

2024 Annual Report to the School Community

School Name: Anakie Primary School (1910)



- 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 13 March 2025 at 10:56 AM by Karina Darling (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 13 March 2025 at 10:57 AM by Karina Darling (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

Anakie Primary School, situated in a rural setting at the base of the Brisbane Ranges, experienced an enrolment of 61 students at census in 2024, which later grew to 67 students with additional enrolments throughout the year. Of these 67 students, 2 were First Nations. A supportive, creative and flexible culture continues to enable staff, students and parents to work diligently together in order to research, plan and deliver educational experiences that best meet our students' diverse needs, talents and strengths throughout each level from Prep/Foundation to Grade 6. Our principle objective is healthy and holistic growth with programs that enable each and every child to be challenged by the tasks set, to help build resilience but also to experience and value success where it is earned so that students can realise their full potential. The school is fortunate to have robust community connections, with a dedicated School Council and Parents and Friends Association placing student needs at the forefront of decision-making. The school community is tightly knit, fostering a positive, inclusive, and caring environment.

The staffing profile for 2024 comprised three full-time classroom teachers, two part-time classroom teachers, a specialist teacher for four days per week, a learning tutor, 7 education support staff, 3 wellbeing teachers, a business manager, an Assistant Principal and a Principal. Anakie Primary School emphasises a positive learning environment that nurtures academic, personal, and social growth. In 2024 our students thrived in smaller learning environments with more individualised programs. Leveraging small class sizes, Anakie Primary School ensures students receive differentiated teaching and personalised goals to support their learning growth. Staff members prioritise building connections with students across the school, valuing each individual as a crucial member of the community. The school's values - Respect, Responsibility, Resilience, and Excellence - are integrated into all teaching and learning experiences. Students benefit from various specialist programs each week, including Physical Education, Visual Arts, Performing Arts, the Stephanie Alexander Kitchen Garden (SAKG) and Auslan. Additionally, students engage with the Mobile Area Resource Centre (MARC Van) fortnightly. Anakie Primary School is affiliated with the Moorabool Valley Association (MVA), offering students access to sporting and camping opportunities. Furthermore, students can participate in Speech Nights, enrichment programs at local secondary schools, and extension programs through the Victorian High-Abilities Program. The school employed a range of approaches to support students' social and emotional wellbeing, including Respectful Relationships, Berry Street Education Model, and School-Wide Positive Behaviour strategies. Results from the Parent Opinion Survey indicate a 90.5% positive endorsement in satisfaction with the school among families, surpassing the state average of 81.6%. School staff also exhibited a positive response to the school climate, with 91% reporting satisfaction, surpassing the state average of 77.7%. The School Family Occupation and Education (SFOE) density falls within the medium range at 0.3991. Additionally, eleven students receive funding through the Disability & Inclusion Profile. While enrolment numbers have remained consistent in recent years, they remain dependent on the local demographic. In 2024, Anakie Primary School experienced one of its largest intakes of Foundation students, with 11 preps attending in the school year. Moreover, various fundraising initiatives were undertaken in 2024, including the colour run, Bunnings BBQ, Community Day, Brick Project, and receipt of consideration grants from the Lara District Community Bank, facilitating the chook shed and program along with building our kitchen garden.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Anakie Primary School remained steadfast in our dedication to fostering a dynamic learning environment where every student can thrive. Through a collaborative approach among staff, students, and parents, we made significant progress towards our strategic goals aimed at enhancing student learning outcomes. In the latest year (2024), for English proficiency in Years Prep to 6, Anakie Primary School recorded a percentage of 88.4% of students performing at or above age-expected standards. This figure is above the Similar Schools average of 84.4% and the State average of 86.4%. In terms of Mathematics proficiency for the same year and grade levels, Anakie Primary School reported a percentage of 83.2% of students at or above age-expected standards. This percentage falls slightly below both the Similar Schools average of 85.7% and the State average of 85.9%. In the latest NAPLAN results for the year 2024, Anakie Primary School achieved the following percentages of students in the Strong or Exceeding proficiency levels. In Year 3 Reading, Anakie Primary School achieved a 2-year average of 70.6% of students in the exceeding or strong proficiency, outperforming both the Similar Schools average (62.6%) and the State average (69.2%). However, in Year 5 Reading, the school's average percentage of 61.9% fell below both the Similar Schools average (71.8%) and the State average (75.0%). In Numeracy, for Year 3, Anakie Primary School had a 2-year average of 70.6% of students achieve in the strong or exceeding proficiency, above both the Similar Schools average (64.3%) and the State average (66.4%). In Year 5 Numeracy, the school's percentage of 47.6% was lower than both the Similar Schools average (63.2%) and the State average (67.6%). Highlights from the past year include: 1. Improved numeracy instruction across the school through the engagement of evidence based professional learning and being part of a mathematics Community of Practice. 2. Students who are supported through the Disability Inclusion framework all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. 3. Staff continued to engage in coaching to improve teacher practice at their individual point of need.

