

2024 Annual Report to the School Community

School Name: Shepparton East Primary School (1713)



- 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 14 March 2025 at 01:51 PM by Leslie Walsh (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 19 March 2025 at 12:06 PM by Leslie Walsh (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

Shepparton East Primary School's vision is to ensure that its students receive a high-quality education through a relevant and dynamic curriculum in a secure and caring environment. During 2024, the school strived to meet the individual needs of all its 208 students, catering for those who required special assistance as well as fostering talents and interests. The curriculum at Shepparton East Primary School has a strong emphasis on Literacy and Numeracy, differentiating high quality tasks to meet the learning needs of our students. Inquiry across the school, is also incorporated into our curriculum, with students valuing the wide array of engaging activities available to them. Specialist Teachers for Performing Arts, Physical Education, Art and Science and Library for the Foundation - Year 2 students allow us to cater for all student needs and interests. Students have the opportunity to participate in a wide variety of sporting events, excursions and camping programs. Our school practises School Wide Positive Behaviours, promoting the values: Care for Yourself, Care for Others, Care for Your Learning and Care for Your School. Through the explicit teaching of these values, the Respectful Relationships and Resilience Project curriculum, and our wellbeing program, the school provides an inclusive and supportive environment. The school consists of eleven classrooms that foster open learning, an administration area and other facilities including a Library, Art room and Multi-purpose room. The school has 19.40 equivalent fulltime staff: 1.0 Principal Class, 1.0 Assistant Principal, 12.6 Teachers, 4.80 Education Support staff. In addition to this, SEPS also offers Guitar and Choir lessons through specialist personnel as well as participating annually in the State Schools Spectacular. At the end of 2024, the school was awarded a Minor Capital Works grant of \$497,984 to refurbish the schools senior student toilets. These will be a much needed acquisition for the school as we start to prepare for our 150 Year celebration in 2026.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student learning and wellbeing is a priority at Shepparton East Primary School, whilst continuing to focus on 'improving student literacy and numeracy outcomes in F-6'. Key improvement strategies, including the '2024 Priorities Goal with an increased focus on numeracy', and to 'Effectively mobilise available resources to support students' wellbeing & mental health', along with an ongoing focus on the use of the Professional Learning Community initiative to improve student literacy and numeracy outcomes from F-6. Our key actions across the school in 2024 were to:

- Build teacher capacity for utilising instructional practices that engage and motivate students.
- Build teacher capacity in the elements of our workshop reading instructional model.
- Build teacher capacity to enable and extend students in numeracy.
- Build staff capacity to understand and implement IEP's
- Work with ES and teaching staff to assess learning and map progress against IEP goals.
- Strengthen the whole school approach to build social and emotional

learning. - Strengthen the school-wide approach towards communicating students wellbeing needs to parents/carers. - Build staff capacity to collect, analyse and respond to student wellbeing data. - Students with emerging or acute wellbeing needs identified and referred appropriately. - Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate.

During 2024, the school employed separate Literacy and Numeracy learning specialists. Through a Professional Learning Communities approach, resources were optimised for effective team leadership, to increase teacher capacity and improve student learning outcomes. Shepparton East Primary School was successful in its final year as a PLC Link school which allowed for a staff member to lead other schools in the development of PLC's. Throughout the year, we continued to evaluate the schools Assessment Schedule and strengthen Blitzmaster as a way of improving the mental rapid recall of number facts. We had a strong focus on reading and engaged Danny Hyndman to work with staff as an external consultant to strengthen our instructional model. As a result, in the Attitudes to School Survey, we saw a small positive increase in differentiated learning challenge from 89% in 2023 to 91% in 2024. More pleasing was the decrease in the number of students responding not positively from 7% in 2023 to 5% in 2024. This result was well above State, Network and Similar Schools results. Stimulated learning was maintained at around 81% positive endorsement, above Similar and State schools and on par with our Network counterparts. NAPLAN results for Year 3 students in Reading exceeded marginally State and Similar Schools with students strong or exceeding proficiency with 69.6%. Our Year 5 Reading and Year 3 & 5 Numeracy data had a smaller percentage of students in strong or exceeding, below the State and Similar Schools.

