

2024 Annual Report to the School Community

School Name: Pyalong Primary School (2005)



Pyalong Primary School
Be Kind ~ Be Safe ~ Be Your Best

- 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 24 April 2025 at 10:43 AM by Jessica Bowen-Duarte (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 24 April 2025 at 10:44 AM by Jessica Bowen-Duarte (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

Pyalong Primary school's vision is to collaborate with parents, carers and the wider community to create a better future for all, which is encapsulated in our motto "Excellence through Unity". Our mission focuses on supporting the social, emotional, and academic development of students while fostering a lifelong love of learning. We emphasise our three core values: Be Safe, Be Kind and Be Your Best. We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us. We model and demonstrate kindness, and take every opportunity to help others that may be in need. We strive for excellence, which means trying our hardest and doing our best. These values guide our work and are integral to our Schoolwide Positive Behaviour Support framework. Through the implementation of this framework, we have developed a positive and supportive culture in our school with students who are happy, resilient and kind to each other. We pride ourselves on our inclusive culture and are proud of our commitment to inclusive education, ensuring that programs are differentiated and cater to every student's point of need.

Pyalong Primary School (PPS) was established in 1878 and is situated in the picturesque hills of Pyalong, a rural area in central Victoria, 80 kms north of Melbourne. We are located on the traditional lands of the Taungurung people and recognise that Taungurung Elders have been, and continue to be, lifelong educators.

Pyalong Primary School is a co-educational school with students from Foundation through to Year 6 and had 88 students attending across five composite classrooms in 2024. Pyalong has a well established leadership team consisting of one principal class member, and three leading teachers in Mathematics, English and Wellbeing. The 7.4 full time equivalent teaching staff are supported by 5 Education Support Staff (one in each class), a 0.6 school counsellor, 2 intervention teacher class (0.6 total), and a full time Business Manager.

The school is set on expansive grounds of approximately 7.4 acres, featuring a large oval, multiple playgrounds, cricket nets, netball courts and cottage gardens. We have a strong environmental focus, with initiatives like kitchen gardens, composting stations, an orchard and chicken coop. Our electricity supply is heavily supported through our large solar panel installation. Pyalong Primary School offers an Outside School Hours Care service, operating from 7:00am - 9:00am and 3:30pm - 6:00pm daily, providing a caring environment that supports the school's learning and values program.

Pyalong Primary School provides a guaranteed, viable and rigorous curriculum encompassing all expectations of the Victorian Curriculum. We provide specialist classes in Physical Education, STEM (Science, Technology, Engineering and Mathematics), Library, Visual Arts and Indonesian. We also provide a range of extracurricular opportunities including termly visits to the Arts Center, a camping program for students in Years 1 - 6, an intensive swimming program for all students, a sporting school program, participation in the Victorian State School Spectacular, Young Leaders program, suite of Mathematics competitions and many excursions within the local area and beyond. We are a part of a small school cluster and together, we combine for swimming, athletics and cross country carnivals.

We have an active and engaged parents and friends club that do a wonderful job fundraising for our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2024, we continued our focus on numeracy and also began to research and review our practice in literacy, moving towards a Structured Literacy approach with greater emphasis on phonics and phonemic awareness. Professional learning focused on the Mathematics 2.0 Curriculum and professional learning in Literacy has been delivered with an aim to build staff capacity and consistency across the school. The key focus has been on explicit teaching strategies. The implementation of providing one day per week to the literacy and numeracy leaders has enabled them to conduct classroom observations, engage in learning walks, provide coaching, mentoring and feedback, and has helped us to identify the consistency of our whole school approaches and to identify any professional learning that can be provided or supports that could be put in place to build teaching capacity and efficacy.

PLCs were supported by leadership and provided the opportunity for staff to be involved in quality data conversations to share knowledge, successes and problems of practice with a Mathematics focus. Our PLC leaders worked with a regional PLC coach in Term 1 to support this process.

Staff and leadership used data to identify students needing support or extension and provided 1:1 tutoring support three times per week for students under the tutor learning initiative as well as provided additional support for equity funded students through small group intervention on a daily basis.

