

2024 Annual Report to the School Community

School Name: Queenscliff Primary School (1190)



- 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 06 April 2025 at 10:17 AM by Mathew McRae (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 06 April 2025 at 10:17 AM by Mathew McRae (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

Queenscliff Primary School is located in Queenscliff, a coastal regional community located on the Bellarine Peninsula, 34 kilometres from Geelong. Queenscliff Primary School has a current enrolment of 158 students in 2024. The school playground overlooks Swan Bay on the Bellarine Peninsula.

Queenscliff Primary School is dedicated to providing a stimulating, inclusive and safe learning environment where every student can thrive academically, socially and emotionally. We aim to equip students with the necessary skills, knowledge and character traits to be critical and creative thinkers, resilient and empathetic individuals and globally-minded citizens who want to make a positive difference to others, the environment and the world around them. Queenscliff Primary School aims to inspire curiosity, encourage independent thinking and instil a lifelong love of learning. Queenscliff Primary School's values of integrity, optimism, gratitude and empathy are embedded into learning and wellbeing programs to build resilience, compassion and understanding in all QPS graduates.

Queenscliff Primary School offers a comprehensive curriculum focused on developing and consolidating literacy and numeracy skills. Students engage in a diverse range of specialist subjects to nurture the discovery of their individual strengths, passions, talents and interests. Students engage in Physical Education, Kitchen-Garden, Visual Arts, Performing Arts, First Nations, Science and Japanese on a weekly basis as part of the specialist curriculum programs and whole school events. Queenscliff Primary School firmly believes in the importance of developing well-rounded individuals who are not only academically proficient but also possess strong interpersonal skills, resilience, a care for their environment, respect for the First Nations People and a strong connection to the Queenscliff community.

Staff are purposeful in delivering optimal learning experiences, providing all students with learning that is personalised, evidence-based and technologically rich. Our students engage in a broad and differentiated curriculum promoting creativity, resilience and a growth mindset. Over the past five years, Queenscliff Primary School has grown significantly in student enrolments and has stabilised in the past year with 158 students. In 2024, Queenscliff Primary School had 8 classes from Prep to Year 6 with an average class size of 21. Queenscliff Primary School has 3% of students with English as an Additional Language and 0% of students who identify as Aboriginal or Torres Strait Islander.

High expectations of our students underpin the rich learning tasks and challenges provided for all students as they are supported to achieve and thrive. Professionalism, instructional capacity and accountability of our teachers is paramount to the education students receive at Queenscliff Primary School. Teacher quality is crucial for optimal student achievement, and as a result, staff engage in weekly professional development to improve their literacy and numeracy instructional approaches and evidence-based strategies to support student wellbeing. In 2024, staff engaged in comprehensive professional development focused on the concepts of Science of Learning to improve the planning and delivery of effective teaching and learning programs. Staff engage in curriculum coaching with external stakeholders and internal learning specialists to optimise student outcomes, including lesson observations, team planning and data analysis/review workshops.

Our school currently has 23 staff employed in both a full time and part time capacity. We do not currently have any overseas students enrolled. Queenscliff Primary School is committed to:

- building a culture of high expectations and inclusion.
- empowering all learners to achieve excellence and celebrate their success.
- developing a professional learning community that is focused on the continuous improvement.
- delivering a high quality and rigorous curriculum that meets the learning needs of all students.
- empowering learners to take ownership and be active participants in their learning.
- building resilience and supporting students to be happy, healthy and confident learners.
- engaging with parents, carers and the wider community as genuine partners in learning, striving to achieve the best possible outcomes for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Queenscliff Primary School achieved strong results in NAPLAN in 2024 as a result of targeted and deliberate professional development, peer observations, coaching and high expectations focused on improving student outcomes.

NAPLAN 2024 Results

Percentage of Students in the Strong or Exceeding proficiency levels in NAPLAN in Year 3:

- Reading 93.8%
- Spelling 77%
- Numeracy 84.4%
- Writing 90.9%

Percentage of Students in the Strong or Exceeding proficiency levels in NAPLAN in Year 5:

- Reading 88.2%
- Spelling 78%
- Numeracy 67%
- Writing 88.2%

In 2024, teachers engaged in professional learning about the 'Quality Teaching Model' and structures and processes have been developed for peer observations and providing feedback. Teachers have been divided into 4 groups for peer observations. Quality Teaching Rounds were planned and implemented in Term 2 and Term 4 with all four groups engaging in peer observations. All teaching staff had the opportunity to participate in two rounds of peer observations. Staff who have participated in the rounds have felt comfortable and confident with the process and have been able to gain new learning from the experience. The Quality Teaching Rounds provided staff with an opportunity to gain feedback from their colleagues using an evidence-based framework, and as a result fostered robust and meaningful professional dialogue and teacher reflection to improve classroom practice.