Wellbeing

Shepparton East Primary School is committed to ensure a safe and proactive environment where students feel secure and supported. 2024 results have indicated that 90% of students positively 'Advocate for the School' and this is above the state and similar schools. The schools 'Sense of Connectedness' and 'Management of Bullying' was at 70% positive in 2024, with 70% of students not experiencing any bullying. We will continue on making school a positive experience in 2025, with a strong focus on engagement right across the school. Students have indicated that they are above Network, State and Similar schools in their Physical and Mental Health. To support the wellbeing of our students, we have consistent whole school and classroom behaviour management systems, promoting positive behaviours and linking our positive acknowledgement systems to our four school values: Care for Yourself, Care for Others, Care for Your Learning and Care for Your School. Behavioural data is collected to inform priority areas of focus and our values are explicitly taught each week. Our Wellbeing team continued to identify attendance concerns and areas for improvement that are addressed in explicit teaching, at staff meetings and within specific PLC focuses. As part of our holistic approach to developing the whole child and supporting our families, a School Welfare Officer was employed for 4 days per week for 2024, running such programs as our Breakfast Program and supporting students and families. The Student Support Officer is available for students, parents and staff to talk to and when necessary, and facilitates links with outside organisations such as Family Care, Speech Therapy and Psychologists. We employed a Mental Health and Wellbeing leader to support staff with the curriculum, build staff capacity in the analysis of data and lead our wellbeing team. Our transition processes from pre-school to school and primary school to secondary school is supportive, encouraging and accommodating for both students and their families. Our Ready, Set, Prep program, "Transition Day" activities and Open Days all combine to provide a smooth and

enjoyable experience at our school. To further build upon our practices, we will continue to have high expectations in regard to student welfare and consistent SWPBS processes, also focusing on respectful relationships and the implementation of the Disability and Inclusion policy as part of our school-wide practices. In addition to this, our Buddies and Student Leadership programs will continue to be offered and our School Welfare Officer will be utilised in proactive programs based on staff, parent and student wellbeing. In 2024 our school continued our Resilience Project journey and employed a staff member to support teachers, education support, parents and the school in the Disability and Inclusion Profile space. This created many more links with Allied Health Professionals and NDIS as we worked to improve student wellbeing at school. We also contracted Occupational and Speech Therapy services to support our students in Prep. This will continue to students in Years Prep and 1 in 2025.

Engagement

Students at SEPS have a strong sense of belonging and enjoyment at school, which is generally demonstrated through their regular attendance. The staff at SEPS work hard to maintain accurate attendance data and maintain communications with all of our families. In 2024, students averaged 25.5 days absent per FTE which is 4 more days than 2023. Our overall attendance rate was 87.2% of students with an 80% or better attendance rate. This has remained consistent over the past 4 years. Students were actively engaged through our differentiated curriculum and the data is attributable to the many opportunities available to all students at SEPS. Through explicitly linking student interests to best-practice teaching, students are taught at their point of learning in an engaging and real-world context that promotes greater student ownership over their learning. The Attitude to School Survey (AtoSS) indicated that 91% of our students responded positively that teachers are delivering 'differentiated learning challenges' and over 98% responded positively about the teachers setting 'high expectations for success'. Over 73% of the students surveyed positively indicated that they were confident in the learning tasks set and over 75% 'motivated and interested' to learn. All these key areas are on par to similar schools and statewide benchmarks. Promoting student engagement through our specialist classes, the school has an exemplary performing arts program, science program, visual arts program and physical education program which provide students with many opportunities to develop their skills and interests under the tutelage of specialist instructors. The students also have the opportunity to take part in a wide variety of sporting teams such as netball, football and soccer. All students in Prep - 6 take part in the camps and cultural performance programs, with links being made to the curriculum programs in class. As an eSmart school, ICT is embedded across the curriculum, being utilised to enhance learning opportunities through students having access to iPads, interactive whiteboards and a wide variety of software. The school is well resourced in STEM and is taught by the specialist teachers covering a varying amount of technology, topic and equipment.