In 2024, the F - 6 teacher judgements in Reading and Mathematics were below similar schools and the state.

A highlight of the 2024 school year was our Year 5 Numeracy data which saw 79% of students in Strong or Exceeding which was an increase of 14.9% on the previous year. 92% of our students achieved High or Medium growth in Reading which was also an increase of 12.3% on previous years. Both of these results are well above similar schools.

Wellbeing

Pyalong Primary School prioritises student wellbeing and this is reflected in our Attitudes to School survey results which are consistently very positive. In fact, all factors are well above both similar school and state results. In the AtoSS, 99% of our students reported having an advocate at school which was significantly above both the Similar Schools and State Averages. Students also reported 100% endorsement in the factor of Management of Bullying, again significantly higher than the Similar Schools and State Averages. Staff satisfaction, according to the School Staff Survey, was also well above the state average in all areas. We are very proud of these results as it reflects the dedication that we have to ensure that our learners and staff feel safe, happy and connected at school. In 2024, we employed a school counsellor three days per week to support wellbeing initiatives and the continued implementation of the Schoolwide Positive Behaviour

Support (SWPBS) framework.

Our Wellbeing leader has created a continuum for every student to track how they are feeling at particular points throughout the day (x 3). This data is then monitored by the wellbeing team weekly, and students who have self identified as 'just coping' or 'struggling' are checked in with individually by a member of the wellbeing team. Students who are flagged as being a student of concern are then referred on to receive additional supports such as weekly catch ups or referral to external services. To ensure students are well supported by the person of their choice, we have consulted with every student and developed class lists of student nominated safe people, so that they can be referred to when a student is in need.

The wellbeing team works closely with our student wellbeing captains to ensure that student voice is an integral component of any wellbeing initiatives. These wellbeing captains participate in learning walk and talks, led a portion of each weekly assembly including the presentation of a weekly award, created a gratitude wall and led lunchtime activities with assistance from other student leaders. Structured social and emotional lessons were provided on a weekly basis to all students and were reinforced in our fortnightly cross age Buddies sessions. Throughout 2024, the wellbeing leader and counsellor participated in our network Wellbeing Community of Practice where they worked alongside several other schools in the region to learn about best practice in the area of wellbeing. This group was nominated for a Victorian Education Excellence award and were finalists in their category. Professional learning with a focus on wellbeing was provided to staff on a fortnightly basis.

Engagement

Pyalong Primary School students are engaged and connected to school which is supported through the implementation of a Learning to Learn program at the start of each year. This program assists students to understand the structures, routines and expectations across the school and has been developed using the School Wide Positive Behaviour Framework. We focus on consistency in every classroom and learning space across the school. These approaches support students to build resilience, develop caring and respectful attitudes, responsible behaviours and a desire to display their personal best both in and out of the classroom.

We are very proud of the collaborative nature of our relationships at Pyalong Primary School and believe it to be a significant strength. We have strong community links with local organisations including the Neighbourhood House, General Store, local Police and CFA, and local sporting organisations.

Within our school, communication has been a focus and strategies to increase information sharing have included a termly class newsletter, items from each class in fortnightly newsletters to keep families informed about what the students are learning and how they can support this learning at home as well as regular scheduled opportunities for teaching staff to connect with families.

Our Year 6 students hold leadership responsibilities which are nurtured through their participation in the Young Leaders program as well local leaders training. They are responsible for the planning and delivery of the weekly assemblies which they do with confidence. Senior students support our younger students through the Buddies program where they work with their younger peers each fortnight on our social/emotional learning programs, supporting and guiding them to make positive and responsible choices.

We have worked tirelessly to support high rates of attendance for students at risk. We have been

supported in this goal through our Community of Practice where we collaboratively designed and developed a tiered approach to attendance. We have monitored attendance and implemented a staged approach to absences. This includes phone calls home for daily absences, an email home for attendances that drop below 90% and an attendance plan for students who drop below 80%. These have all been successfully implemented and are leading to improved outcomes as evidenced throughout the year with the number of students on attendance plans reducing. We have also continued with our weekly class attendance award which is presented at assembly each week to the class with the best attendance over the week.