In 2024, teachers have engaged in professional learning focused on embedding 'Understanding by Design' framework and 'Science of Learning' through La Trobe University into their curriculum planning. Curriculum Days have been dedicated to teachers working in PLCs to develop their understanding of UBD curriculum planning and embedding principles of the Science of Learning

into their teaching practice. There has been an observed shift in the quality of assessment tasks teachers are developing within their units, making them more rich, robust and engaging for students. Teachers had the opportunity to showcase their Units of Work using the UBD framework at PLC meetings whereby feedback was provided for peers using a UBD Evaluation Tool. The assessment tasks developed by teachers using the UBD framework has also seen an improvement in student engagement, capacity and ability to engage in critical and creative thinking. The 'Science of Learning' professional learning has provided our teachers with a deeper understanding of how the brain learns, and as a result the instructional delivery of lessons has been reviewed and updated to align, for example, delivery new knowledge in small chunks of information, strategies for checking for understanding are being used and daily review/retrieval practices are included into all lessons.

In 2024, our school focused on enhancing teachers' ability to use student data to inform their reporting practices and curriculum planning. Teachers used SPA Platform to review ongoing student assessment data for reporting and planning. Teachers have been reviewing the platform to assist in determining grade level expectations using school-based assessments, such as DIBELS, PM Benchmark Assessments. Teachers analysed PAT Assessment data using ACER online and SPA to assist with reporting, grading students and to inform their curriculum planning. SPA Platform has been used by School Leadership and Literacy and Numeracy leaders to monitor student progress throughout the year. Adjustments and interventions have been implemented to target individual students and groups/cohorts based on this progress monitoring, including individualised learning plans with Education Support Staff, Reading and Spelling rotation participation and TLI engagement.

In Term 4, teachers collaborated in PLCs to develop a Scope and Sequence for the new English Curriculum 2.0 and Mathematics Curriculum 2.0, so that implementation can occur in 2025. Throughout this process, teachers were able to gain a deeper understanding of the changes to the English and Mathematics curriculum. In addition to this, our school focused on aligning the English Curriculum 2.0 Scope and Sequence with Integrated Unit topics and Novel Studies for students in Years 3 to 6. A Novel Study spine was developed to ensure that all students would have an opportunity to study and read a range of text types including narrative, informative, hybrid and persuasive. The school has invested in new Novel Study texts to support a rich and engaging curriculum for students, including texts focused on sustainability and First Nations culture.

Teachers have been embedding 1 hour a week to explicitly teaching problem solving in 2024. In Term 3 and Term 4, PLC teams worked collaboratively to develop a whole school problem solving scope and sequence. The Numeracy Leader provided professional development on how to teach problem solving with an approach that aligns with explicit teaching and the QPS Instructional Models. Teachers were allocated time during PLC meetings to develop rich and robust resources for teaching problem solving that align with the Instructional Model and curriculum.

Little Learners Love Literacy program has been successfully implemented in Prep, Year 1 and Year 2 classrooms with strong fidelity. Teachers are feeling confident with the implementation and student learning has shown strong growth based on termly assessment results. Ongoing DIBELS assessments carried out twice termly indicate strong results in the Prep to Year 2 cohorts for reading and phonics.

Education Support (ES) Staff have been engaging in ongoing professional development for 30 minutes per week focusing on wellbeing, literacy and numeracy. This has been led by different school leaders and has improved the capabilities and confidence of Education Support Staff. Reading and spelling rotations carried out by ES Staff, whereby they work one-to-one with a targeted student on an area of spelling or reading identified in their ongoing assessments, has been a highly successful program. ES Staff record anecdotal data from each session with a student, and this data is reviewed by school leadership and Literacy leader regularly. Students

involved in the Spelling and Reading Rotations program are reviewed termly based on ongoing assessments and progress monitoring.

The QPS Individual Education Plan (IEP) Template has been reviewed and updated to streamline the document so that it is user-friendly for parents, students and staff. Processes and structures have been setup by the Wellbeing Learning Specialist to ensure all IEPs are reviewed by the Learning Specialist termly and feedback is provided, before the SSG Meeting. All IEPs are shared with relevant ES staff to ensure consistency and the quality of the SMART goals for students has improved significantly. All IEPs are submitted to the Wellbeing Learning Specialist Leader at the beginning of each term, reviewed and updated before sharing with families at SSG meetings - resulting in further refinements and edits.

Teachers are administering pre- and post-tests for Mathematics from Prep to Year 6 developed by the teachers. This data is used during PLC meetings to inform curriculum planning. This approach has been embedded and has seen a shift in the way teachers approach planning - using data to inform practice. With the new implementation of the Mathematics 2.0 version in 2025, the school intends on developing formative assessment tasks (hard copy - one page) per unit of Mathematics rather than dependence on online assessment practices - such as Essential Assessment. Essential Assessment will continue to be used for diagnostic, mid-year and end of year assessments. However, the development of rich, Formative Assessment tasks per unit by teachers will allow them to know exactly what they are teaching, enrich their understanding of the curriculum, and enable them to apply the principles of UBD planning to Mathematics in an authentic manner - 'knowing the end in mind, before commencing to plan'.

Writing Moderation has been implemented by the Literacy Leader and is carried out termly. Teachers use rubrics to assess writing samples and collaborate on teacher judgements. This has been highly successful, and teachers have been using the moderation to inform their planning and reporting practices.

Wellbeing

Queenscliff Primary School has achieved strong results in supporting the wellbeing of students, staff and the school community based on AtoSS and Parent Opinion Survey results.