Other highlights from the school year

In 2023, the school participated in a number of areas of to help build students connections to the community and school. All students across the school were provided with the opportunity to participate in a camp or major excursion. The foundation students visited the Melbourne Zoo, 1/2 students participating in a sleepover and the Year 3-6 given the opportunity to attend camps to

Sovereign Hill and Cottage By The Sea. Students in Years 1-2 participate in an annual sleepover at the school that engages them in a variety of activities. Those students in Prep do a annual major excursion and in 2023 they travelled to the Melbourne Zoo. Students in Years 3-6 were also provided with the opportunity to participate in the State School Spectacular, travelling to John Cain Arena and performing with approximately 1500 other students from across the state. This an ongoing highlight for our school and students who look forward to this each year. Shepparton East Primary School also conducts and runs other annual events like our Fun Run, Colour Run, Arts Activity Day, Athletics Day as well as welcoming visiting performers as part of our cultural diversity curriculum. Students also traveled into the local community to visit businesses and spaces for local events, ceremonies and excursions to strengthen our connection to community.

Financial performance

The school has demonstrated a strong financial performance in 2024. Sources of funding included fundraising and grants received which were used to increase the resources available, professional learning provided and the programs offered at SEPS. Other additional funds to the SRP received from the Government included the PLC Link Funding for being a lead school and supporting other schools in their PLC journey. Equity funding and accessibility grants were also received, leading to increased academic and welfare supports, resources and practices. Fundraising activities and sponsorship were well supported by the community, with money raised being spent on resources that directly improve facilities or activities for students. The school used funds to improve one of the playgrounds within the school and improve the front entrance to the school site. Additional Educational Support staff were also employed to support students with high needs in the classroom environment.

**For more detailed information regarding our school please visit our website at
<https://www.shepeastps.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 208 students were enrolled at this school in 2024, 85 female and 123 male.

7 percent of students had English as an additional language and 3 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).

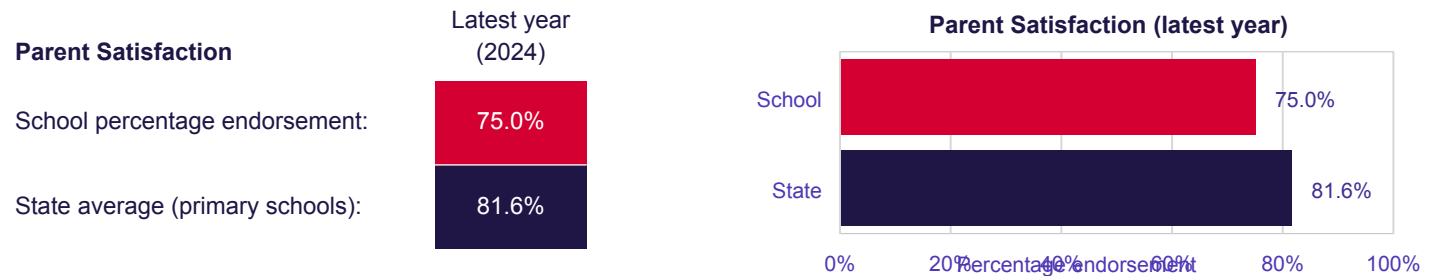
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

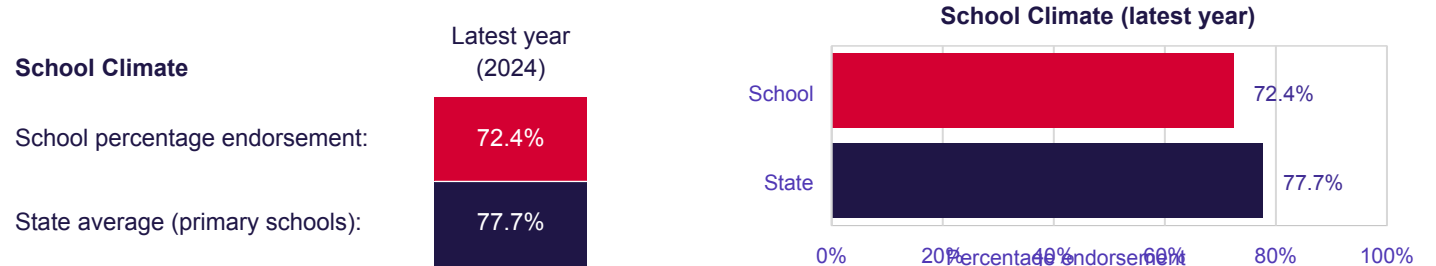


School Staff Survey

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.

