

2024 Annual Report to the School Community

School Name: Hillsmeade Primary School (5482)



- 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 28 March 2025 at 12:18 PM by Linda Buckeridge (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 02 April 2025 at 10:11 AM by Linda Buckeridge (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

Hillsmeade Primary School is situated in Narre Warren South, 52 kilometres south-east of Melbourne. Our school vision states that 'at Hillsmeade Primary School, we aim to continually grow and learn together by supporting individual abilities and excellence in academic achievement, celebrating diverse backgrounds and cultures and becoming global citizens prepared for the needs and expectations of our ever changing society.' All 813 students are valued within a safe, supportive and stimulating school environment where each child is encouraged to reach their full potential. In 2023, staff, students and the community contributed to the establishment of new Hillsmeade values - Kindness, Respect and Resilience. In 2024, these values have continued to be collectively owned by all stakeholders and been cemented into the school's culture. We promote and encourage independence, active participation and leadership within our school and the local community. At Hillsmeade Primary School we have 38% of students that have English as an Additional Language and 1% ATSI (Aboriginal and Torres Strait Islander) students. In 2024, Hillsmeade PS had three funded international students. Students are provided additional enrichment opportunities including: student leadership, incursions, excursions, cross country, access to special extra-curricular events and inter school sports. Our Early Learning Centre (ELC) caters for 3 and 4 year old kindergarten children and long day care and has the current independent assessment rating of 'Exceeding'. Our Out of School Hours Care program provides further community support for our families and the school has a joint use agreement with the City of Casey for the use of the neighbouring sports grounds. Parent participation on School Council, as volunteers and in support of community events is a vital part of school life. The Parent Opinion Survey average percent endorsement for 2024 was 78.7%. In 2024 the primary school staffing profile included 4 Principal class officers, 3 Leadership staff, 50 Teaching staff and 33 Education Support staff. The ELC and OSHC staffing profile included 1 Centre Director and 23 staff, inclusive of teachers and Education Support. Hillsmeade Primary School is an outstanding educational facility that offers students a wide range of opportunities where students, staff and the community feel welcome, included and proud of being a part of our school. The overall data trend for the school demonstrates continuous improvement, exemplified by the 2024 Staff Survey results indicating that 88.7% of staff demonstrated positive endorsement of the school, compared with a state average of 77.7%.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, our AIP Learning Goal stipulated that we would 'continue to focus on student learning, with an increased focus on numeracy'.

Hillsmeade PS has a strong culture of Professional Learning Teams, where teachers within different year level teams collaborate during weekly structured sessions. In 2024, teachers

continued to discuss student data and progress, plan point of need teaching and learning opportunities, while also looking at collectively strengthening teaching practice and ensuring consistency.

In Mathematics, we increased our use of the Top Ten Mathematics framework and resources across the school to build our students' knowledge and skills through hands on application. This complements our commitment to utilising George Booker's - Teaching Primary Mathematics approach, which underpins our learning continuums. Our Maths School Improvement Team led the alignment of these learning continuums to the new Victorian Curriculum Maths 2.0 in preparation for its rollout in 2025. Staff continued to methodically collect student data through the school's assessment schedule, to ensure targeted teaching in the Maths classroom was delivered, but to also ensure student learning was occurring.

Our Year 5 Numeracy NAPLAN data demonstrated significant value add, with 29% of our students achieving high growth in Numeracy compared to students in similar schools achieving 23%. 69% of the Year 5 cohort were ranked as *Strong or Exceeding* in Numeracy compared to 61% of students in similar schools.

Little Learners Love Literacy – a structured synthetic approach to teaching phonics and phonemic awareness - continued to underpin reading development in our Prep- Year 2 classrooms. Furthermore, students in Years 3-6 that required additional support on their reading journey also accessed the LLLL framework through targeted support, whether that was in their classroom or via intervention offered through the Tutor Learning Initiative.

Year 5 NAPLAN Reading data also demonstrated significant value add with 28% of our students achieving high growth in Reading compared to students in similar schools achieving 21%. 75% of the Year 5 cohort were ranked as *Strong or Exceeding* in Reading compared to 69% of students in similar schools.

In 2024 we redesigned the school's Instructional Model ready for rollout in 2025. This focus required the School Improvement Team, and wider staff, to engage deeply with evidence-based strategies that support all aspects of student engagement, teaching and learning. as part of it's development.