Strong results reflect the achievement of this goal in the AtoSS and Parent Opinion Survey results in 2025:

Attitudes to School Survey 2024 Results

- Student Voice and Agency - 74%
- I am encouraged to share my ideas / My teacher thinks my ideas are good - 83%
- At this school, I help decide things like class activities or rules - 67%
- Sense of Confidence - 76%
- Self regulation and goal setting - 91%
- Motivation and Interest - 87%
- Attitudes to Attendance - 83%
- Managing Bullying - 76%
- I feel safe at this school - 83%
- Help seeking - 74%
- Advocate at School - 91%

- There is a teacher or another adult at this school who tells me when I do a good job - 97%
- It is okay to be different at this school - 96%

Parent Opinion Survey 2024 Results

- My child feels safe at school - 100%
- My child feels confident about the skills and strategies they have learnt at school to address bullying behaviours - 82%
- This school has a consistent approach to promoting positive student behaviour - 100%
- Teachers at this school model positive behaviour - 98%
- This school cares about my child's safety - 100%
- This school cares about my child's wellbeing - 100%
- School connectedness - 95%
- Student agency and voice - 91%
- Effective Teaching - 93%
- This school provides opportunities for my child to make decisions and solve problems - 100%
- This school provides opportunities for my child to develop a sense of responsibility - 95%
- Teachers provide useful feedback and respond to the learning needs of my child - 91%
- Teachers are enthusiastic and positive about teaching - 98%
- General Satisfaction - 98%
- I am able to get the information I need through the school's regular communication channels - 98%
- I feel comfortable about approaching this school with any concerns I might have - 95%
- There is effective two-way communication between the teachers and parents/caregivers/guardians at this school - 93%
- Parent / Caregiver / Guardian participation and involvement - 98%
- This school has a strong relationship with the local community - 100%
- This school gives me opportunities to participate in my child's education - 93%

In 2024, staff have engaged in a range of professional learning opportunities with behavioural specialists focusing on developing their knowledge of Tier 2 student needs including ADHD, PDA and Auditory Processing. The Wellbeing Specialist has worked closely with teachers to develop school-wide practices to cater to these learning needs and supports have been put in place in classrooms and are evident in Individual Education Plans (IEPs). In addition to this, all teachers completed the School-Wide Positive Behaviour Classroom Systems Training during PLC meetings. Following this, goals were set by individual teachers to target specific strategies in their classroom implementation. Teachers invited their colleagues to conduct observations on their implementation of their SWPBS goal and provided targeted feedback.

In 2024, Twelve Student Leaders engaged in a mentoring program with the Wellbeing Specialist and Principal on a fortnightly basis to lead school-wide initiatives, fundraisers and clubs. Students Leaders have organised and coordinated a range of fundraising activities, lunchtime clubs and community-based initiatives. In addition to the twelve Student Leaders, eight students were elected to the Student Representative Council from each grade level. The SRC meet weekly and have been responsible for leading a range of initiatives and programs across the school - including a Term Class Container Challenge raising \$860, a second-hand toy and book fair to raise funds for 'Cottage By the Sea'. In addition to this, our Student Leaders collaborated with student leaders from the two other schools located within the Borough of Queenscliff to plan events related to identity, acceptance and celebrating diversity. In Term 3, the Student Leaders and school principals collaborated with St Aloysius and Point Lonsdale Primary School to hold an event for all Year 5/6 students in the Borough of Queenscliff titled 'Embrace Diversity'. Students, teachers and school leaders from all three schools came together to participate in workshops throughout the day focused on discrimination, privilege and being a positive 'upstander'.

In 2024, the new Awards System of using Excellence Stamps, Excellence Certificates and House Points has been effectively implemented school wide with all teachers using it to promote positive behaviour, School values and expectations. Students have felt enthusiastic and motivated by the changes and are engaging with the new awards structure.

Teachers have been meeting with the Assistant Principal and Wellbeing Learning Specialist as part of the Student Resource Team (SRT) termly to develop and implement strategies to assist student wellbeing at a Tier 3 and Tier 2 level. The SRT process enhanced teachers level of confidence in catering to individual student needs and also been useful for SSS referrals and support for adjustments in classrooms. The SRT process has increased our capacity to identify Tier 2 student needs and provide further accommodations and adjustments at point of need. Further to this, it has been an effective strategy in monitoring student wellbeing across the school with regular meetings held fortnightly to support teachers. In addition to this, the Principal and Wellbeing Learning Specialist participated in the Mental Health in Primary Schools Training and have developed a Mental Health Action Plan identifying the Tiered level of supports the school currently addresses and has identified key areas for improvement in 2025 with further implementation of the Wellbeing High Impact Strategies.

Our school engaged an Inclusion Outreach Coach (IOC) to support the implementation of calm, structured classrooms that aligns with the SWPBS philosophy and purpose. The IOC worked closely with the Wellbeing Specialist, AP and Principal throughout Term 3 to implement a whole school morning routine to foster calm, structured classrooms. As a result, the whole school follows the same routine every morning that includes - classroom organisation, setup, roll call, review of the daily schedule/timetable, emphasis on a priority positive behaviour (QPS Pillar) and a wellbeing check-in in the first 15 minutes of school. In addition, the IOC delivered numerous professional development of the 'Whys of Behaviour' and staff gained a deeper understanding and empathy as a result of the PD regarding student behaviour. Further to this, the IOC carried out classroom observations and provided feedback to teachers regarding 6:1 positive reinforcement and use of SWPBS strategies of proximity, redirecting and reteaching when negative behaviours arose in classrooms. Staff surveys were conducted at the beginning and end of the work with the IOC and we have observed a significant shift in teachers feeling greater confidence in managing student behaviour and in creating calm, structured classrooms. An organisational classroom audit was carried out by the IOC on each classroom focusing on the print/posters on display, table/chairs setup, seating plan and flow of the rooms to promote positive, calm and structured classrooms. Feedback was provided to teachers following the audit.

