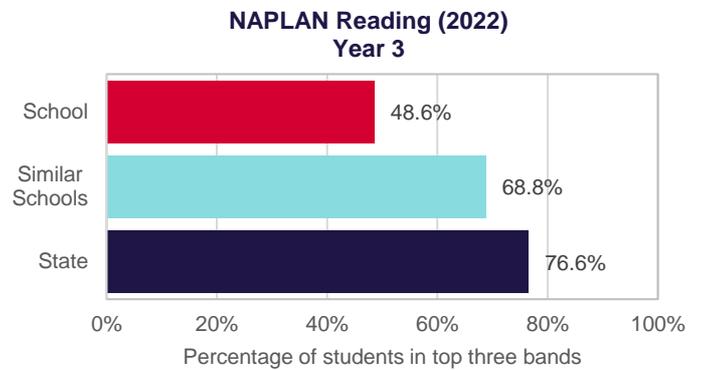
48.6%

Similar Schools average:

68.8%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

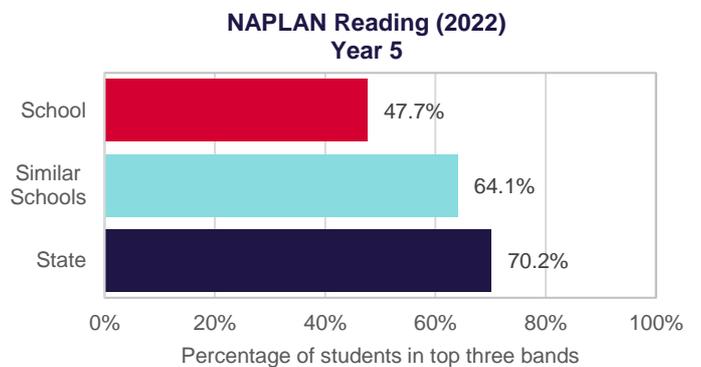
47.7%

Similar Schools average:

64.1%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

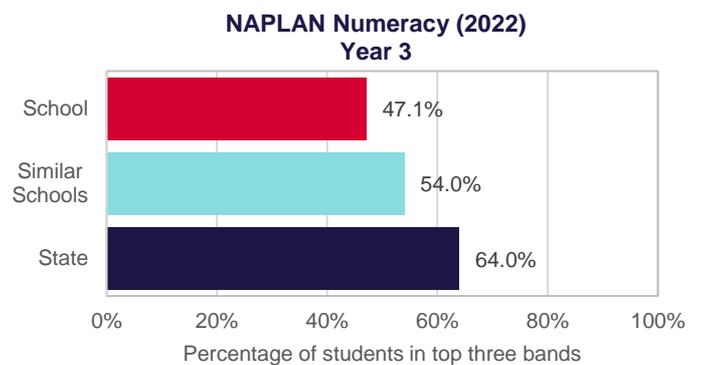
47.1%

Similar Schools average:

54.0%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

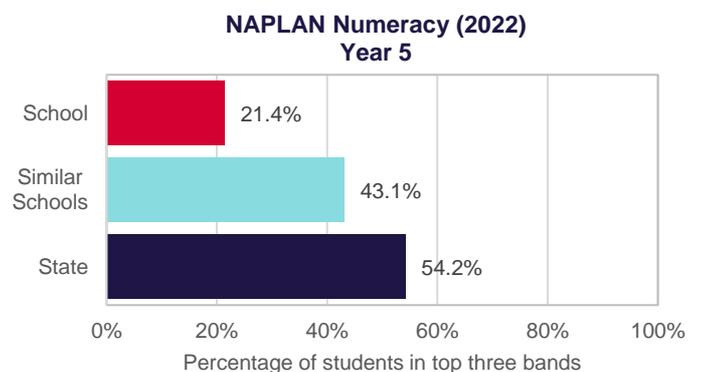
21.4%

Similar Schools average:

43.1%

State average:

54.2%



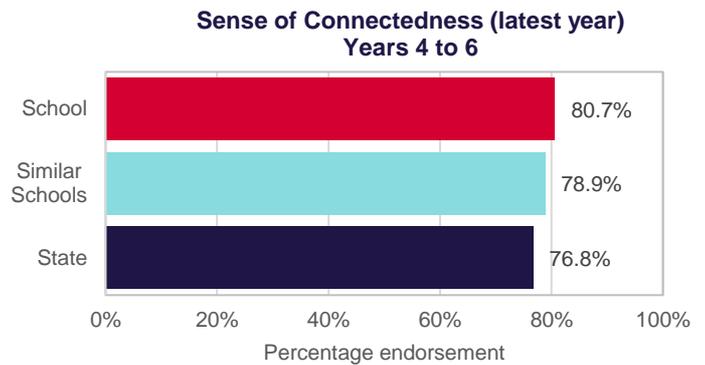
WELLBEING

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).

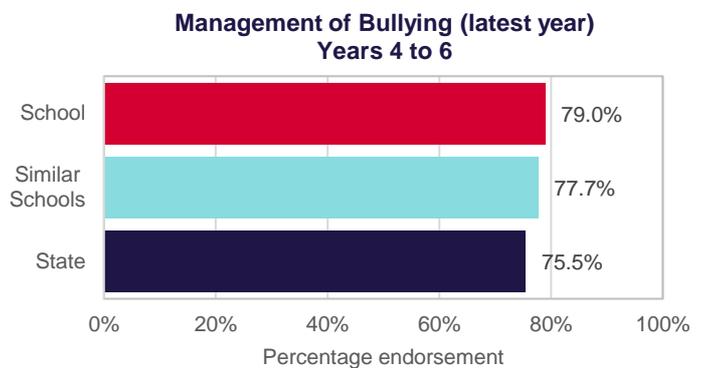
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	80.7%	78.1%
Similar Schools average:	78.9%	77.9%
State average:	76.8%	77.9%



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:	79.0%	75.5%
Similar Schools average:	77.7%	75.8%
State average:	75.5%	76.3%



ENGAGEMENT

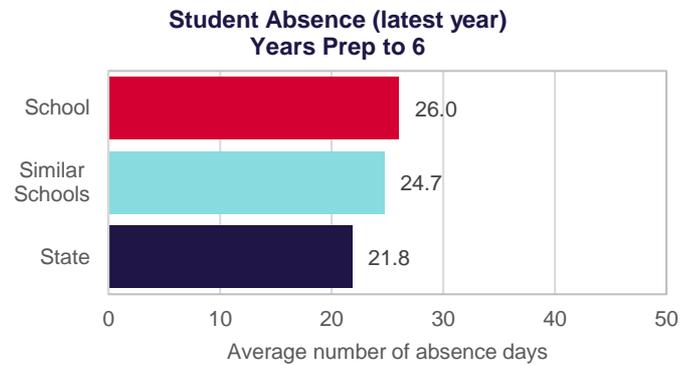
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.0	25.2
Similar Schools average:	24.7	22.9
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):	88%	88%	88%	88%	86%	84%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,592,562
Government Provided DET Grants	\$441,962
Government Grants Commonwealth	\$120,546
Government Grants State	\$0
Revenue Other	\$25,220
Locally Raised Funds	\$146,574
Capital Grants	\$0
Total Operating Revenue	\$4,326,864

Equity ¹	Actual
Equity (Social Disadvantage)	\$172,780
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$172,780

Expenditure	Actual
Student Resource Package ²	\$3,752,342
Adjustments	\$11,683
Books & Publications	\$392
Camps/Excursions/Activities	\$54,841
Communication Costs	\$3,337
Consumables	\$60,238
Miscellaneous Expense ³	\$17,173
Professional Development	\$13,463
Equipment/Maintenance/Hire	\$100,832
Property Services	\$79,753
Salaries & Allowances ⁴	\$121,068
Support Services	\$77,586
Trading & Fundraising	\$8,999
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$40,749
Total Operating Expenditure	\$4,342,458
Net Operating Surplus/-Deficit	(\$15,594)
Asset Acquisitions	\$37,671

- (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	\$497,334
Official Account	\$55,034
Other Accounts	\$0
Total Funds Available	\$552,368

Financial Commitments	Actual
Operating Reserve	\$97,735
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$97,735

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.