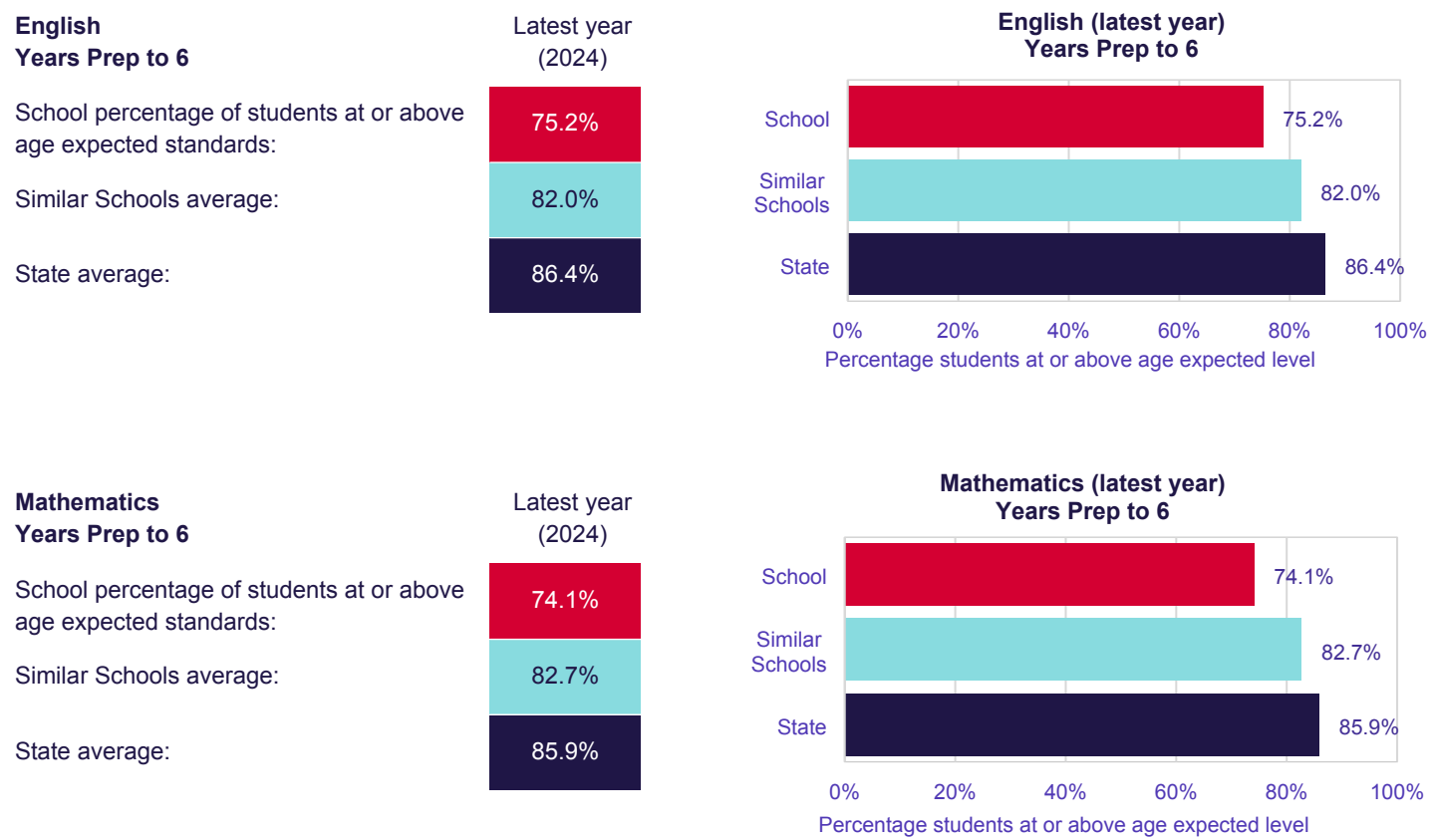


LEARNING

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.