The House Leaders and Wellbeing Learning Specialist have worked collaboratively to develop House Chants for each of the Houses. The House Points are tallied by the student leaders and announced at assemblies, with the raising of the House Flags. A strong House culture has developed over the course of the year and the announcement of the winner of the Koonawarra Cup will occur at the final assembly in Term 4. In 2025, the school will look to implement regular termly House meetings whereby students will engage in learning and activities to support student wellbeing and positive relationships.

Teachers administered learning activities in their classrooms related to Reconciliation Week. Our First Nations Curriculum Coordinator (FNCC) delivered 3 professional learning sessions to staff around the importance of embedding First Nations perspectives into the curriculum and developed a scope and sequence aligning to the Victorian Curriculum. Additionally, the FNCC has engaged in curriculum coaching with PLCs regarding their Integrated units of work and literacy to support embedding First Nations perspectives in the curriculum. As a result, we have observed a significant increase in teacher confidence and willingness to embed First Nations perspectives and curriculum has been enriched as a result.

In 2024, our school appointed a Wellbeing, Disability and Inclusion Leader (Wellbeing Learning Specialist). The Leader has implemented new processes, engaged with supporting families with the DIP process and supported teachers with adjustments, led SSGs, engaged with SSS and improved student IEPs. The Wellbeing, Disability and Inclusion Leader has created new processes and structures to support teachers with Tier 1, 2, 3 students and their learning needs/wellbeing, as well as ensuring accountability is maintained to a high standard.

Students in Year 3 and Year 4 participated in Song Room in Term 1-3. Students had an opportunity to engage in music using a range of instruments and hosted a special performance for parents and the wider community.

In Term 3, our school had a wellbeing focus on bullying from Prep to Year 6. The Wellbeing Learning Specialist explored resources including 'Bullying No Way' and 'Bullying Stoppers' and worked collaboratively with teachers, with the support of the Respectful Relationships curriculum, to develop units of work from Prep to Year 6 focused on bullying - *what is it? What does it look like and sound like? What are different ways individuals can be bullied? What are effective strategies to manage and address bullying? Who can support you when you are bullied?*. Having a whole school focus on the topic for 6 weeks was an effective strategy, as it gave teachers and students a common language. Further to this, the school leadership provided information to students and parents about bullying at school assemblies and in the newsletter to foster a greater understanding of the topic. In 2024, our school celebrated 'R U OK?' Day and 'IDAHOBIT Day' as measures to support student wellbeing, inclusion and mental health. Special activities and workshops were held, and guest speakers were invited to participate in both days. These two days were highly valued by our students, staff and wider parent community following a survey conducted at the beginning of the year.

Engagement

The average number of days of student absence in 2024 is 23.9. Our school has continued to refine and monitor processes for managing student attendance. School processes have been implemented by school leadership to follow up with families who have students absent for 2 days consecutively. Teachers are now marking attendance by a certain time each morning which has streamlined communication between the school office, leadership and families. It continues to be a challenge for our school when families in the community book extended holidays during school term, increasing percentage of student absences. Communication via newsletters and assemblies from school leadership has promoted the importance of school attendance and Department expectations.

Parent information sessions were held at the beginning of the year for parents to meet Classroom Teachers and Specialist Teachers. We had over 30 parents attend the information sessions. Information slides were sent out to parents via Compass who were unable to attend. Hosting a parent information evening at the beginning of the year was highly successful at engaging families and providing an opportunity for teachers to connect with parents/families. In addition to this, Literacy and Numeracy Parent Information sessions were held in Term 1 and Term 2. These had high attendance of families (25 and 30 parents). The parent information sessions provided information to families about effective strategies to support the literacy and numeracy development of their children at home, and provided insights on how literacy and numeracy is taught at QPS using the curriculum and Instructional Model.

Termly curriculum overviews and calendars are sent out to parents in the first week of each term to keep parents informed about key dates within a term and what core learning/skills will be explored throughout the term. In 2024, the school website was reviewed, redesigned and improved significantly. The fortnightly newsletter is now released via the website. Our website is more informative and engaging to families and is an accurate reflection of the teaching and learning, wellbeing programs offered by the school.

In 2024, the *Huff and Puff* program has been implemented and led by a Classroom Teacher and ES. This has been well-received by students and families, increasing student attendance and arrival to school on time. Adjustments to the program have been made to ensure student engagement. Huff and Puff is held between 8:30-8:50am on Monday, Wednesday and Friday mornings with between 20 and 60 students attending.