Wellbeing

Hillsmeade PS values the partnership between children, staff, parents and the broader community and understands the vital link between these partnerships and the wellbeing of our students. In 2024, our Mental Health & Wellbeing leader began her role, with a focus on SEL. The initial work included a review & redesign of the SEL scope and sequence, informed by the Respectful Relationships curriculum. This enabled a more consistent approach across the school and flexibility in the teaching of focus areas that were identified throughout the year. Life Skills Go, an online check in system, was introduced allowing students to complete a wellbeing check in each morning upon arrival at school. This data was analysed by all staff identifying areas of wellbeing trends across the school. It also enabled enhanced identification of students who may have required further support and referrals. This new approach, in conjunction with our existing wellbeing programs, enabled us to see a 83.1% positive endorsement in ATOSS in Management of Bullying across 4 to 6. With the introduction of the MHWL and existing wellbeing team, we were able to increase the numbers of students and sessions of programs, reflected in our 83.1% positive endorsement in ATOSS in Sense of Connectedness.

Our wellbeing programs include:

- STAR program (Safety, Teamwork, Adventure & Respect). A hands-on program with select students developing social skills and completing projects
- Peer Support program - Year 6 students trained to support younger students in the yard in conflict resolution and social support.
- Pasifika connections with our local secondary college, Alkira. Developing community connections and cultural awareness
- Wellbeing Ambassadors in Years 4 & 5

Our full time Youth Connections worker and part time Social worker continued their work across the school in providing targeted support at an individual, small group, class and cohort level. This support included the continuation of our Prep social skills groups focusing on developing skills for positive social interactions and the Year 5/6 student groups focusing on building positive relationships, developing communication skills and empowering students.

Our Breakfast Club continued three times weekly throughout 2024, with breakfast packs also available in classrooms two days a week. Breakfast Club is becoming increasingly popular with our students across the school, providing a vibrant and positive start to the day for our students and school community.

Engagement

Student engagement continued to be a focus for our school in 2024. Student engagement is a key enabler of both student learning and wellbeing, in line with FISO 2.0. Student attendance remained a high priority in 2024, and as a result, we have continued a Hillsmeade Operations Team to further focus on Attendance policies and procedures within our school.

Our average the number of student absence days in 2024 was 25.1. This figure is compared to similar schools average which was 24.4 and the state average was 21.8 for 2024. Although this figure is higher than the state and similar schools average, when we look at the 4 year trends our average of 21.2 is a lot closer to the state average of 20.1 and similar schools at 22.5.

Student absences were tracked, documented and followed up with families to ensure connections to school were maintained and also supported transitions back to school after these periods of absence.

Although our average days of attendance were higher than both similar schools and state averages, the work completed throughout 2024 in our Hillsmeade Operation Team and the handbook created as procedures for absences at each step should assist with improved attendance data leading into 2025.

Throughout 2024 Hillsmeade PS continued with a range of activities and events that supported student engagement, these included:

- * Enhancing assemblies to be more student voice focussed, including more entertainment and celebrations eg Hillsmeade's Got Talent, Hillsmeade Heroes
- * Continued with Hillsmeade Happenings, as an internal only tv show

- * Personalising learning - with teachers focussing on student learning rather than teaching, identifying what students know, what they need to know and how they will get there
- * Enhancing the Student Representative Council member roles to be more charity focussed and arranging whole school events as fundraisers
- * Working with the Student Leadership group to host lunchtime clubs/activities, host assemblies, represent the school and complete leadership-based tasks across the school
- * Providing opportunities for Parent Teacher Interviews
- * Participating in the whole school fundraiser - "The Colour Explosion Run"
- * Hosting a variety of community-based events including assemblies, open morning/afternoon, Family Fun Night, Footy Day, Easter Hat Parade, Book Week celebrations, Parent Helper information sessions and more
- * Providing a school-wide swimming program
- * Providing camp experiences for Years 2, 4, 6

Financial performance

In 2024 the school continued to run a managed deficit (\$292,942) to cover ELC staff employed through central payroll. We were financially sound in 2024 ensuring adequate funds to repay 2023 reconciled deficit of (\$256,939). Every year will see a deficit in our SRP as the school continues to employ Early Learning Centre (ELC) staff through the credit component of the SRP.

Leadership for continued improvement was provided through 3 Assistant Principals (Teaching and Learning, Wellbeing / School Culture/PSD, Instructional Coaching), 1 ELC Director, and 3 Learning Specialists. Additionally, a small special payment (\$3,000 pa) was made to our Professional Learning Team leaders who work as middle leaders. There were also similar special payments to middle leadership roles such as the coordinator of Student Leaders.