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.

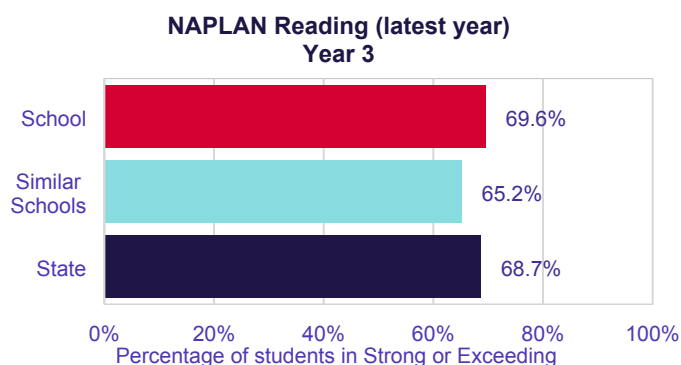
NAPLAN

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.

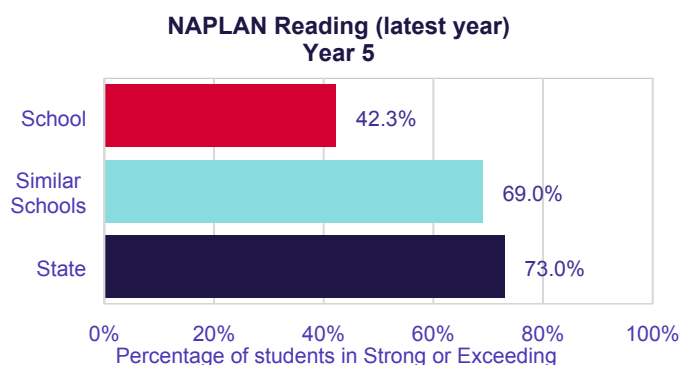
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.6%	68.4%
Similar Schools average:	65.2%	63.6%
State average:	68.7%	69.2%



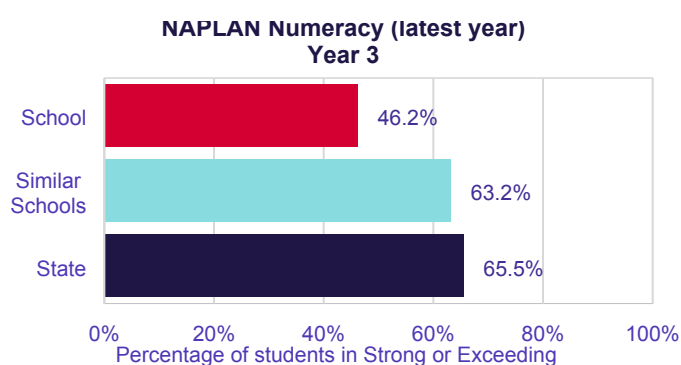
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.3%	54.1%
Similar Schools average:	69.0%	70.6%
State average:	73.0%	75.0%



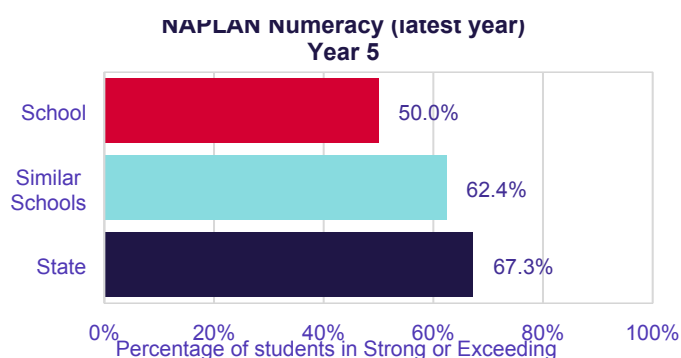
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.2%	59.3%
Similar Schools average:	63.2%	63.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	52.5%
Similar Schools average:	62.4%	62.1%
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:

53.3%

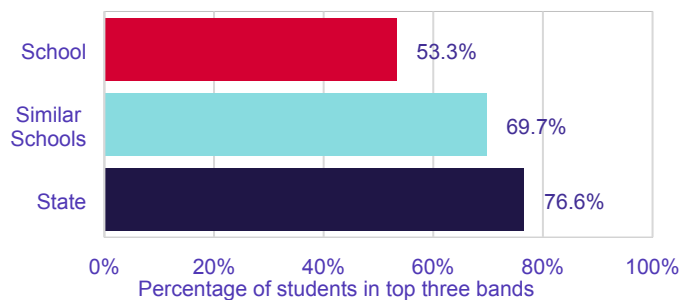
Similar Schools average:

69.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

62.5%

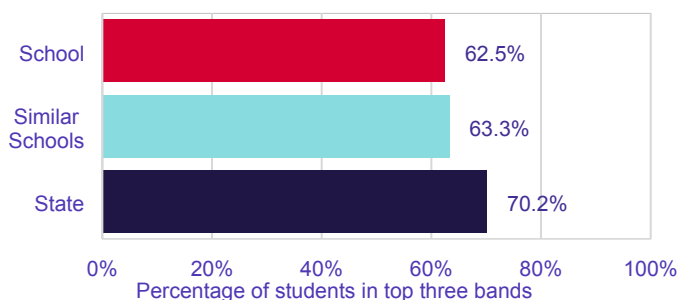
Similar Schools average:

63.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

48.3%

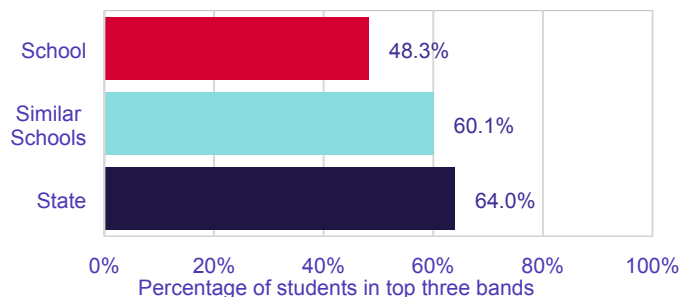
Similar Schools average:

60.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

53.6%

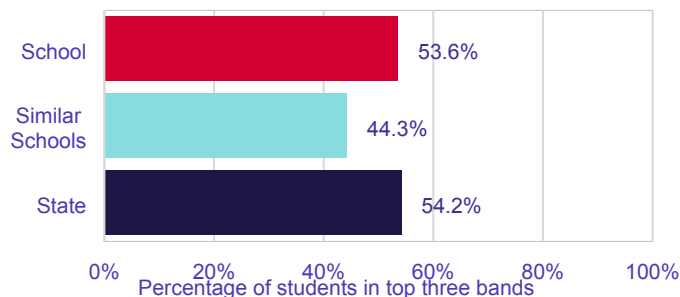
Similar Schools average:

44.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

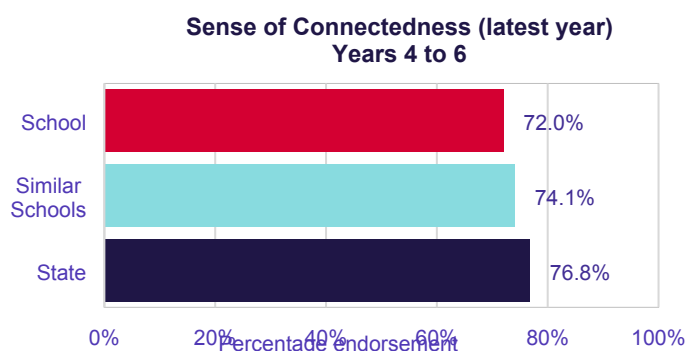
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	72.0%	75.6%
Similar Schools average:	74.1%	75.9%
State average:	76.8%	77.9%