In 2024, a Grounds and Gardens Committee was formed made up of staff and parents. The Grounds and Gardens Committee have begun planning to build a Nature Play Space in the playground in 2025. A new bike storage area was built in 2024, replacing the former chicken coop. The committee have applied for and been successful with a range of community grants to go towards funding these projects. The school hosted a trivia fundraiser at the end of Term 3 to raise funds for the 'Nature Play Space'. The event had over 100 parents and community members attend, overall raising \$3,100.

In 2024, our school hosted an Art Show at a local church in the Borough of Queenscliff. The Art Show exhibited artworks and installations created by students from Prep to Year 6. It was highlight of the school year that brought our school community together to celebrate the creativity of our students. The school sold merchandise with student artworks printed onto them (t-shirts, cards) and hosted a baked goods sale. The Art Show was open to students, staff, families and community members to attend.

In 2024, for the first time our school offered an opportunity for parents and community members to become School Volunteers to assist in the Prep to Year 2 classrooms with literacy and numeracy activities. The school provided mandatory training for all School Volunteers that outlined expectations, roles and responsibilities and principles of the School's Wellbeing policy and Child Safety standards. In 2024, the school had 12 volunteers assisting in the classrooms. In addition to this, throughout the year the school provided opportunities for parents and carers to volunteer at extra-curricular days, excursions, sporting events and fundraisers.

Other highlights from the school year

- The school constructed a bike storage area on the school grounds to provide storage for students who ride to and from school each day. This initiative was supported by a grant from the TAC and Borough of Queenscliff council.
- The school hosted an Art Show in Term 3 showcasing the creative talents of our students. Families, staff and community members were invited to attend the show. Merchandise with student artworks printed onto them (cards, t-shirts) were sold as well as a baked goods fair to support the school's efforts to fundraise the event. The Art Show was held in the local community at a church on Hobson Street.
- The school hosted termly 'Ride or Scoot to School Days'. Students, families and staff would meet at the Bellarine Skatepark and ride to school together. This initiative promoted

students being active and riding to school, whilst supporting efforts to reduce carbon emissions.

- The school has solar panels installed on the school roof as a result of being successful with the Greener Government Schools Grant.
- Our Year 5 students participated in an event whereby they met with exchange students from Japan at the Marine Discovery Centre. Students spent the day together sharing their history and cultures. Our Year 5 students provided the exchange students with gifts and also engaged in applying their knowledge of the Japanese language throughout the day.
- The twelve student leaders had the opportunity to participate in GRIP Student Leadership conference. The day was an opportunity for our student leaders to connect with other student leaders from other schools across Geelong and learn about the principles of leadership and collaboration.
- Students in Year 3-6 participated in the Borough of Queenscliff Literary Festival. This involved engaging in writer's workshops, musical events, poetry readings and song writing with students from St Aloysious and Point Lonsdale Primary School.
- Our Year 3/4 students had a three-day event at Camp Kangarooobie with teachers and Education Support staff. Our Year 5/6 students attended a camp at Log Cabin in Term 2 for three days. Whilst at camp, students participated in a range of outdoor activities focused on building resilience, independence, connection and understanding of and care for the environment.
- In 2024, students in Year 3-6 participated in several excursions to Bellarine Secondary College's 'Farm My School'. The excursions provided our students with an opportunity to learn about the life cycles of vegetables, agriculture and farming, and how to care and look after a vegetable garden.
- In Term 3, our Year 5/6 students performed at the Geelong Arts Festival with a range of performances. Parents, carers and community members attended the event and it was a highlight of the school year for our senior students who showcased dances, singing and acting performances.
- In Term 4, our Year 5/6 students participated in 'Life Changer' program that focused on supporting the Year 6 students transition to high school and Year 5 students to leadership roles in 2025. The program was highly successful and engaging for our students.

Financial performance

Queenscliff Primary School has continued to maintain a sound financial position throughout 2024.

After the careful and considered allocation of funds to provide a quality educational program and ensure amenities and utilities are maintained, the school ended the year in 2024 in surplus. The school continued to strategically manage the allocation of financial resources to support high quality teaching and learning programs, staff professional development, wellbeing initiatives and continue our sharp & narrow focus on improving student learning outcomes. Due to high levels of staff illness throughout the school year, the Casual Relief Teaching budget was extended resulting in the school needing to conduct a Credit to Cash transfer mid-year to support school operations and CRT hire.

In 2024, Queenscliff Primary School received left over funding from the toilet refurbishment in 2023 to install a new relocatable classroom that is used as a Specialist Learning classroom whereby Performing Arts, Visual Arts and Science/STEM lessons occur. The new Specialist Learning Classroom was installed at the end of 2024 onto school grounds.

In addition to this, the school received funding for the Tutor Learning Initiative, Mental Health in Primary Schools, Schools Mental Health Fund, Equity Funding and Disability Inclusion funding. The school received a significant donation from the Queenscliff Market and student bursaries from the Lions Club, Men's Shed and Ocean Grove Rotary Club. Queenscliff Primary School held a trivia fundraiser to raise money for the Nature Play Space to be built in 2025.

The Art Show titled 'It's Alive' was a key fundraiser for the school in 2024 with the sale of entry, merchandise and a baked goods sale. The funds raised from the Art Show paid for the Art resources and venue, and supported additional resources to be purchased to enhance the Visual Arts program for 2025.