The school raised additional funds throughout the year beyond the Student Resource Package from a number of different sources:

- Parent contributions totalled \$38,337
- Fundraising activities (raffles and a colour run) raised \$17,626
- Hiring of gym to sports clubs raised \$14,542

The school received \$37,392 from overseas fee-paying students in 2024, and was successful in applying for \$46,293 in federal and state grants. Funds held in the high yield account (mostly earmarked to repay the managed deficits from previous years and our operating reserve) accrued a total of \$41,886 in interest.

For more detailed information regarding our school please visit our website at <https://www.hillsmeade.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 813 students were enrolled at this school in 2024, 381 female and 432 male.

38 percent of students had English as an additional language and 1 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).

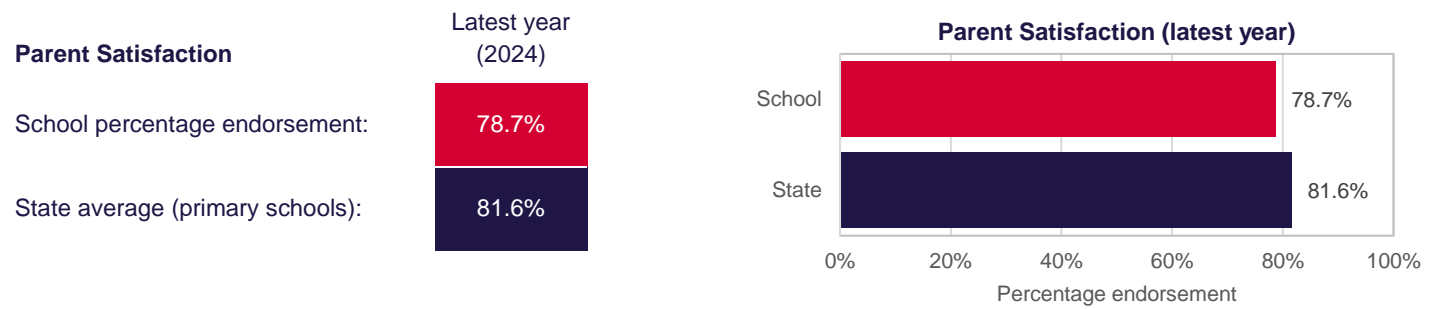
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

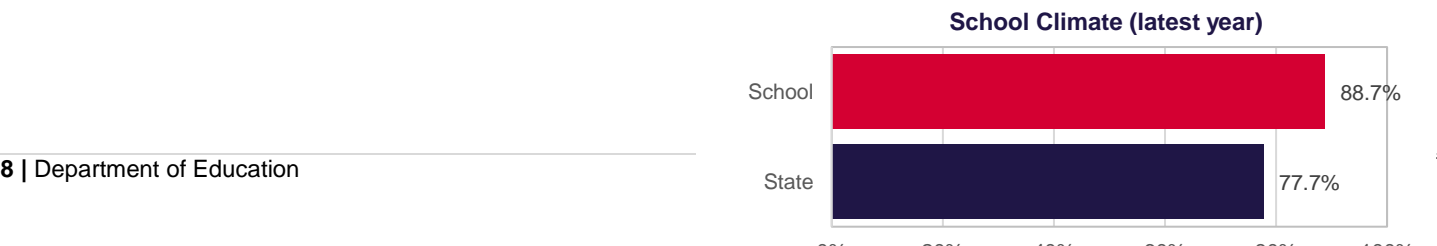


School Staff Survey

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.



School Climate	Latest year (2024)
School percentage endorsement:	88.7%
State average (primary schools):	77.7%

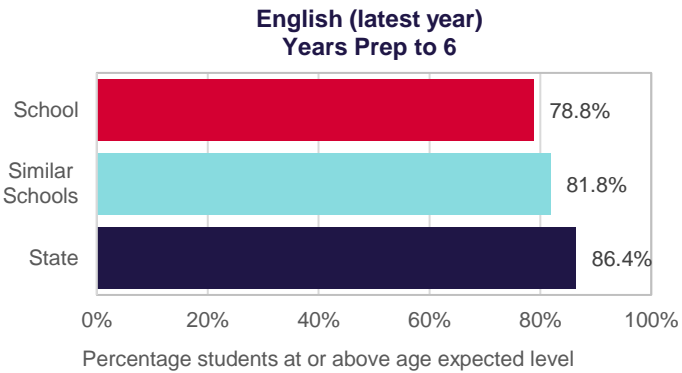
LEARNING

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.