Wellbeing

At Anakie Primary School, we recognise that student wellbeing is paramount to their overall success and happiness. Throughout 2024, we prioritised initiatives to support the holistic development of every child, creating a nurturing and inclusive school community. Anakie Primary School performed well above both the Similar Schools average (79.6%) and the State average (77.9%) in the Student Attitudes to School - Sense of Connectedness with 85.2% positive and Management of Bullying at 83.9% positive compared to Similar Schools average (81.2%) and State average (76.3%). This data reflects a positive school environment and effective handling of bullying incidents.

Highlights from our wellbeing efforts include:

1. Enhanced wellbeing team who supported both students, staff and parents/carers across the school and wider community
2. Community Engagement - Strengthening partnerships with families and the wider community,

we organised wellbeing workshops and events, promoting resilience and connectedness among students.

3. Disability and Inclusion Profile - a number of students now receive additional support at school due to the successful applications through the Disability and Inclusion Program.

Data from our performance summary underscores the impact of these initiatives on student wellbeing outcomes, reflecting our commitment to nurturing the whole child.

Engagement

Student engagement serves as a cornerstone of academic success and overall wellbeing. In 2024, Anakie Primary School focused on enhancing student attendance, participation, and voice to foster a sense of belonging and ownership within our school

community. In analysing student attendance based on the provided figures, Anakie Primary School demonstrates a commendable commitment to fostering a positive and engaging learning environment. With an average number of absence days (21.4 days) lower than Similar Schools average (22.4 days) and slightly above the State average (20.1 days), the school showcases its dedication to ensuring students are actively participating in their education. The relatively high attendance rates across most year levels, particularly in Prep, Year 1, Year 4, Year 5 and Year 6 (all 86% or higher), underscore the effectiveness of the school's strategies in promoting student attendance and engagement.

Moreover, several highlights further exemplify the school's emphasis on student engagement, aligning with the Framework for Improving Student Outcomes (FISO) 2.0:

1. Student Voice and Agency: Anakie Primary School actively involves students in decision-making processes, allowing them to have a voice in matters that affect their education and school experience. Through initiatives such as student councils, class meetings, and feedback mechanisms, students are empowered to contribute to the school community, fostering a sense of ownership and responsibility.

2. Implementation of the Anakie Primary School Behaviour Curriculum which aims to reduce student's cognitive load and teach school norms to allow for consistent practice and high expectations

3. Extracurricular Activities and Events: The school organises a variety of extracurricular activities and events aimed at enriching students' educational experiences and promoting social interaction. These activities include sports competitions, cultural events, excursions, and incursions. By offering diverse opportunities for students to explore their interests and talents beyond the classroom, Anakie Primary School encourages active participation and fosters a sense of belonging among students.

