

2024 Annual Report to the School Community

School Name: Orrvale Primary School (3805)



- 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 21 April 2025 at 12:07 PM by Adam Brennan (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 21 April 2025 at 12:08 PM by Adam Brennan (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

Orrvale Primary School, population 389, is situated amongst local orchards, 5 km south-east of Shepparton. We offer the advantages of a larger primary school within a rural setting, fostering strong community engagement. Students benefit from a wide range of specialist and extra-curricular programs, including Physical Education, Health, Art, STEM, LOTE (Italian), and Library. Our updated facilities support modern teaching and learning and serve as a community hub for Outside Hours School Care, Breakfast Club, parent meetings and education forums.

We currently operate 18 classes, with Foundation students in straight grades and composite classes across other year levels. Our whole-school curriculum plan aligns with the Victorian Curriculum and includes year-level scope and sequence plans across all domains. Instructional models in Literacy and Numeracy are based on the Workshop Model, as part of DET's Literacy and Numeracy strategy.

Staff work collaboratively through Professional Learning Communities (PLCs), which are embedded in our weekly timetable. This collaboration builds staff capacity and promotes a strong culture of collective responsibility. A shared belief in high expectations fosters a positive school climate. Students are empowered to take an active role in their learning and can articulate the skills they need to progress in English and Mathematics.

Orrvale Primary School is recognised for our commitment to student wellbeing and engagement. Proactive programs, such as Woodworking, Drumbeat, structured lunchtime activities, Art Play, Secret Agent Society and Bike Mechanics, enhance social development. Emotional Intelligence principles underpin our wellbeing approach, which includes the RULER framework to develop emotional literacy. As a RULER-accredited school, we prioritise empathy, perspective-taking and emotional wellbeing, all of which positively impact academic achievement and classroom culture.

Our school embraces cultural diversity, with 49 students speaking English as an additional language, representing ten languages—predominantly from Indian and Turkish backgrounds. We proudly support 25 Indigenous students and actively celebrate Indigenous culture. Orrvale is inclusive of students with disabilities, offering personalised programs in a supportive and caring environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Orrvale Primary School prioritised improvement in student outcomes through the implementation of Key Improvement Strategies focused on Literacy, Numeracy, and building a high-functioning Professional Learning Community (PLC). Central to this work was the

strengthening of collaborative planning, effective use of data, and instructional consistency across the school.

One of the year's significant achievements was the positive performance of the Year 3 cohort, who achieved learning outcomes that exceeded those of similar schools in all NAPLAN domains. This success highlights the impact of targeted teaching, consistent implementation of instructional models, and a culture of high expectations. While Year 5 results were below the school's targets, this cohort presented unique social challenges, and these continue to be addressed through strengthened wellbeing and engagement strategies.

Key strategies implemented in 2024 included:

- **Centralised Planning Support:** Learning Specialists played a pivotal role in supporting collaborative planning, ensuring curriculum alignment and coherence across all year levels.
- **Schoolwide Goal Setting and 'BlitzMaster' Initiatives:** Professional Learning Teams (PLTs) aligned their work with overarching school goals. The 'BlitzMaster' program helped drive consistent teaching of foundational skills, particularly in Mathematics.
- **Strengthened PLC Cycles:** Two dedicated PLC Lead teachers were appointed and released from class duties to coach and mentor PLC Facilitators. This improved the consistency and quality of data analysis, team protocols, and use of evidence-based strategies.
- **Spelling Scope and Sequence:** A revised whole-school approach to Spelling was developed, breaking the curriculum into term-based units. This provided clear structure and consistency across classrooms.
- **Professional Learning:** Staff engaged in targeted development through the Victorian Academy of Teaching and Leadership and Communities of Practice (CoPs). A highlight was the Curriculum Day with Charles Lovitt, focusing on developing problem-solving strategies and higher-order thinking skills in Numeracy.
- **Walkthroughs and Peer Observation:** All staff conducted regular walkthroughs, aligned to the school's Literacy and Numeracy instructional models. Feedback from these was used to identify common areas for growth and celebrate effective practice.
- **Student Voice and Agency:** Students across all year levels were supported to articulate their learning goals, identify areas for improvement, and use success criteria to monitor their progress in both English and Mathematics.
- **Use of Data to Inform Practice:** Teachers engaged in regular data review cycles, examining formative and summative assessments to adjust instruction and provide targeted interventions. Tools such as Essential Assessment, Fountas and Pinnell, PAT and Common Assessment Tools supported this work.