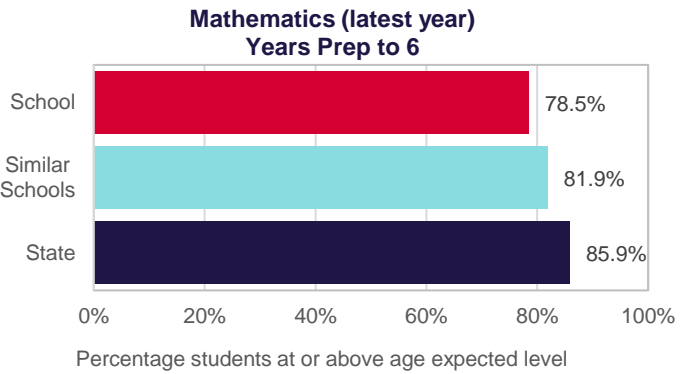
Teacher Judgement of student achievement against the Victorian Curriculum

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:	78.8%
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:	78.5%
Similar Schools average:	81.9%
State average:	85.9%



LEARNING (continued)

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

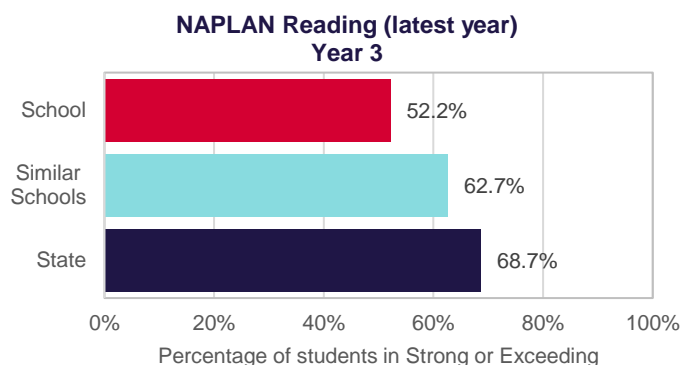
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

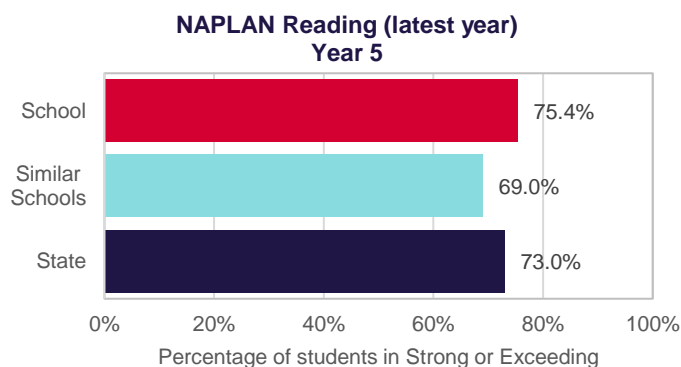
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.2%	60.4%
Similar Schools average:	62.7%	63.2%
State average:	68.7%	69.2%



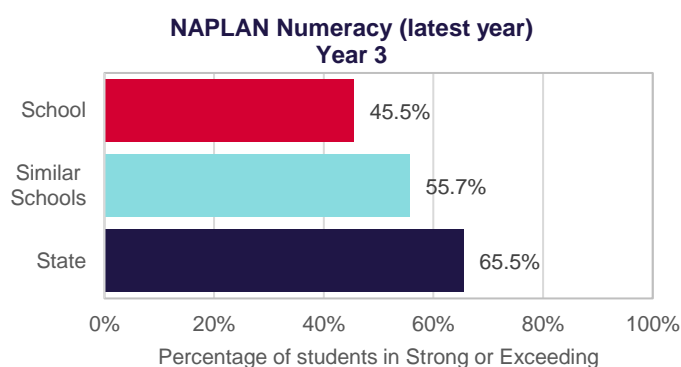
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.4%	72.8%
Similar Schools average:	69.0%	71.0%
State average:	73.0%	75.0%