Additionally, Anakie Primary School may implement strategies to further support engagement, such as targeted interventions for students with lower attendance rates, promoting positive relationships between students and teachers, and continuously evaluating and refining existing programs to meet the evolving needs of the student body. Overall, Anakie Primary School's commitment to Anakie Primary School student engagement is evident through its efforts to promote regular attendance, empower student voice and agency, and provide enriching extracurricular opportunities. By prioritising engagement, the school effectively enhances student learning outcomes and promotes overall well-being within the school community.

Financial performance

The school's overall financial position is stable with a net operating surplus of \$78,332. The primary sources of revenue include the Student Resource Package (\$1,348,978), Government Provided DET Grants (\$271,832), and Locally Raised Funds (\$85,146). Additionally, the school received Government Grants from both Commonwealth (\$25,779) and State (\$2,650) sources, as well as other revenue totalling \$24,199.

Extraordinary revenue items include the Locally Raised Funds, which indicate successful fundraising initiatives, and Government Grants beyond the School Resource Package. On the expenditure side, significant expenses include Salaries & Allowances (\$30,500), Property Services (\$97,302), and Consumables (\$45,191). There are no extraordinary expenditure items mentioned in the provided data. The school's funding sources primarily include equity funding (\$24,059), special grants from various government levels, fundraising initiatives, and additional State or Commonwealth Government funding beyond the School Resource Package. In terms of funds available, the school has a total of \$172,425 across various accounts, including a High Yield Investment Account (\$133,346) and an Official Account (\$39,080). These funds contribute to the overall financial stability of the school and planned projects and educational support across the school.

For more detailed information regarding our school please visit our website at <https://www.anakieps.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 61 students were enrolled at this school in 2024, 26 female and 35 male.

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

Overall Socio-Economic Profile

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

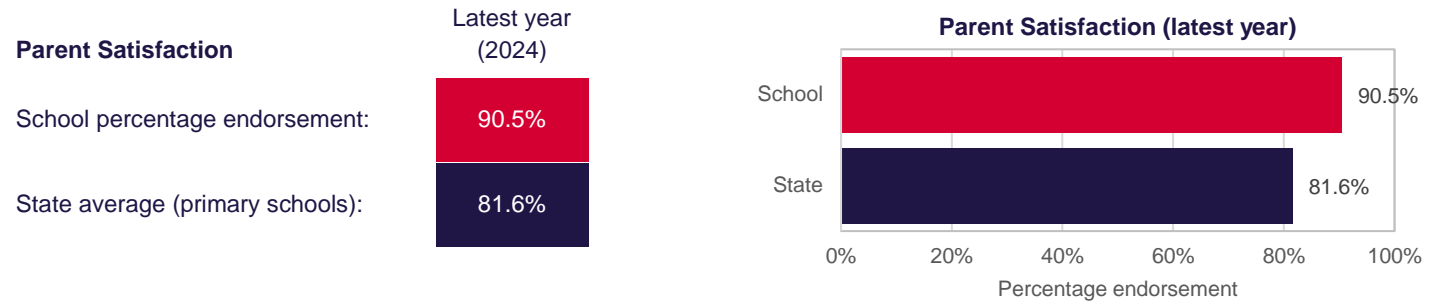
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