Wellbeing

In 2024, the school took significant steps to improve our student wellbeing outcomes. The effort the school put in was rewarded with some fantastic improvements in our Wellbeing outcomes,

with Sense of Connectedness and Management of Bullying from the Attitudes to School survey being well above similar schools and the state average.

EI PLT Meetings and Focus Areas

The EI PLT (Early Intervention Professional Learning Team) met twice each term, concentrating on key wellbeing initiatives. The primary focus areas included:

- Completing the EP Picture Book Library and updating the scope and sequence.
- Facilitating a review of the current behaviour management process.
- Initiating the development of a Whole School Wellbeing Manual.

Mental Health in Primary Schools (MHIPS) Training

The Wellbeing Leader and Health and Phys Ed teacher attended a two-day MHIPS training session. The objective was to develop a school action plan and identify priority areas for improvement. The key priority identified was establishing a whole-school referral, allocation, and monitoring process for additional student support. Additional areas of focus included:

- Enhancing understanding of mental health language and terminology.
- Implementing effective screening tools and processes.
- Exploring available referral options for student wellbeing.

Student Support Referral Process

During the second semester, a structured student support referral process was developed. A School Wellbeing Team was formed, comprising the Principal, Wellbeing Leader, and Disability Inclusion (DI) Lead. A QR code-based referral system was introduced, allowing staff to submit referrals via a Google Form. The Wellbeing Team met weekly to:

- Review new referrals.
- Update existing referrals.
- Allocate appropriate follow-up services, including internal and external supports.

Speech Therapy Program

A Speech Therapist was appointed and commenced a three-day-per-fortnight position. Her responsibilities included:

- Conducting weekly meetings with the Wellbeing Leader to discuss referrals and caseloads.
- Completing language and screening assessments.
- Providing individual and group speech therapy sessions.
- Delivering a weekly group social skills program.

Disability Inclusion Support

In Term Two, a Disability Inclusion Lead was appointed and began a three-day-per-week role. Her responsibilities included:

- Supporting teachers in developing Individual Education Plans (IEPs) and necessary adjustments for students with additional needs.
- Preparing and facilitating Disability Inclusion Profiles and related meetings.
- Leading Student Support Group Meetings.

Partnership with REAL Schools Program

Towards the end of the year, the leadership team explored a partnership with the REAL Schools Program. This process involved:

- Meeting with REAL Schools staff and other schools engaged in the program.
- Agreeing to a partnership that will provide various supports, including a whole-school Professional Learning (PL) session at the start of 2025.
- Focusing on the consistent implementation of Restorative Practices 2.0.

Whole-School Wellbeing Manual

A Whole-School Wellbeing Manual was initiated, covering key areas such as:

- Behaviour management strategies.
- Student support processes.
- Staff wellbeing initiatives.

Professional Learning on Managing Challenging Behaviours

During the second semester, the leadership and SIT (School Improvement Team) agreed to focus Professional Learning Community (PLC) cycles and additional professional learning time on managing students with challenging behaviours. Actions taken included:

- Developing detailed student behaviour profiles and support strategies.
- Creating individualised behaviour management plans for identified students.
- Reviewing these plans in weekly staff meetings.

Ross Greene Training on Collaborative & Proactive Solutions (CPS) Model

In October, five staff members attended Ross Greene's training on the CPS model. Following this, the school implemented a plan to allocate one hour of relationship-building time per fortnight in 2025 for each teacher. This time will be dedicated to working with individual students using:

- The CPS model.
- Restorative practices.
- Other related student support strategies.

The implementation of these initiatives has significantly enhanced student wellbeing support structures and staff capacity to address diverse student needs. The school remains committed to ongoing improvement in wellbeing practices to create a safe, inclusive, and supportive learning environment for all students.

Engagement

Student attendance declined due to school refusal and chronic absenteeism. Our response included regular SSGs, DET Attendance Officer support, and referrals to external agencies including Navigator and Orange Door.

To strengthen student engagement, Orrvale enhanced our Social and Emotional Learning programs. As the only RULER-accredited government primary school in Victoria, our 2024 anti-racism unit and Feeling Words Curriculum (Yale) helped build emotional literacy and inclusion. Carefully chosen mentor texts supported this.