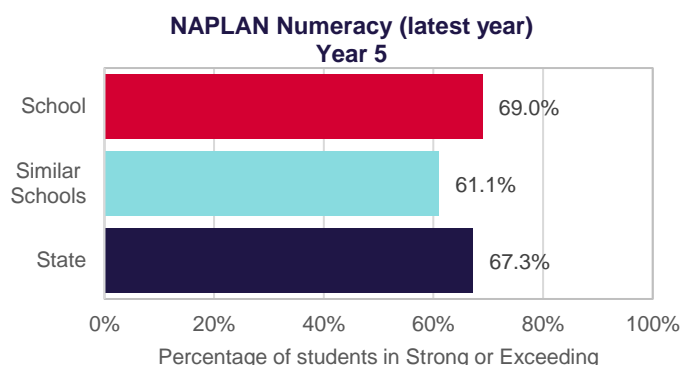
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.5%	58.6%
Similar Schools average:	55.7%	57.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.0%	68.9%
Similar Schools average:	61.1%	61.0%
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:

76.9%

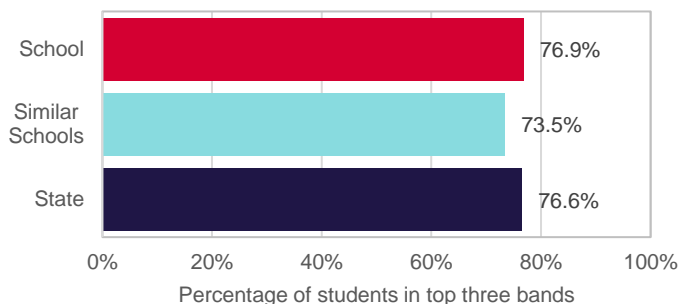
Similar Schools average:

73.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

64.2%

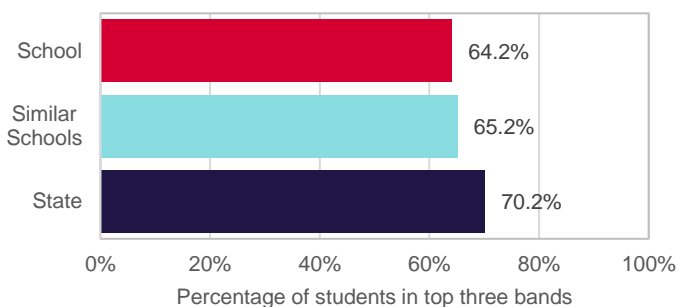
Similar Schools average:

65.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

60.6%

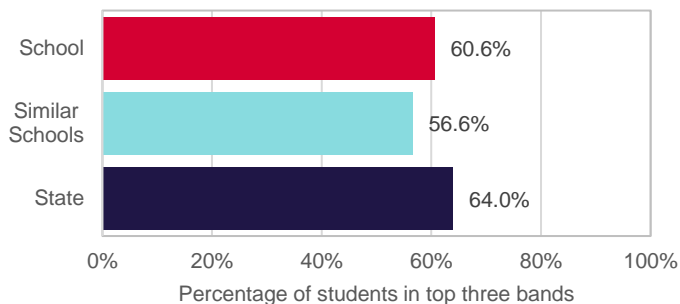
Similar Schools average:

56.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

47.2%

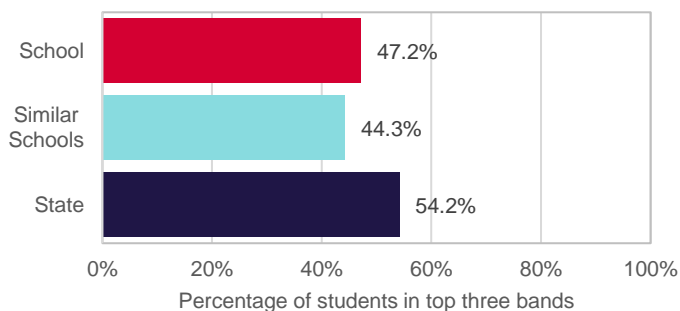
Similar Schools average:

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.