To ensure the continued financial stability of the school, considerable time has been spent on the creation of a long-term plan to allocate funds to future projects and upgrades, in particular a focus on improving the school's grounds and gardens. Students, staff, and the wider school community take great pride in having well-resourced teaching and learning spaces, with the school being an important feature within the Queenscliff community.

**For more detailed information regarding our school please visit our website at
<https://www.queenscliffps.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 158 students were enrolled at this school in 2024, 85 female and 73 male.

3 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.

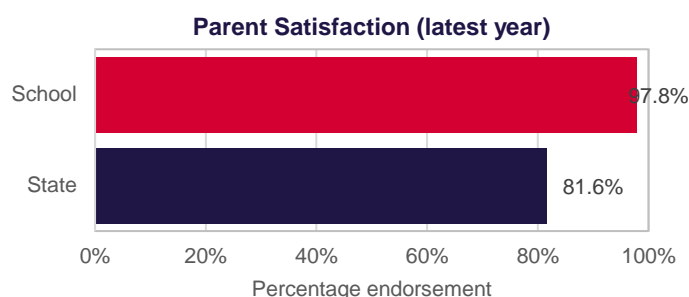
This school's SFOE band value is: **Low**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	97.8%
State average (primary schools):	81.6%



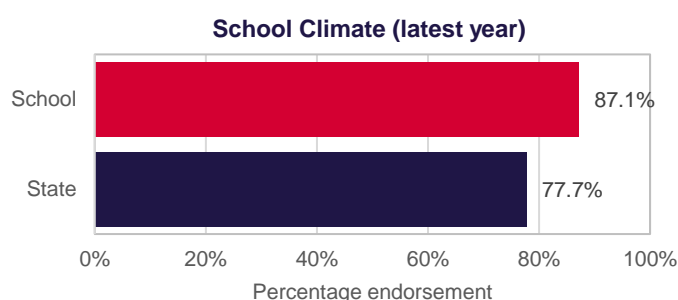
School Staff Survey

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:	87.1%
State average (primary schools):	77.7%



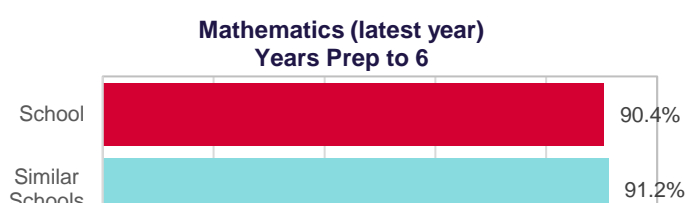
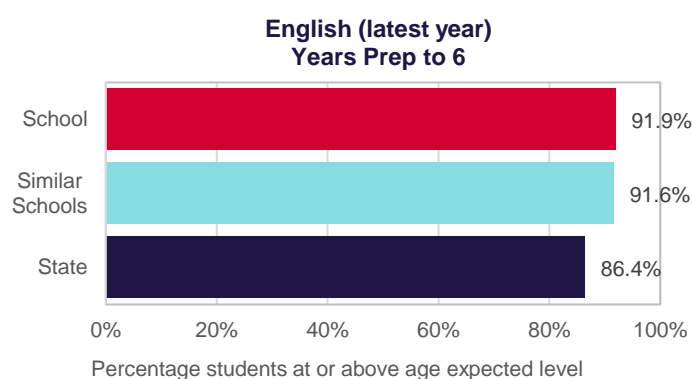
LEARNING

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:	91.9%
Similar Schools average:	91.6%
State average:	86.4%



Mathematics	Latest year
Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	90.4%
Similar Schools average:	91.2%
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.

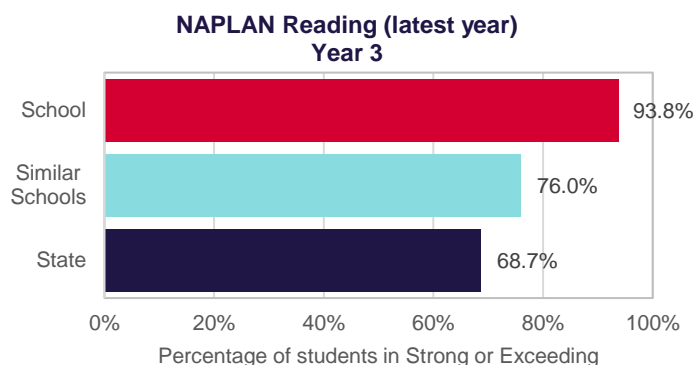
NAPLAN

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.

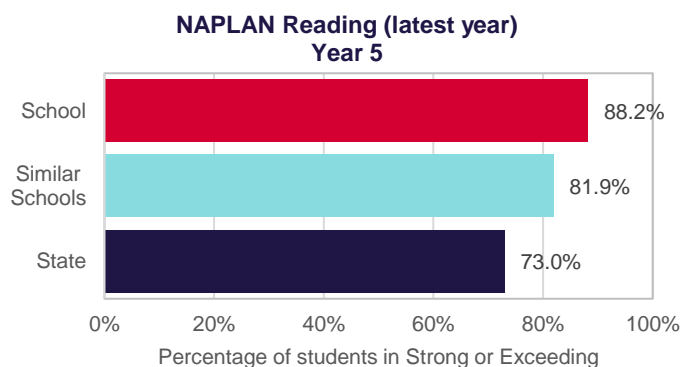
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.8%	89.7%
Similar Schools average:	76.0%	77.3%
State average:	68.7%	69.2%