Our attendance data remains positive with 30% of students with 20 or more absences this is below both similar schools and the state which are at 39%.

We have prioritised wellbeing staff attendance at the Wellbeing Community of Practice as we see this as a great opportunity to not only develop and build our knowledge to bring back and share with our school, but also as an opportunity to collaborate with colleagues from other schools with in the region.

Other highlights from the school year

We were excited to be able to provide a range of experiences to our students throughout 2024. Some of these included:

- Art Therapy
- State School Spectacular
- Cluster, District and Division Sporting events
- Winter and Summer sports events
- 3 day Adventure camp for all students in Years 2 - 6
- AFL Play visit
- Brave-Hearts personal safety program for students in Years Foundation - 2
- Young Leaders programs - local schools and Melbourne conference
- Multiple Arts Centre excursions
- Year 1 sleepover
- Somers Camp for selected students
- Intensive swimming program for all students
- Tennis lessons
- Several walks to the local kinder with student groups
- Local excursions to visit the CFA, police and local neighbourhood house
- Formula 1 Grad Prix
- Funfields

The year finished off with a whole school concert and graduation evening for Year 6 students.

Financial performance

All funds received from the Department, 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 the funding was raised. The school was in a sound financial position throughout 2024. The School Strategic Plan, along with the 2024 Annual Implementation Plan, provided the framework for school council allocation of funds to support school programs and priorities.

The Financial Commitments sections of the Financial Performance and Position report shows an end of year surplus from both credit and cash budgets of \$213,370 with a net operating deficit of \$112,544 and a cash surplus of \$325,913. However, after the reconciliation process, and taking into consideration carry over funds, there is an operating surplus of \$73,299. There were no extraordinary revenue or expenditure items during 2024. The School Council did not enter any new contracts, agreements or arrangements in this financial year.

In 2024, Pyalong Primary School received the following:

- \$31,516 in equity funding which was used to pay for intervention programs, resources and additional staffing
- \$20,280 grant for the National Student Wellbeing Program
- \$5,500 Sporting Schools grant which was used to deliver an Intensive 5 day Swimming program for all students as well as soccer workshops.
- \$22,897 in Bushfire Preparedness Funding
- \$35,200 for the School Saving Bonus

For more detailed information regarding our school please visit our website at
<https://www.pyalongps.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 89 students were enrolled at this school in 2024, 43 female and 46 male.

0 percent of students had English as an additional language and 5 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.

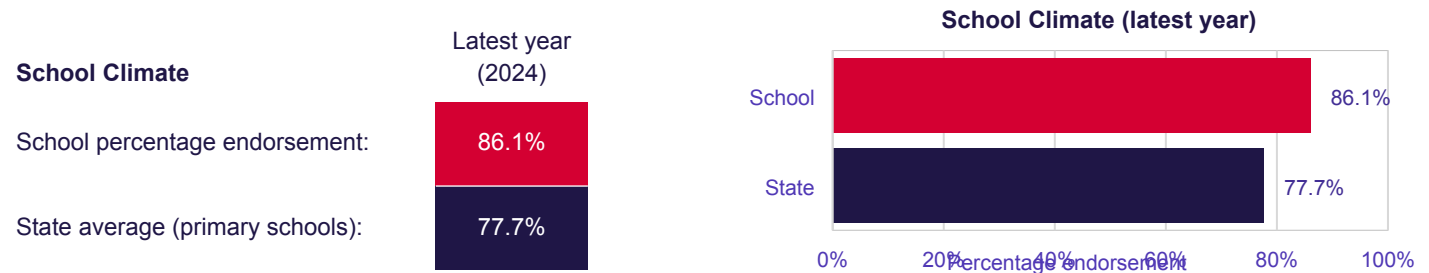


School Staff Survey

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.