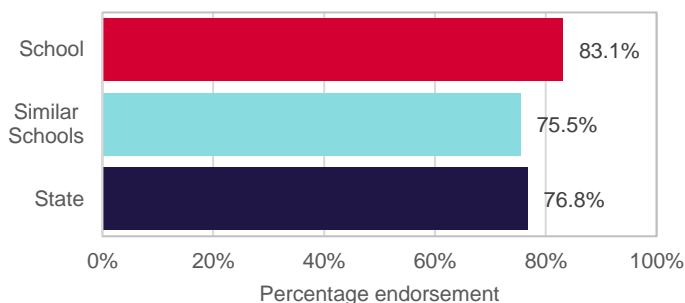
Student Attitudes to School – Sense of Connectedness

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:	83.1%	82.1%
Similar Schools average:	75.5%	76.1%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



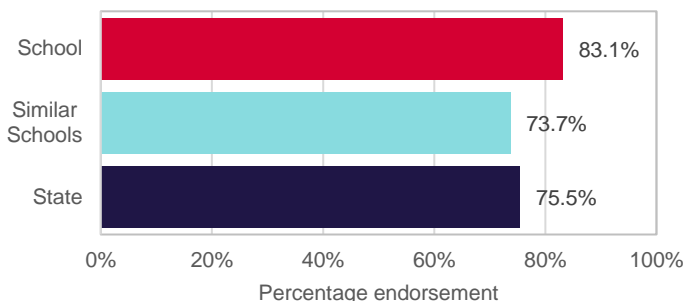
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	83.1%	82.7%
Similar Schools average:	73.7%	73.6%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

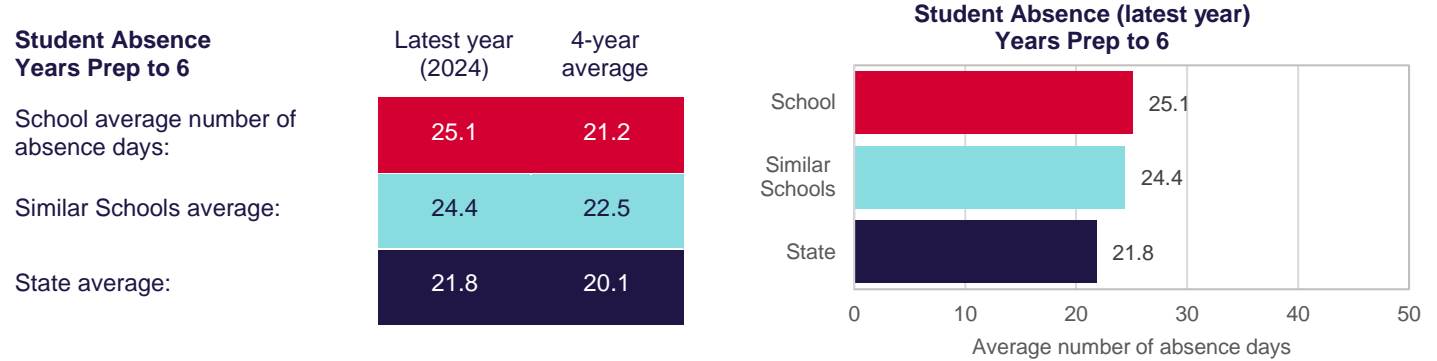


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	87%	86%	87%	87%	87%	89%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,329,712
Government Provided DET Grants	\$1,456,839
Government Grants Commonwealth	\$753,366
Government Grants State	\$12,396
Revenue Other	\$166,234
Locally Raised Funds	\$594,471
Capital Grants	\$0
Total Operating Revenue	\$12,313,018

Equity ¹	Actual
Equity (Social Disadvantage)	\$336,706
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$336,706

Expenditure	Actual
Student Resource Package ²	\$9,630,341
Adjustments	\$0
Books & Publications	\$1,158
Camps/Excursions/Activities	\$156,140
Communication Costs	\$17,214
Consumables	\$192,139
Miscellaneous Expense ³	\$34,014
Professional Development	\$41,123
Equipment/Maintenance/Hire	\$125,316
Property Services	\$292,342
Salaries & Allowances ⁴	\$1,236,691
Support Services	\$352,463
Trading & Fundraising	\$69,769
Motor Vehicle Expenses	\$5
Travel & Subsistence	\$0
Utilities	\$78,404
Total Operating Expenditure	\$12,227,120
Net Operating Surplus/-Deficit	\$85,899
Asset Acquisitions	\$9,000

- (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 17 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	\$1,014,500
Official Account	\$178,438
Other Accounts	\$0
Total Funds Available	\$1,192,938

Financial Commitments	Actual
Operating Reserve	\$395,299
Other Recurrent Expenditure	\$7,035
Provision Accounts	\$6,386
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$259,270
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$210,000
Maintenance - Buildings/Grounds < 12 months	\$149,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,026,990

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.