

2024 Annual Report to the School Community

School Name: Greenhills Primary School (4893)



- 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 04 March 2025 at 09:12 AM by James Penson (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 05 March 2025 at 03:01 PM by James Penson (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

Greenhills Primary School is located in the northern suburb of Greensborough. The vision for our school is to be curious, connected and open to challenge and have a positive impact on all members of the community. We are focusing on developing strong student agency so that all of our students are active in and responsible for their learning. The “Greenhills is GREAT” values our school community embraces are: Grit, Respect, Effort, Adventure and Teamwork.

In 2024, the school's enrolment was 484. This consisted of 21 classes with sizes that ranged from 22-23 in Prep, 18-22 in Years 1 & 2, 21-28 in Years 3 & 4 and 28-29 in Years 5 & 6. The SFO index is 0.1742 and the SFOE index is 0.1571. Both of these indexes have dropped over the previous four-year period. (SFO from 0.2333 in 2019 and SFOE 0.2051 in 2019). Over the past three years we have also delivered an extensive range of specialist and extra curricula programs. These include Physical Education, Italian, Visual Arts, Music and STEAM (Science, Technology, Engineering, Arts & Maths)

During 2022-2024 a large capital works project was also completed. This involved the addition of a new international standard indoor basketball court, multi-purpose classroom, amphitheatre and extension to the administration building. The project also included significant indigenous artwork and signage and the school is committed to recognising and strengthening our indigenous cultural heritage.

The staffing profile is made up of 1 x Principal, 2 x Assistant Principals, 2 Learning Specialists, 31.68 EFT teachers, 12 x Education Support Staff and a Business Manager. The staffing profile has not significantly changed over recent years although the number of Education Support staff continues to grow in line with the new Disability & Inclusion (DI) Model that the school entered in 2024. There is a large proportion of highly experienced teachers who have all been in the school for some years. New staff members who are supported through the Career Start program have largely been retained. Our school has a demonstrated commitment to the broader DET system. Our Principal Class team are part of both the Banyule & Nillumbik School Network Executive and the Marrung Leadership Group and the school was also a PLC Link school for the NEMA Network of schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 NAPLAN Learning Data highlights the large percentage of students in Years 3 and 5 achieving in the “Strong of Exceeding” proficiency levels. All of these percentages were well above the State average and also importantly above the Similar School average. This included 86.4% of Year 3 students in Reading with Similar School level at 81% and State average at 68.7%. Similarly 86.3% of Year 5 students in Reading with Similar Schools at 84.4% and State

average at 73%. In Year 3 Numeracy, the school percentage was 78.5% which was the same as Similar School with the State average being 65.5% and the Year 5 Numeracy percentages were 83.8% for the school, 79.7% for Similar Schools and 67.3% for the State average.

Of note the 2024 School Performance Report measured our school as “High” in the Learning Performance Group. This included a 2% improvement in amount of students with High or Medium relative growth NAPLAN (from Year 3 to 5) in Reading.

These strong learning outcomes were delivered through our continued focus on the FISO dimensions of Excellence in Teaching & Learning and Assessment under two key improvement strategies:

- Further develop, document and embed whole school collaborative curriculum planning and instruction.
- Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.

These strong outcomes were delivered through developing teacher capacity to plan a differentiated program that ensures challenge and progress of each student. The school prioritises planning times for each teaching team supported by an assistant principal. This leadership structure which also includes a School Improvement Team (SIT) leader at each level supported staff to develop stronger data literacy and planning for learning became more dynamic and focused on the next “two-week” block period.

Over the course of the year common templates and protocols enabled consistency across the school and an increased focus on teachers using data to inform teaching. SIT leaders and teachers reported increased confidence and competence in use of the PLC Inquiry cycle to improve practice and outcomes. A Maths 2.0 Scope & Sequence was also developed as part of a Community of Practice project with 3 other local schools.

Other key areas of Learning included the Tutor Learning Program being successfully delivered through 4 x key staff members and a variety of learning approaches. A Reading Support Program was delivered successfully including significant staff professional learning around synthetic phonics (Prep, Year 1/2 & ES team). A High Abilities Program was also successfully delivered including identification of students, VHAP, Maths Olympiad & Maths Games and Writing Extension.