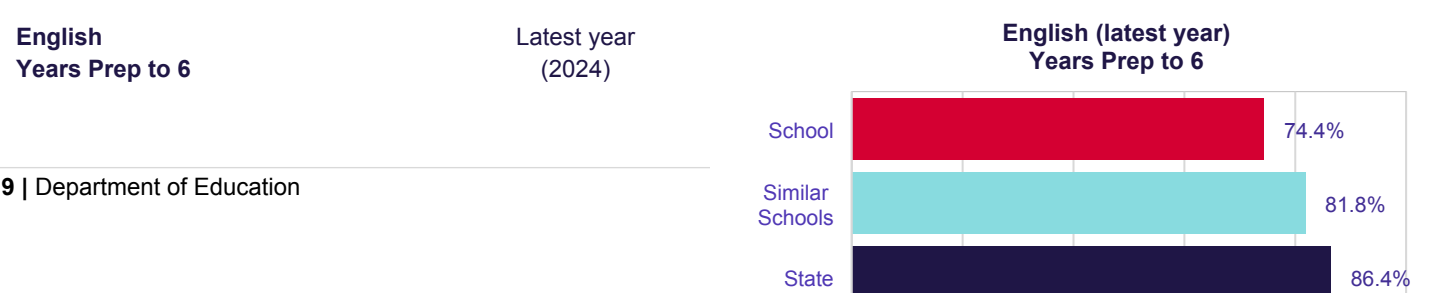


LEARNING

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.*

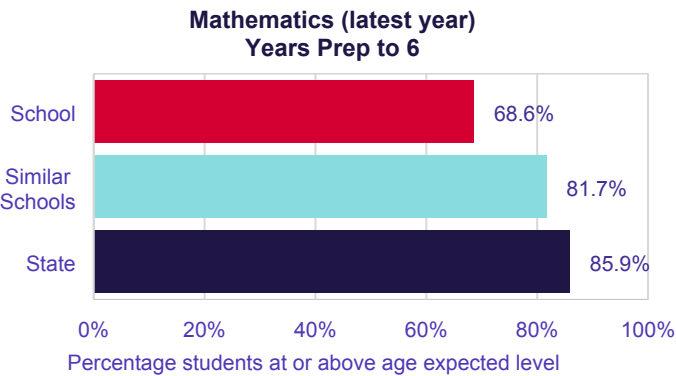
Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above age expected standards:	74.4%
Similar Schools average:	81.8%
State average:	86.4%

Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	68.6%
Similar Schools average:	81.7%
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.

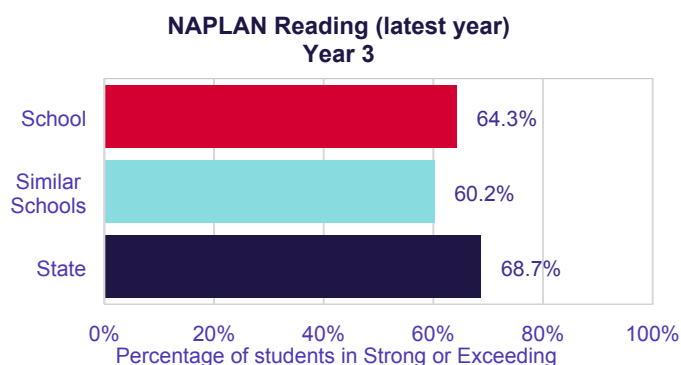
NAPLAN

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.

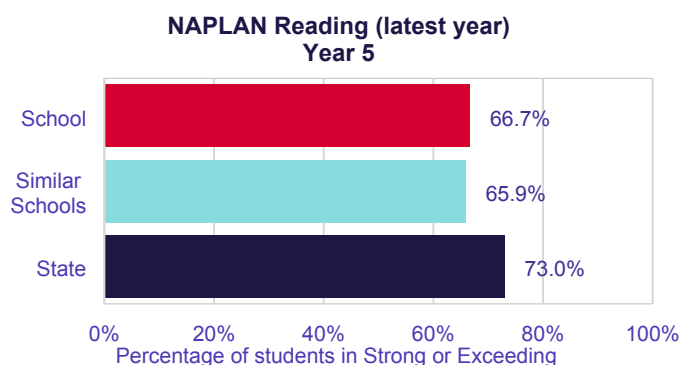
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.3%	72.4%
Similar Schools average:	60.2%	60.6%
State average:	68.7%	69.2%