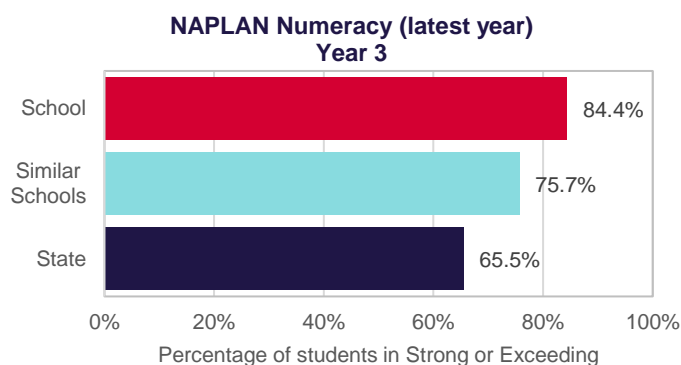
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.2%	86.4%
Similar Schools average:	81.9%	84.6%
State average:	73.0%	75.0%



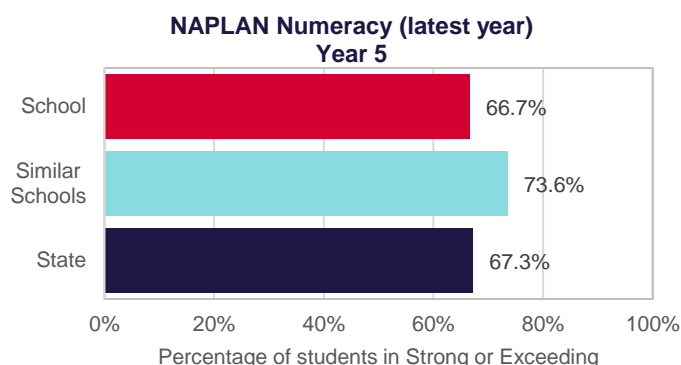
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.4%	84.5%
Similar Schools average:	75.7%	76.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	67.4%
Similar Schools average:	73.6%	74.0%
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:

87.9%

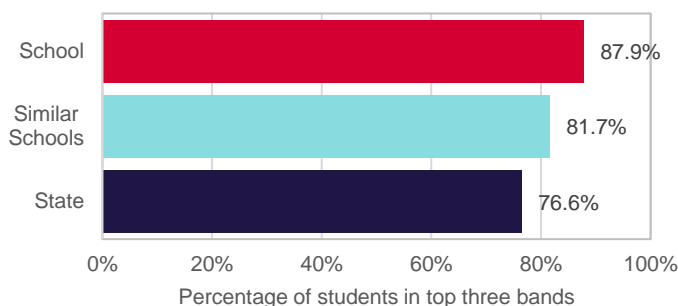
Similar Schools average:

81.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

86.7%

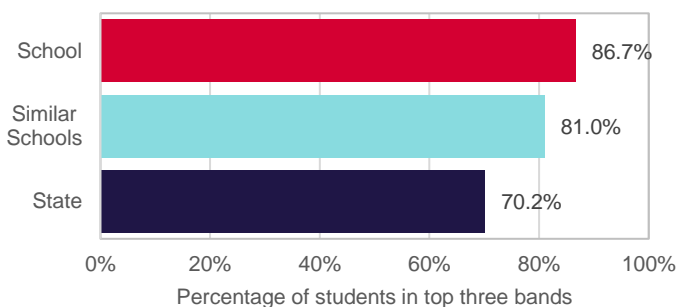
Similar Schools average:

81.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

60.6%

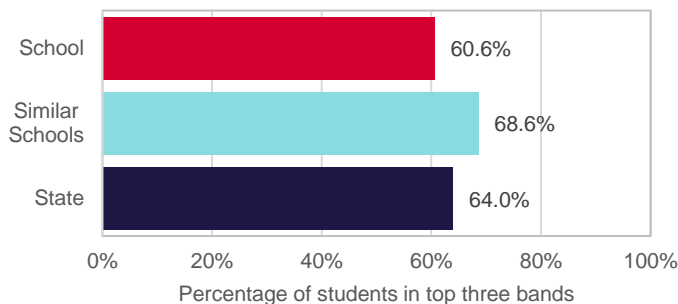
Similar Schools average:

68.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

53.3%

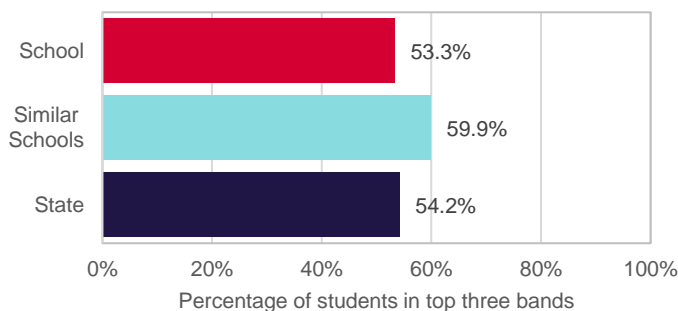
Similar Schools average:

59.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

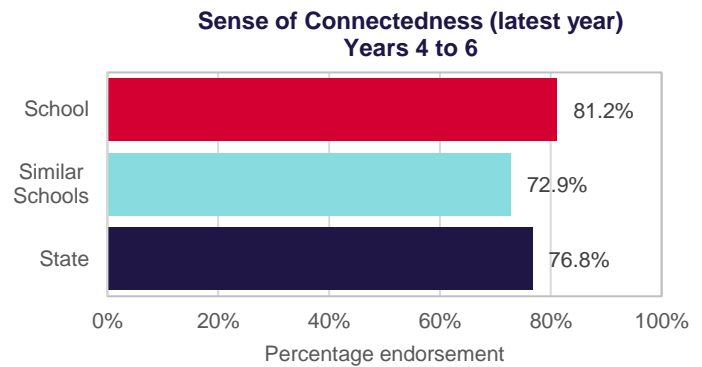
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	81.2%	83.2%
Similar Schools average:	72.9%	74.9%
State average:	76.8%	77.9%

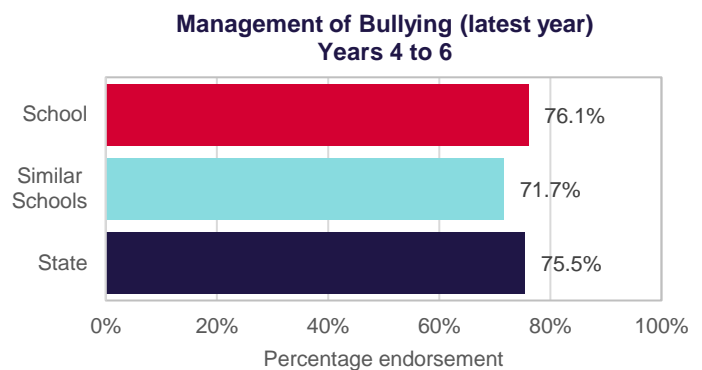


Student Attitudes to School – Management of Bullying

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:	76.1%	81.5%
Similar Schools average:	71.7%	74.8%
State average:	75.5%	76.3%

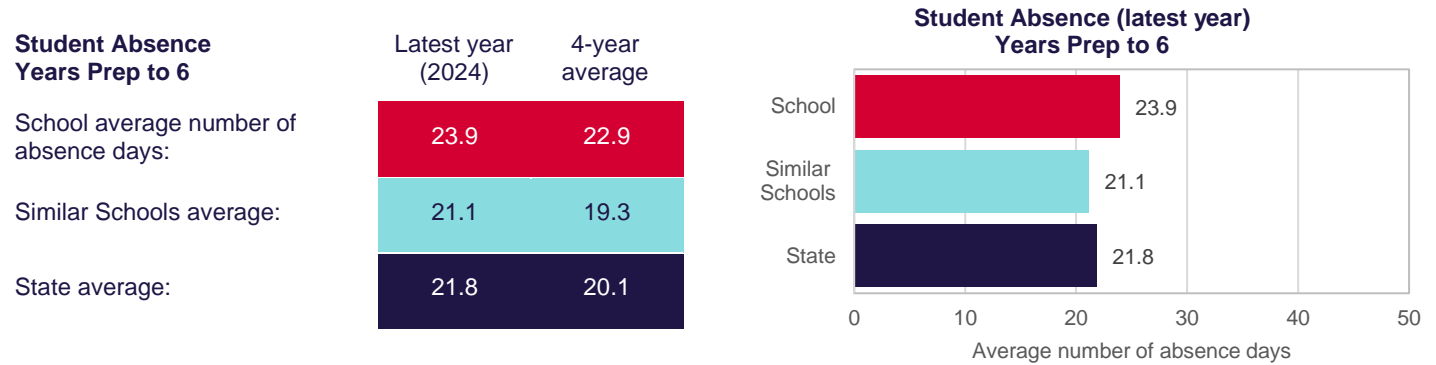


ENGAGEMENT

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.



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%	89%	90%	89%	87%	87%	86%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,874,319
Government Provided DET Grants	\$240,280
Government Grants Commonwealth	\$0
Government Grants State	\$10,050
Revenue Other	\$37,612
Locally Raised Funds	\$174,427
Capital Grants	\$0
Total Operating Revenue	\$2,336,687

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,823
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,823

Expenditure	Actual
Student Resource Package ²	\$1,959,416
Adjustments	\$0
Books & Publications	\$293
Camps/Excursions/Activities	\$58,711
Communication Costs	\$475
Consumables	\$51,829
Miscellaneous Expense ³	\$19,359
Professional Development	\$8,600
Equipment/Maintenance/Hire	\$70,486
Property Services	\$41,525
Salaries & Allowances ⁴	\$120,869
Support Services	\$64,962
Trading & Fundraising	\$7,032
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,031
Total Operating Expenditure	\$2,420,588
Net Operating Surplus/-Deficit	(\$83,900)
Asset Acquisitions	\$0

- (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	\$116,754
Official Account	\$39,303
Other Accounts	\$0
Total Funds Available	\$156,057

Financial Commitments	Actual
Operating Reserve	\$77,106
Other Recurrent Expenditure	\$3,058
Provision Accounts	\$705
Funds Received in Advance	\$54,192
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	\$5,825
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$140,885

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.