All teams completed three PLC cycles including celebration and capture of learning at the end of each cycle. Peer observation started to become interwoven within the cycle, along with targeted and directed professional learning at whole school and team level. High Impact Teaching Strategies were built into all cycles with precision and effectiveness. High Impact Wellbeing Strategies were also a central theme in each cycle.

Wellbeing

Wellbeing results around School Connectedness were also positive. This trend has been witnessed over a four year period with the average positive endorsement for the school sitting at 82.1% which is 6% above Similar Schools at 76% and 4% above the State average of 77.9%

Pleasingly the school percentage of positive endorsement for Management of Bullying has a 4-year average of 78.7% which is over 4% higher than Similar Schools at 74.5% and 2% higher than the State average at 76.3%.

This is attributed to the work of our staff team to build strong connections and relationships built on a positive and inclusive learning environment. All teams employ a systematic and focused approach to tracking student wellbeing. This enables check-ins, follow ups and other actions to be implemented effectively. Our Education Support staff provide a valuable link and an additional point of contact and support. Student Wellbeing is also a key component of weekly Principal Class meetings.

Overall, our students, families and staff report that they have strong positive endorsement for Wellbeing elements across the school. This is demonstrated through high access and contact from classroom teachers, specialist teachers and Education Support staff and Principal Class, a comprehensive and extensive communications program, a positive and enabling approach to classroom management, additional support programs, social groups, buddy program.

Highlights relating to wellbeing in 2024 include:

- Being part of DET implementation of School Wide Positive Behaviour System (SWPBS)
- Dual Assistant Principal roles which enabled an increase in staff capacity to build stronger wellbeing processes across the school.
- A staff leadership teacher position which included one day release to support Wellbeing and Disability & Inclusion.

Engagement

Our Engagement performance measures relating to the average number of student absence days indicates a pleasing trend. Our 4-year average of absence days is 15.7 as compared with 16.8 for Similar Schools and 20.1 for State Schools. Although we note that the 2024 average at 20 days was higher than the Similar School average of 19 but still below the State average of 21.8.

The attendance rate for all year levels was between 88% and 91%. Whilst these results are strong as compared to Similar Schools and the State Average we continue to work continuously to communicate and partner with parents and caregivers to ensure a strong home school partnership. Regular feedback was provided to families through Compass Newsfeeds and the school newsletter. Principal team members were also proactive in tracking attendance data, communicating with families where students were absent for numbers of days in a row and also developing attendance and support plans for those students with individual challenges around attendance and engagement.

We also continued our work on developing strong student voice and agency. For our school this is defined as students having a deep understanding of, control over and responsibility for their learning.

Highlights relating to engagement include:

- “Monday Madness” activities which are designed to promote excitement and connection from 8.45am at the start of each school week.

- Daily focus on Student Agency (15 minutes at the start of each day and a dedicated 50 x minute lesson during the week focus on “learning to learn”.
- Year 6 students delivering a professional learning session focused on Student Agency to our staff team.

Financial performance

Greenhills Primary School sustained a positive financial position in 2024, whilst the Financial Performance & Position Report indicates a Net Operating Deficit of \$275,058 and the Student Resource Package Budget Management Report indicates a deficit of \$209,691. These were planned/managed deficits through school operating reserves, cash funds and targeted funds for programs such as Canteen & Buildings & Grounds staffing. Cash funds available at the end of the 2024 year were \$590,106 with financial commitments of \$357,822 which includes a schools operating reserve total of \$181,522. The school received a small amount of Equity Funding \$10,631 which contributed towards the delivery of a Literacy Support Program. \$4,312 was received in CSEF for families, \$15,080 was fundraised, this was spent on class sports equipment and refurbishment of Portable 13 to be used as an inquiry space for students. Parent contributions, Canteen, hire of school facilities and Out of Hours School Care also provided additional revenue.

All funds received from the Department of Education or locally raised by the school were expended or committed to subsequent years. Allocations of funds supported school programs, operation needs, DET policy implementation and other priorities such as the Annual Implementation Plan for 2024.

2024 saw an increase in the SRP package of \$150,280, despite a reduction in students of 12; the cash grant received was significantly reduced by \$257,133 mainly due to the deficit to be repaid in 2024 relating to 2023 of \$253,698. Overall income for 2024 has reduced by \$27,405 compared to 2023.