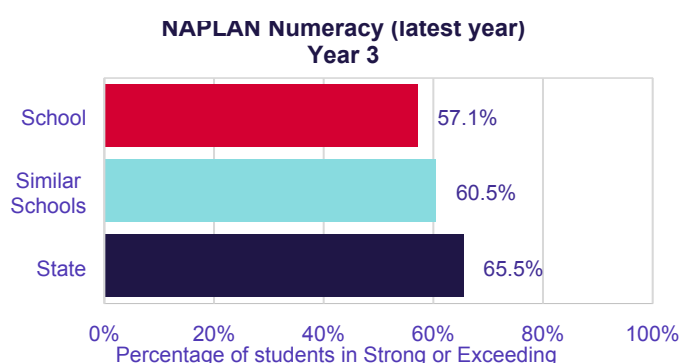
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	73.1%
Similar Schools average:	65.9%	69.0%
State average:	73.0%	75.0%



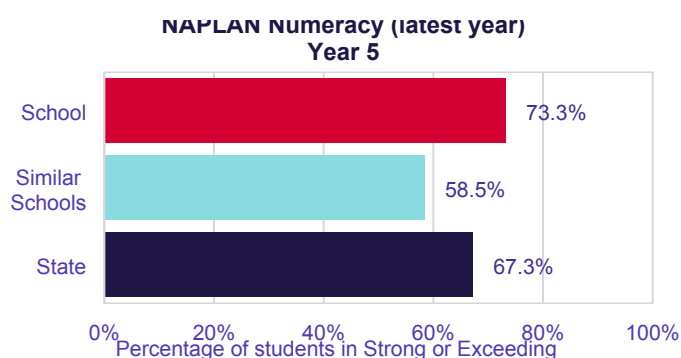
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	69.0%
Similar Schools average:	60.5%	61.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.3%	69.2%
Similar Schools average:	58.5%	60.4%
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:

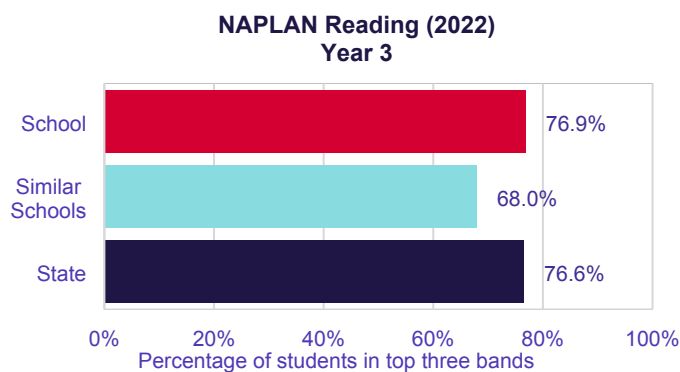
76.9%

Similar Schools average:

68.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

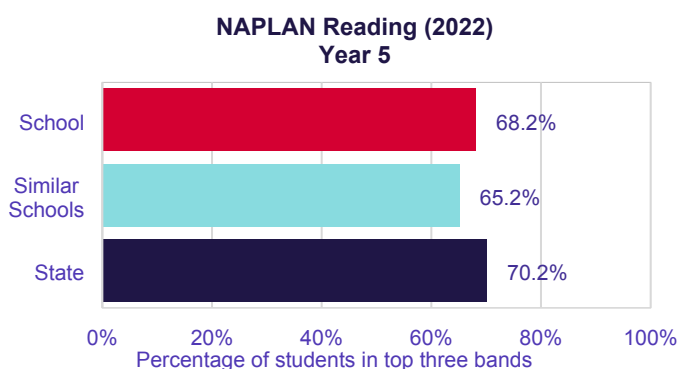
68.2%

Similar Schools average:

65.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

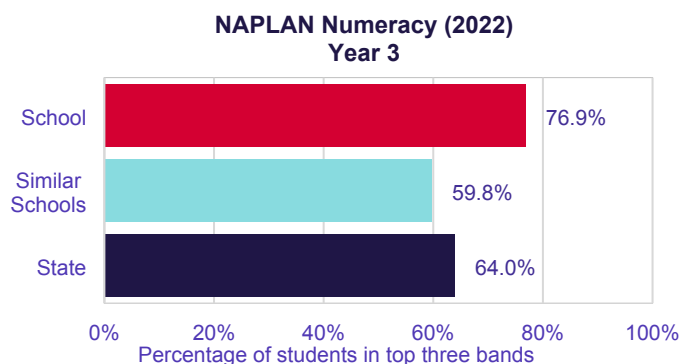
76.9%

Similar Schools average:

59.8%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

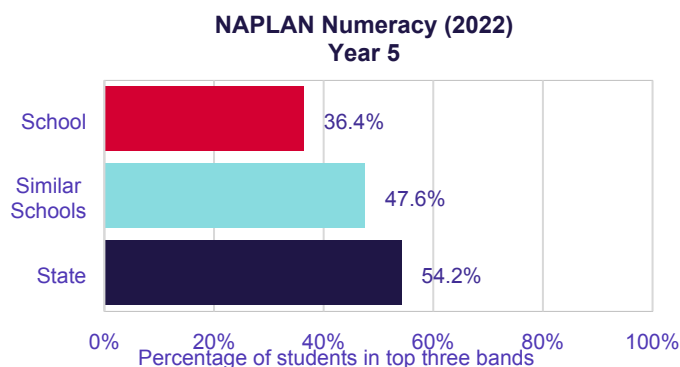
36.4%

Similar Schools average:

47.6%

State average:

54.2%

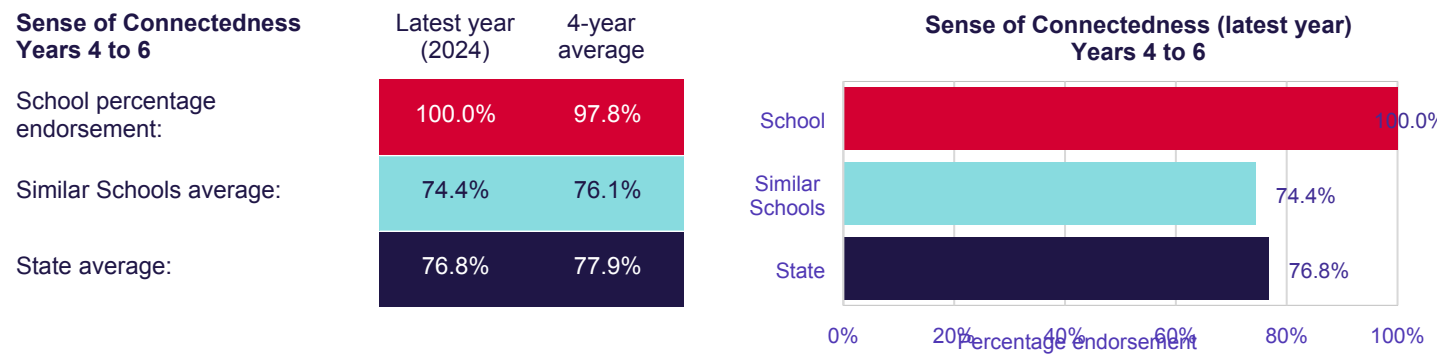


WELLBEING

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

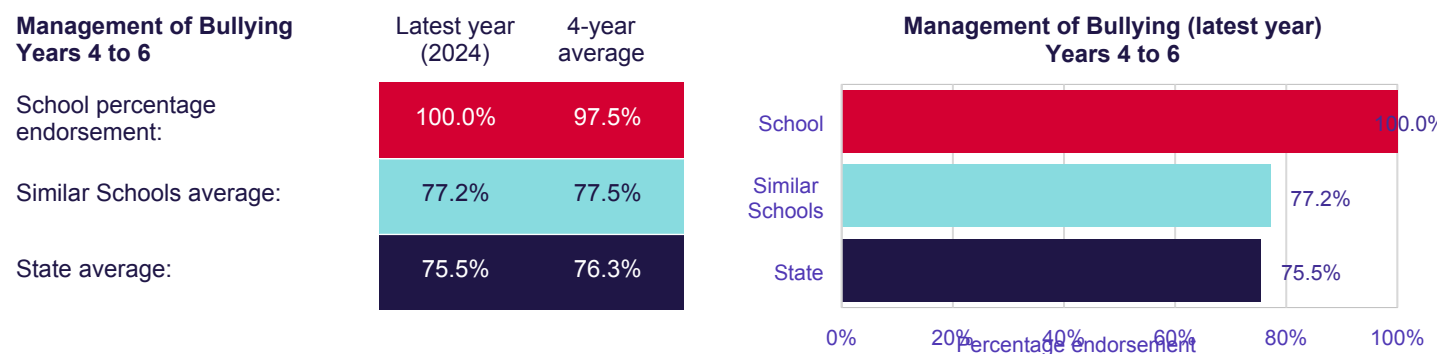
Student Attitudes to School – Sense of Connectedness

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



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).

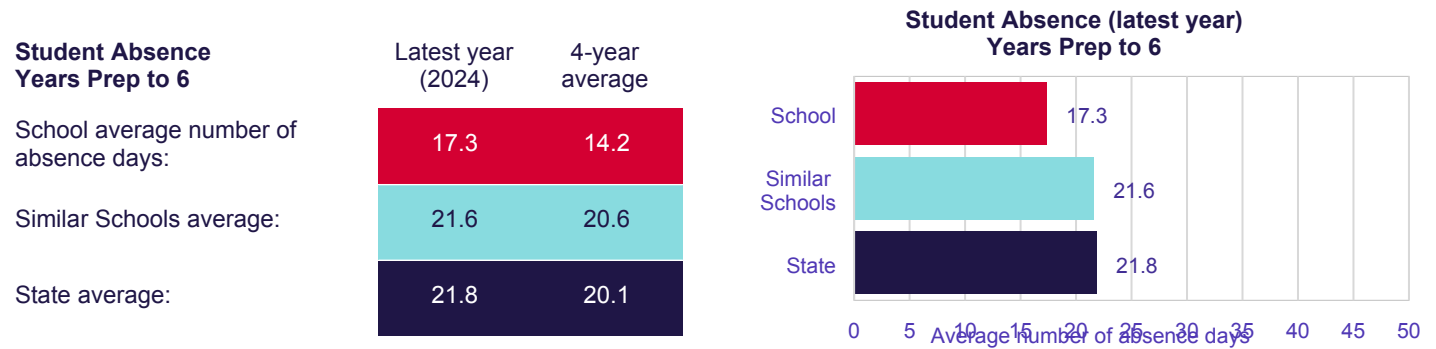


ENGAGEMENT

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%	93%	93%	89%	92%	90%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,220,659
Government Provided DET Grants	\$254,240
Government Grants Commonwealth	\$43,215
Government Grants State	\$0
Revenue Other	\$14,515
Locally Raised Funds	\$104,712
Capital Grants	\$0
Total Operating Revenue	\$1,637,341

Equity ¹	Actual
Equity (Social Disadvantage)	\$41,872
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$41,872

Expenditure	Actual
Student Resource Package ²	\$1,408,559
Adjustments	\$0
Books & Publications	\$1,636
Camps/Excursions/Activities	\$42,830
Communication Costs	\$1,184
Consumables	\$18,001
Miscellaneous Expense ³	\$20,194
Professional Development	\$5,644
Equipment/Maintenance/Hire	\$7,491
Property Services	\$56,062
Salaries & Allowances ⁴	\$145,882
Support Services	\$18,325
Trading & Fundraising	\$15,752
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,324
Total Operating Expenditure	\$1,749,885
Net Operating Surplus/-Deficit	(\$112,544)
Asset Acquisitions	\$12,270

- (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	\$257,021
Official Account	\$68,893
Other Accounts	\$0
Total Funds Available	\$325,913

Financial Commitments	Actual
Operating Reserve	\$56,935
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$34,000
School Based Programs	\$83,000
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	\$27,360
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$201,295

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.