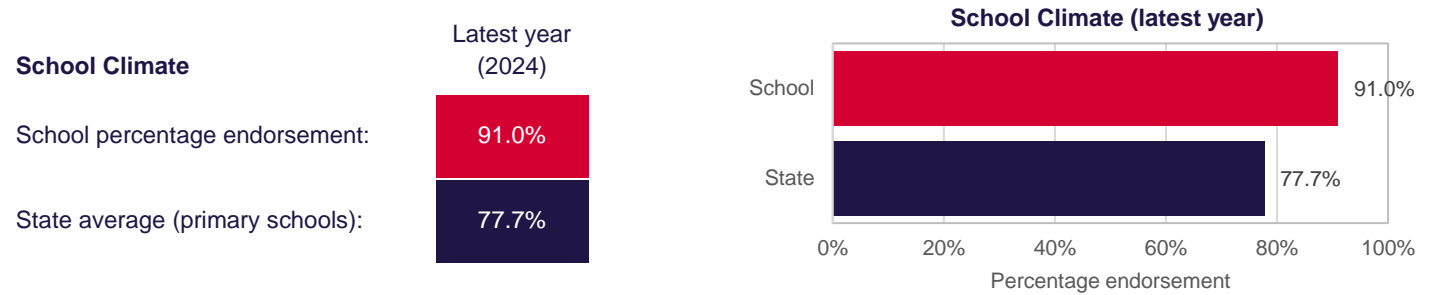


School Staff Survey

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.

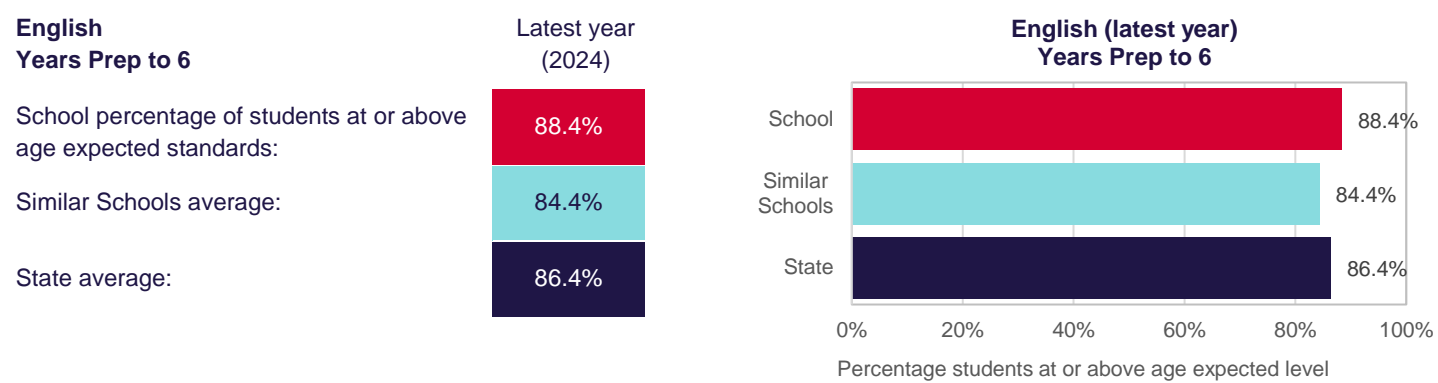


LEARNING

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

School percentage of students at or above
age expected standards:

Latest year
(2024)

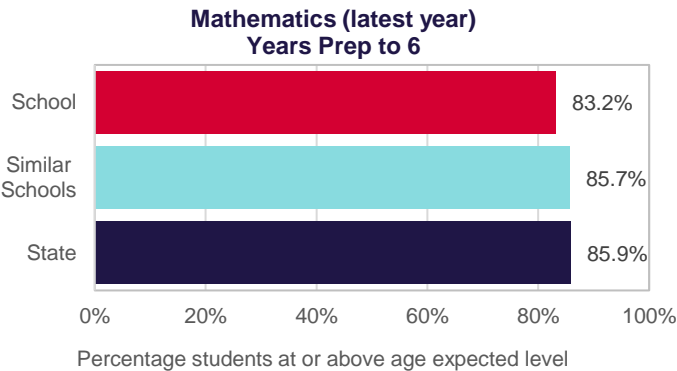
83.2%

Similar Schools average:

85.7%

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.