The bank balances at the end of 2024 year total \$590,106,

High Yield: \$442,744 includes \$197,600 received from the School savings bonus.

Official Ac: \$66,755

Building Ac \$80,607 (Included in the financial Commitment Summary).

**For more detailed information regarding our school please visit our website at
<https://www.greenhillsps.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

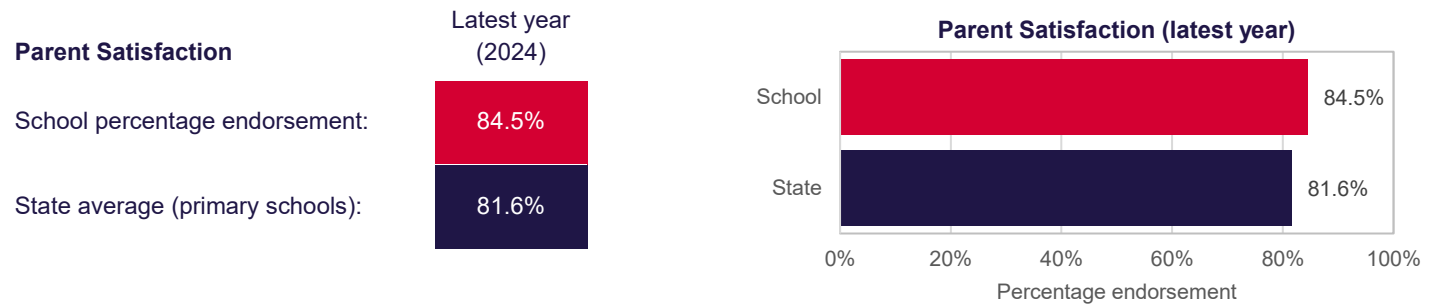
A total of 486 students were enrolled at this school in 2024, 239 female and 246 male.
7 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

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: **Low**

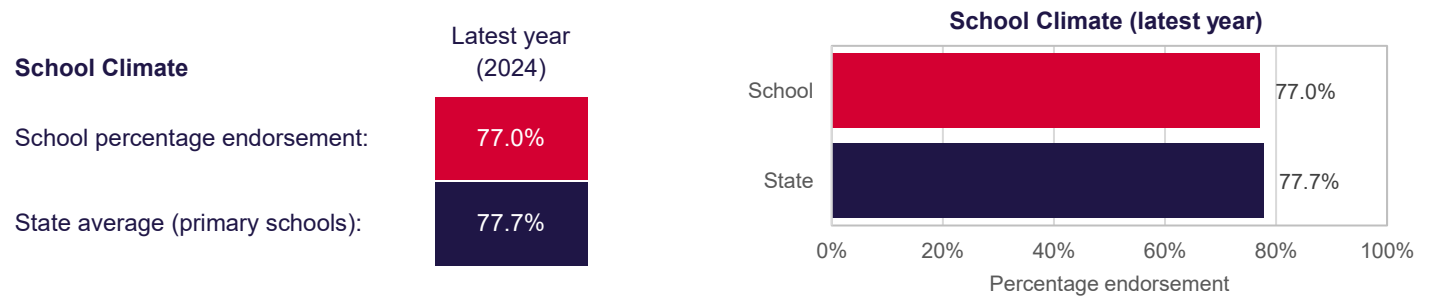
Parent Satisfaction Summary

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.



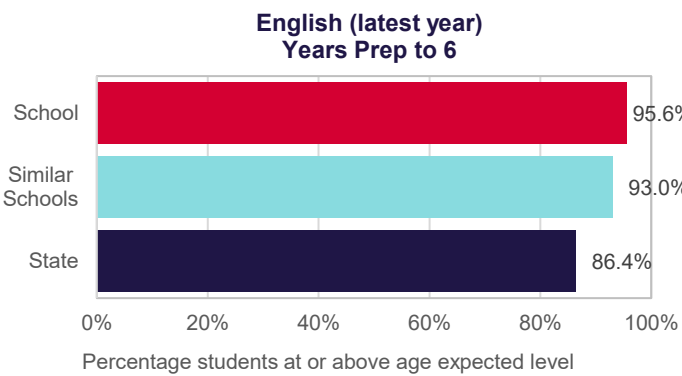
LEARNING

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.