Extracurricular programs such as Pitstop, Secret Agent Society, Smiling Minds and Woodworking further supported self-awareness and regulation. Structured lunchtime activities provided additional opportunities for connection and belonging.

Student agency extended beyond learning goals, with students offering feedback on school events and wellbeing initiatives, contributing meaningfully to school improvement.

Financial performance

Orrvale Primary School maintained a very sound financial position throughout 2024. Orrvale Primary school's performance and position report for 2024 indicates a Total Operating Revenue of \$5,119,061 with a Total Operating Expenditure of \$5,079,787 leaving a surplus of \$39,273. A Credit to Cash transfer using previous surplus funds was used to purchase technology equipment to replace the existing student owned BYOD program. The school will also utilise this surplus to strengthen the workforce, with the appointment of a speech therapist, Disability Inclusion Lead and Education Support staff across all areas of the school to support learning, engagement and wellbeing. Orrvale Primary School's surplus is due to prudent financial management. The 2022-2026 School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Equity funding received allows the school to provide coaching support for teachers in literacy and numeracy.

**For more detailed information regarding our school please visit our website at
www.orrvaleps.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 389 students were enrolled at this school in 2024, 203 female and 186 male.

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

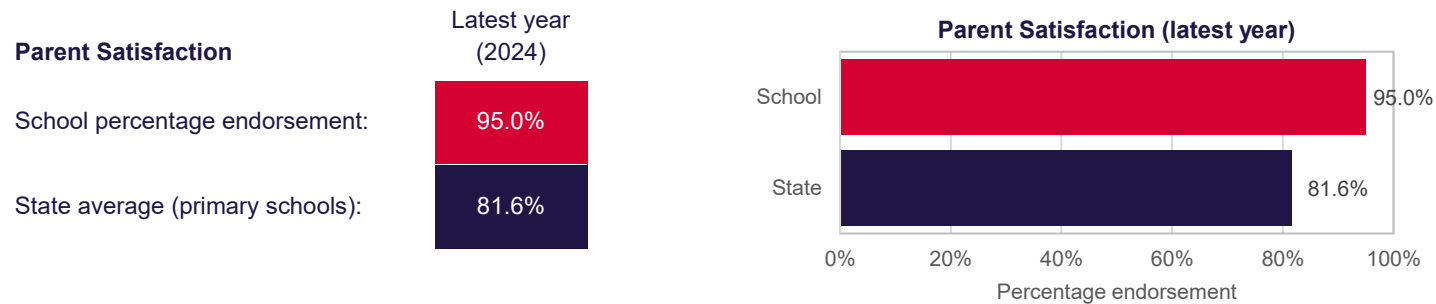
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

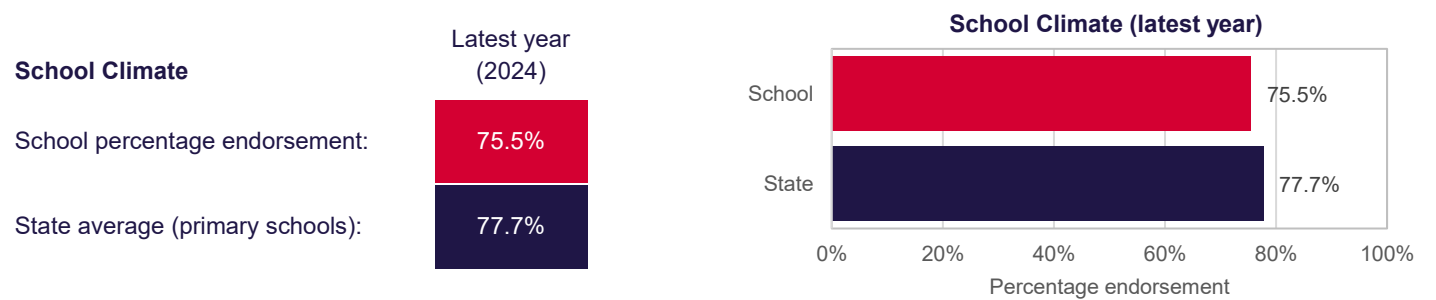


School Staff Survey

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.