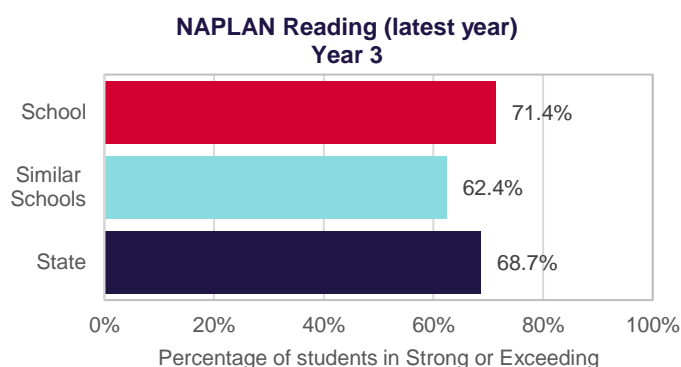
NAPLAN

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.

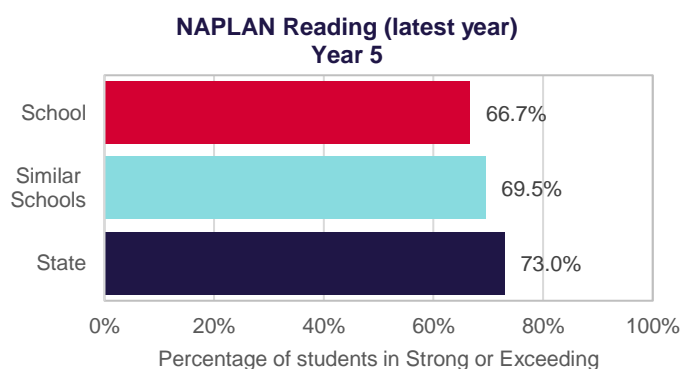
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	70.6%
Similar Schools average:	62.4%	62.6%
State average:	68.7%	69.2%



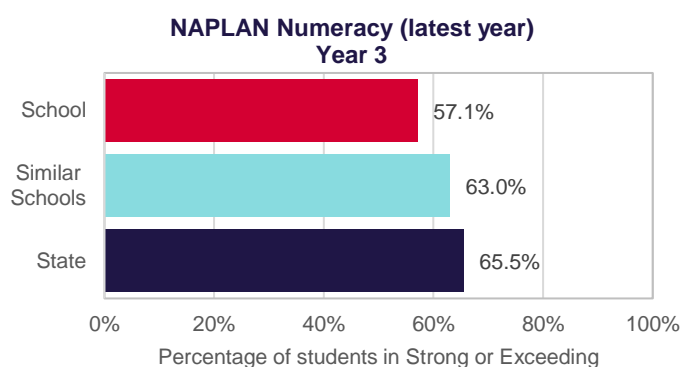
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	61.9%
Similar Schools average:	69.5%	71.8%
State average:	73.0%	75.0%



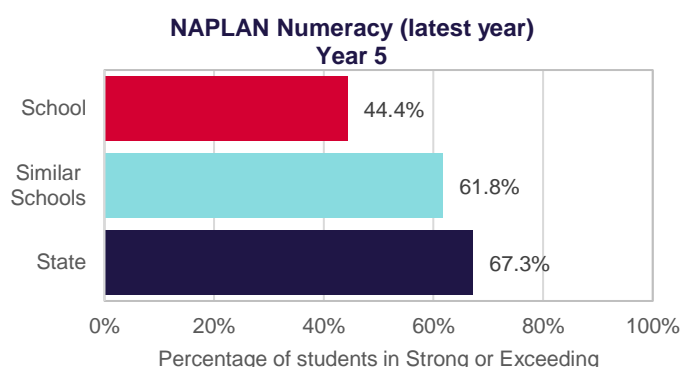
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	70.6%
Similar Schools average:	63.0%	64.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.4%	47.6%
Similar Schools average:	61.8%	63.2%
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:

75.0%

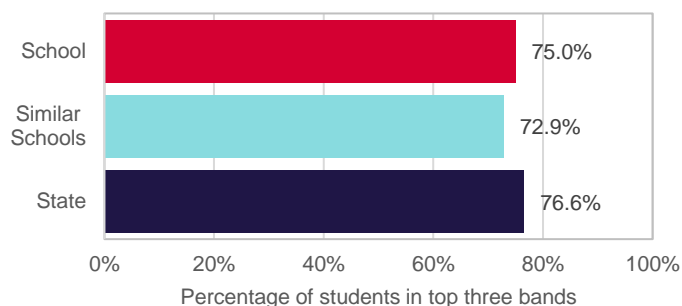
Similar Schools average:

72.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

50.0%

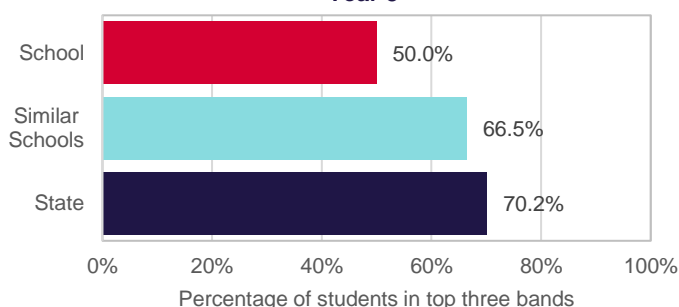
Similar Schools average:

66.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

75.0%

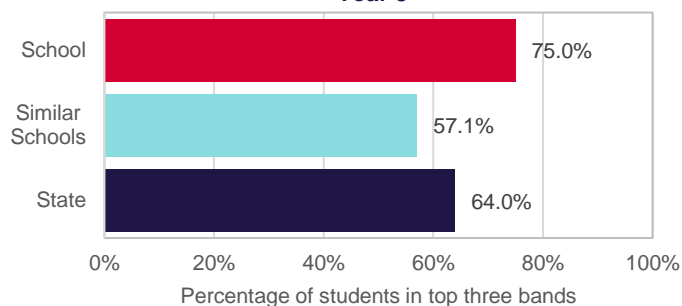
Similar Schools average:

57.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

50.0%

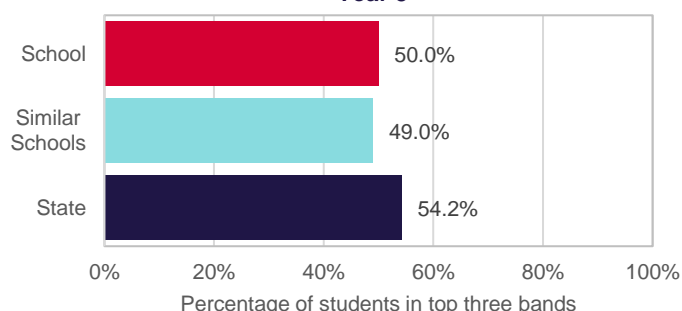
Similar Schools average:

49.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

School percentage
endorsement:

Latest year
(2024)

4-year
average

85.2%

83.5%

Similar Schools average:

78.1%

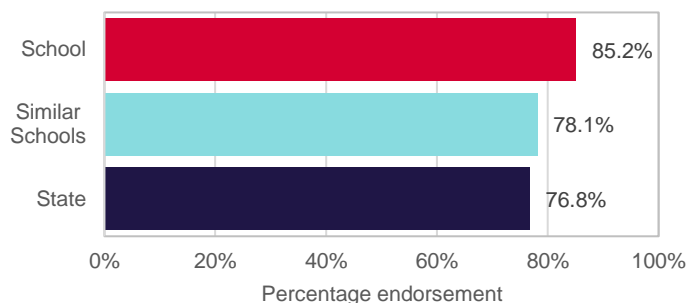
79.6%

State average:

76.8%

77.9%

Sense of Connectedness (latest year) Years 4 to 6



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

School percentage
endorsement:

Latest year
(2024)

4-year
average

83.9%

89.3%

Similar Schools average:

80.4%

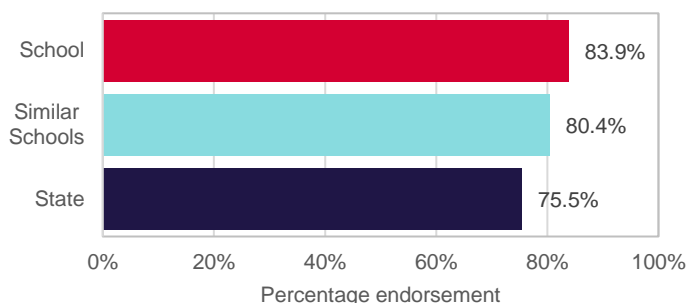
81.2%

State average:

75.5%

76.3%

Management of Bullying (latest year) Years 4 to 6

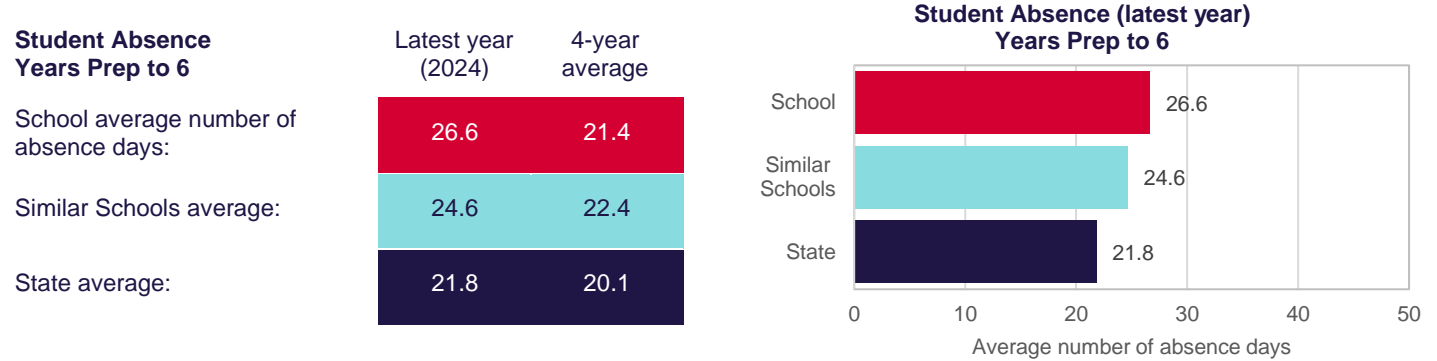


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	87%	93%	72%	82%	88%	86%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,348,978
Government Provided DET Grants	\$271,832
Government Grants Commonwealth	\$25,779
Government Grants State	\$2,650
Revenue Other	\$24,199
Locally Raised Funds	\$85,146
Capital Grants	\$0
Total Operating Revenue	\$1,758,584

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,059
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,059

Expenditure	Actual
Student Resource Package ²	\$1,295,660
Adjustments	\$0
Books & Publications	\$3,349
Camps/Excursions/Activities	\$31,395
Communication Costs	\$3,310
Consumables	\$45,191
Miscellaneous Expense ³	\$21,624
Professional Development	\$13,211
Equipment/Maintenance/Hire	\$11,364
Property Services	\$97,302
Salaries & Allowances ⁴	\$30,500
Support Services	\$102,737
Trading & Fundraising	\$10,260
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,430
Utilities	\$12,918
Total Operating Expenditure	\$1,680,252
Net Operating Surplus/-Deficit	\$78,332
Asset Acquisitions	\$31,975

- (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	\$133,346
Official Account	\$39,080
Other Accounts	\$0
Total Funds Available	\$172,425

Financial Commitments	Actual
Operating Reserve	\$64,099
Other Recurrent Expenditure	\$10,615
Provision Accounts	\$0
Funds Received in Advance	\$5,000
School Based Programs	\$3,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$92,713

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.