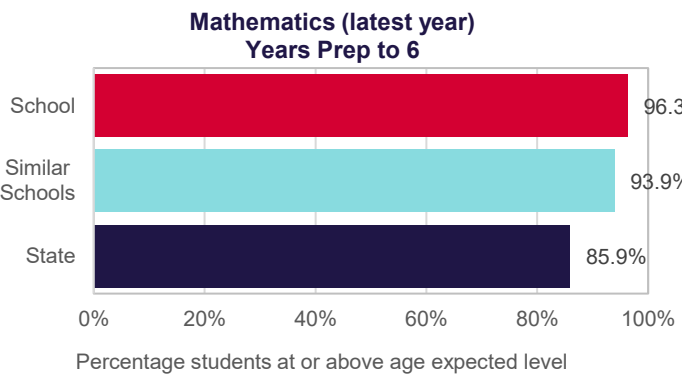
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.6%
Similar Schools average:	93.0%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	96.3%
Similar Schools average:	93.9%
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.

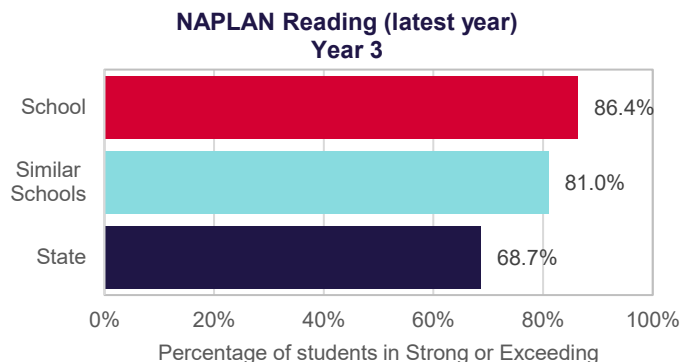
NAPLAN

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.

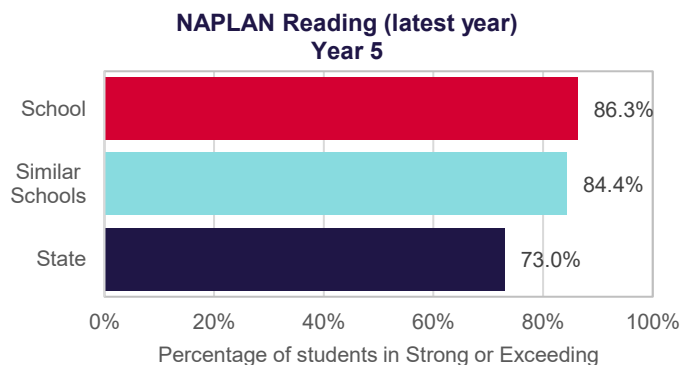
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.4%	89.0%
Similar Schools average:	81.0%	81.2%
State average:	68.7%	69.2%



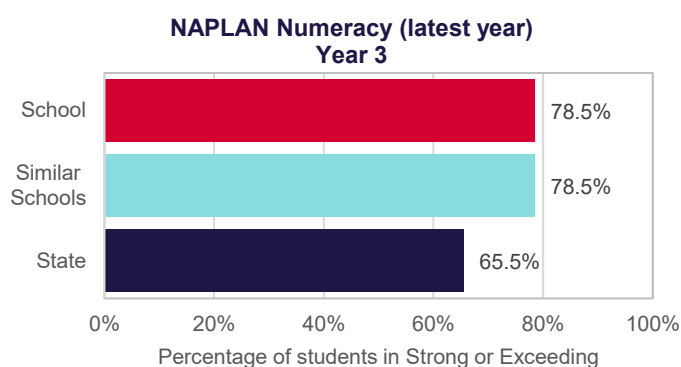
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.3%	84.7%
Similar Schools average:	84.4%	86.5%
State average:	73.0%	75.0%