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

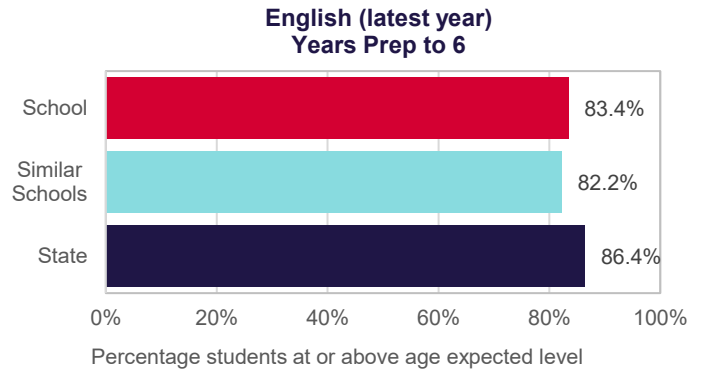
83.4%

Similar Schools average:

82.2%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

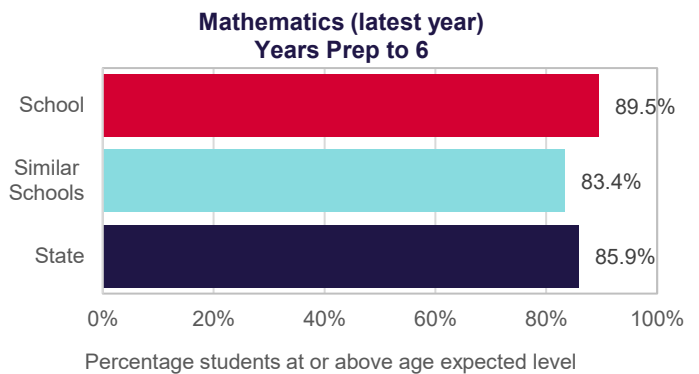
89.5%

Similar Schools average:

83.4%

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.

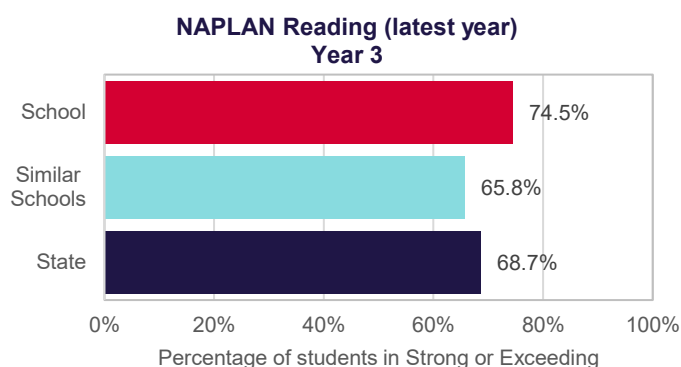
NAPLAN

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.

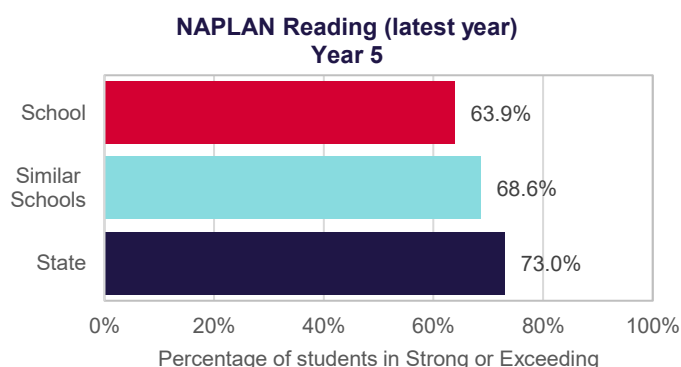
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.5%	74.0%
Similar Schools average:	65.8%	64.7%
State average:	68.7%	69.2%



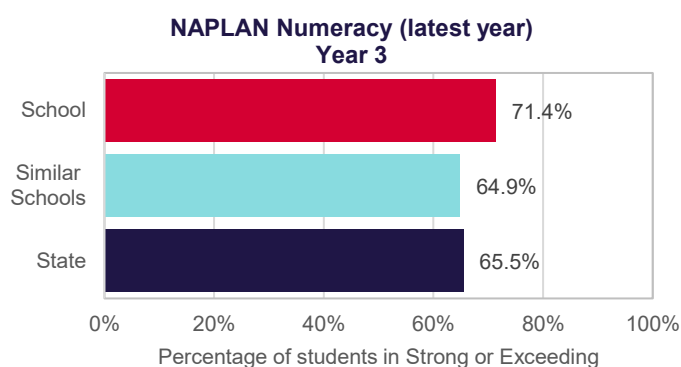
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.9%	70.9%
Similar Schools average:	68.6%	71.1%
State average:	73.0%	75.0%