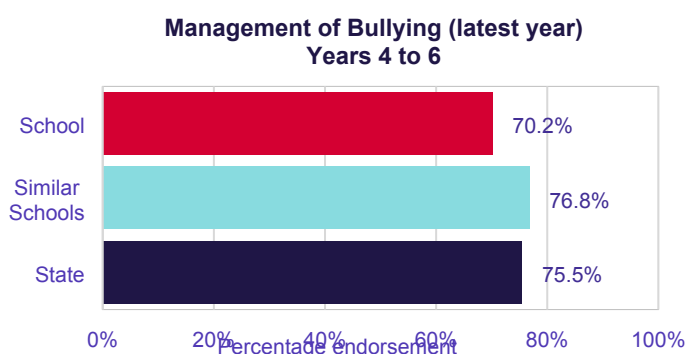


Student Attitudes to School – Management of Bullying

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:	70.2%	72.2%
Similar Schools average:	76.8%	77.0%
State average:	75.5%	76.3%

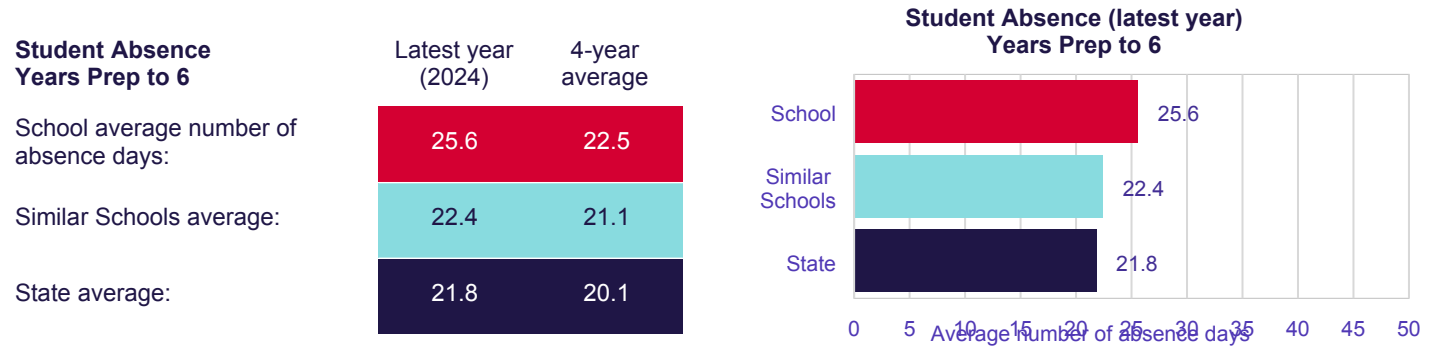


ENGAGEMENT

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):	89%	89%	88%	85%	88%	87%	84%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,268,523
Government Provided DET Grants	\$336,175
Government Grants Commonwealth	\$2,850
Government Grants State	\$0
Revenue Other	\$160,991
Locally Raised Funds	\$193,566
Capital Grants	\$0
Total Operating Revenue	\$2,962,105

Equity ¹	Actual
Equity (Social Disadvantage)	\$74,703
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$74,703

Expenditure	Actual
Student Resource Package ²	\$2,286,351
Adjustments	\$0
Books & Publications	\$1,119
Camps/Excursions/Activities	\$65,768
Communication Costs	\$13,614
Consumables	\$56,248
Miscellaneous Expense ³	\$13,611
Professional Development	\$21,338
Equipment/Maintenance/Hire	\$35,375
Property Services	\$229,696
Salaries & Allowances ⁴	\$288,105
Support Services	\$2,275
Trading & Fundraising	\$146,591
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,000
Utilities	\$34,933
Total Operating Expenditure	\$3,197,024
Net Operating Surplus/-Deficit	(\$234,918)
Asset Acquisitions	\$6,963

- (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	\$608,963
Official Account	\$126,897
Other Accounts	\$42,116
Total Funds Available	\$777,976

Financial Commitments	Actual
Operating Reserve	\$123,648
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,877
Beneficiary/Memorial Accounts	\$800
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	\$42,116
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$217,441

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.