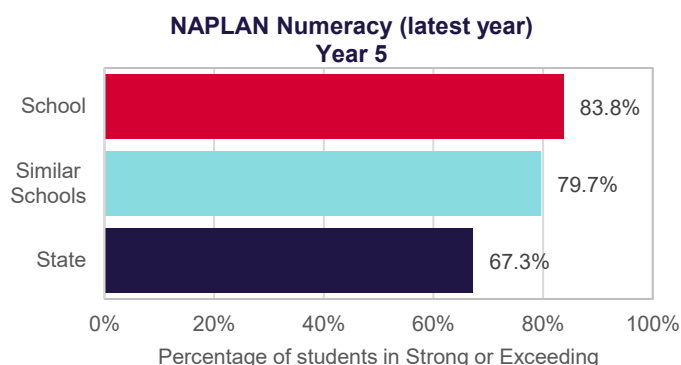
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.5%	82.5%
Similar Schools average:	78.5%	79.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.8%	80.0%
Similar Schools average:	79.7%	80.1%
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:

90.2%

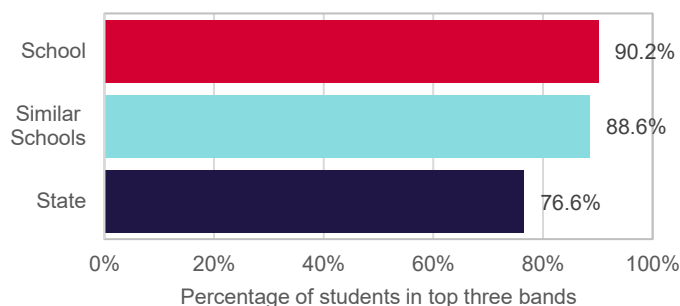
Similar Schools average:

88.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

85.0%

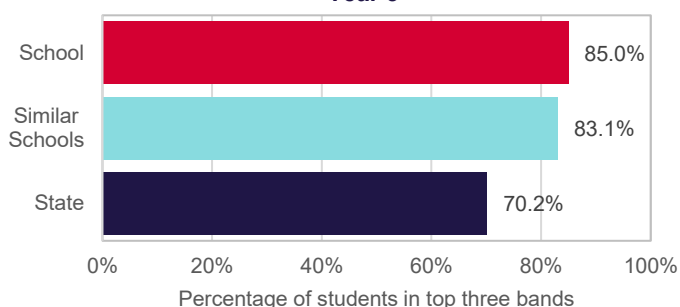
Similar Schools average:

83.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

85.4%

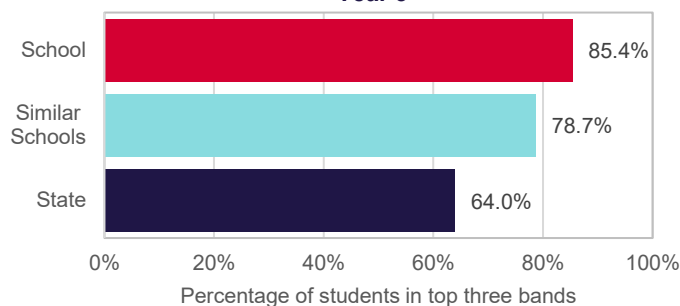
Similar Schools average:

78.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

60.8%

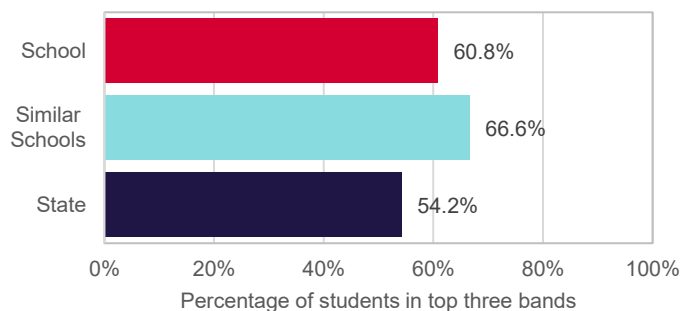
Similar Schools average:

66.6%

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.

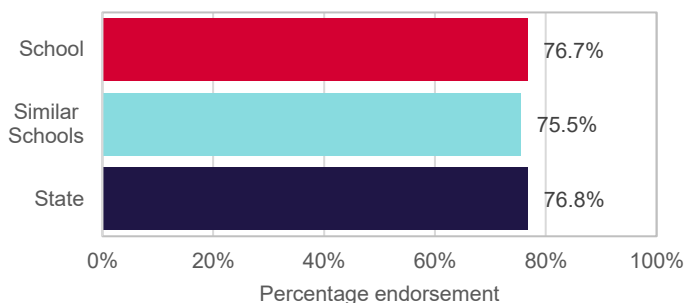
Student Attitudes to School – Sense of Connectedness

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:	76.7%	82.1%
Similar Schools average:	75.5%	76.0%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



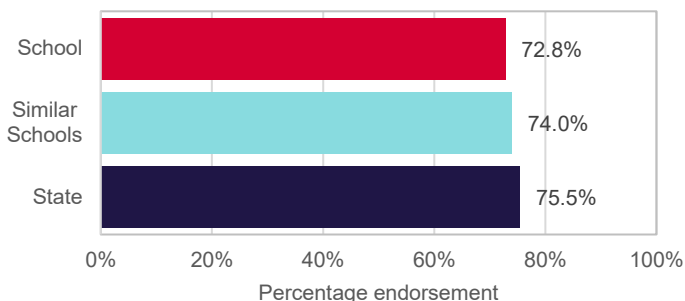
Student Attitudes to School – Management of Bullying

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:	72.8%	78.7%
Similar Schools average:	74.0%	74.5%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

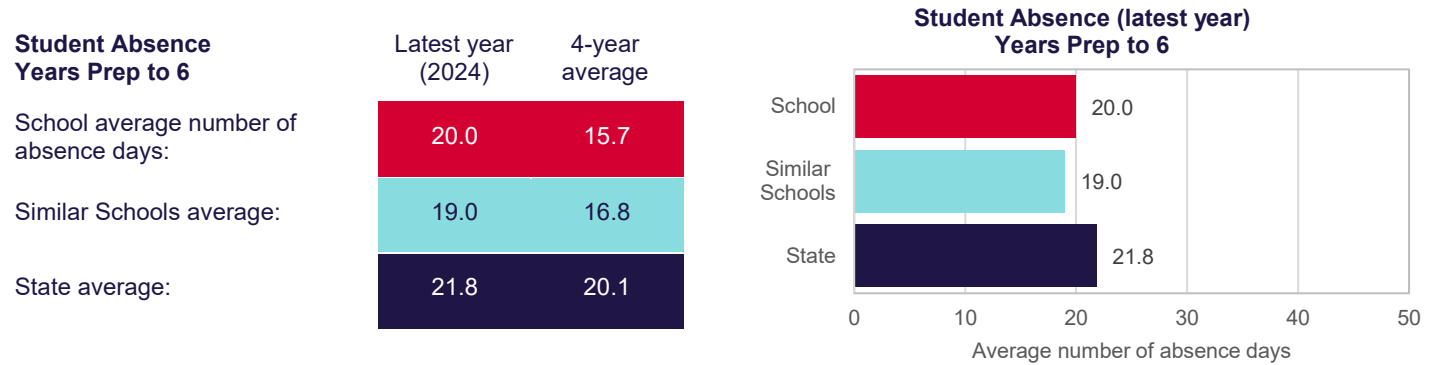


ENGAGEMENT

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):	91%	91%	91%	89%	91%	89%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,637,582
Government Provided DET Grants	\$334,275
Government Grants Commonwealth	\$29,517
Government Grants State	\$0
Revenue Other	\$108,589
Locally Raised Funds	\$550,826
Capital Grants	\$0
Total Operating Revenue	\$5,660,789

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,631
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,631

Expenditure	Actual
Student Resource Package ²	\$4,847,273
Adjustments	\$0
Books & Publications	\$4,269
Camps/Excursions/Activities	\$163,424
Communication Costs	\$5,075
Consumables	\$88,022
Miscellaneous Expense ³	\$51,632
Professional Development	\$37,604
Equipment/Maintenance/Hire	\$79,388
Property Services	\$95,132
Salaries & Allowances ⁴	\$384,015
Support Services	\$66,958
Trading & Fundraising	\$61,929
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$10,204
Utilities	\$40,923
Total Operating Expenditure	\$5,935,847
Net Operating Surplus/-Deficit	(\$275,058)
Asset Acquisitions	\$157,946

- (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	\$442,744
Official Account	\$66,755
Other Accounts	\$80,607
Total Funds Available	\$590,106

Financial Commitments	Actual
Operating Reserve	\$181,522
Other Recurrent Expenditure	\$31,427
Provision Accounts	\$0
Funds Received in Advance	\$38,718
School Based Programs	\$7,704
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,864
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,980
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$80,607
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$357,822

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.