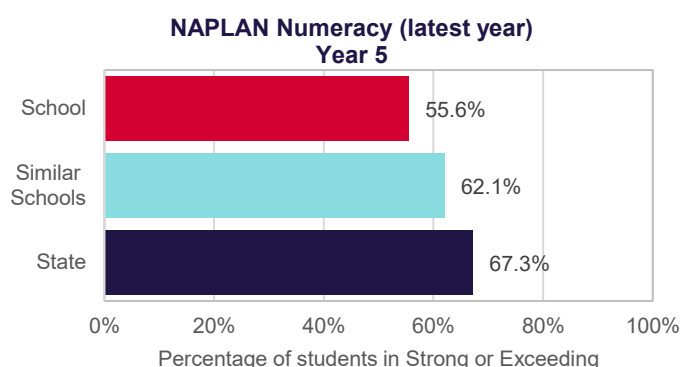
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	65.7%
Similar Schools average:	64.9%	63.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.6%	57.7%
Similar Schools average:	62.1%	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:

76.7%

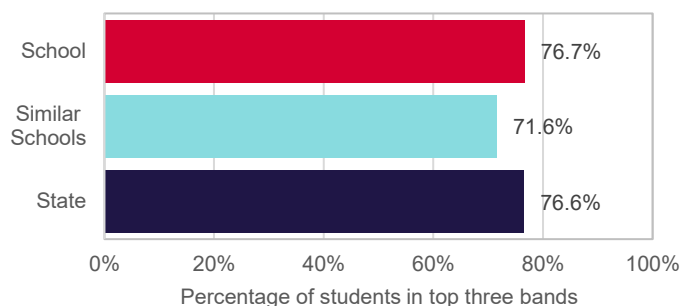
Similar Schools average:

71.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

73.0%

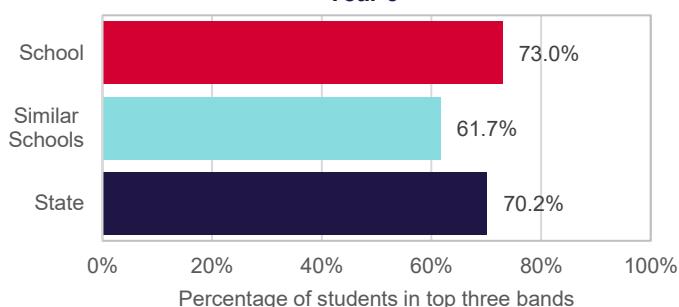
Similar Schools average:

61.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

60.0%

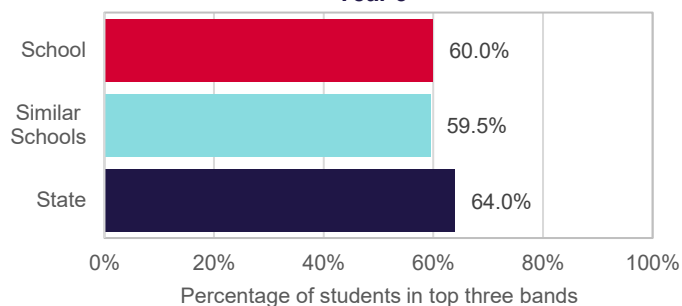
Similar Schools average:

59.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

54.1%

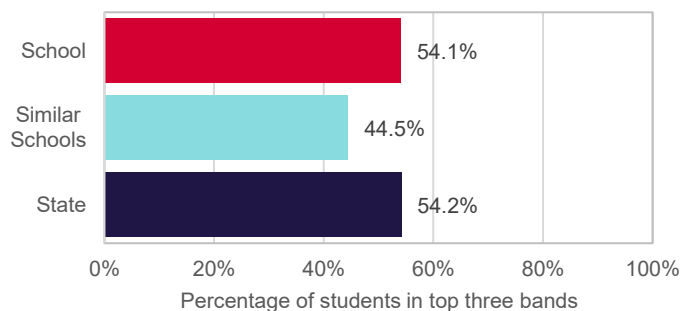
Similar Schools average:

44.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

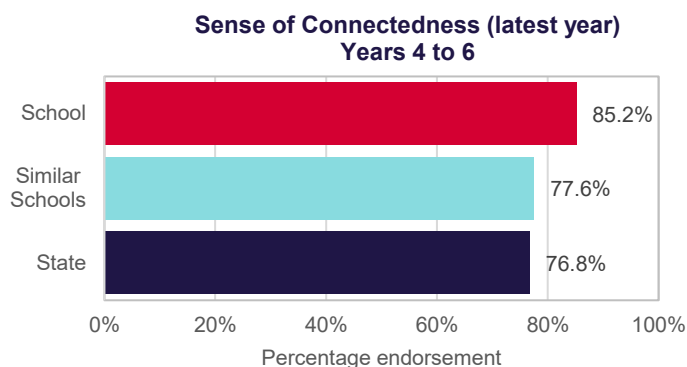
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	85.2%	81.3%
Similar Schools average:	77.6%	78.7%
State average:	76.8%	77.9%

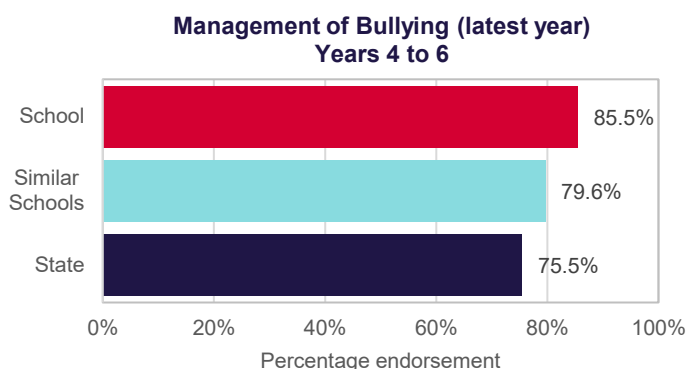


Student Attitudes to School – Management of Bullying

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:	85.5%	76.6%
Similar Schools average:	79.6%	79.5%
State average:	75.5%	76.3%

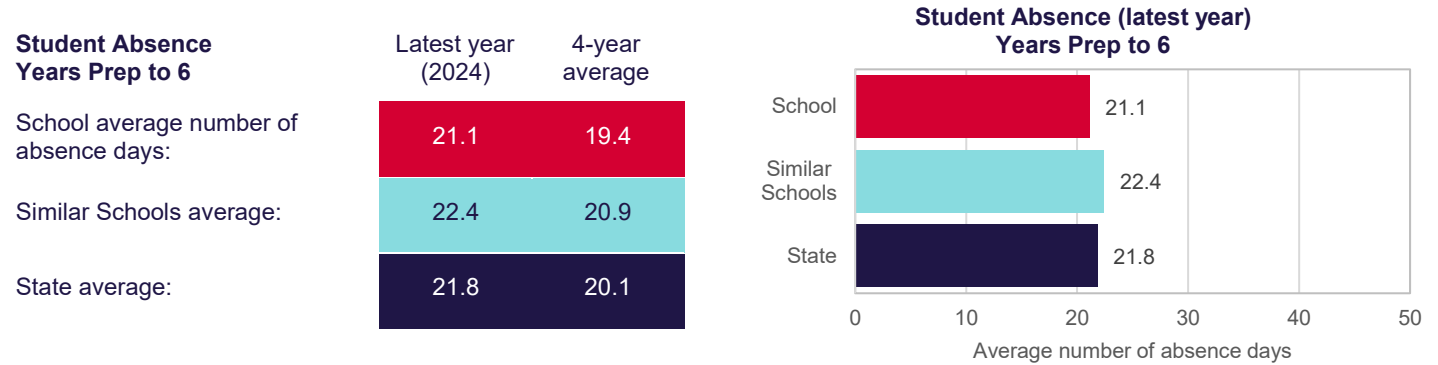


ENGAGEMENT

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):	90%	90%	91%	91%	89%	89%	84%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,144,545
Government Provided DET Grants	\$623,924
Government Grants Commonwealth	\$5,747
Government Grants State	\$5,000
Revenue Other	\$20,129
Locally Raised Funds	\$319,716
Capital Grants	\$0
Total Operating Revenue	\$5,119,061

Equity ¹	Actual
Equity (Social Disadvantage)	\$136,702
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$136,702

Expenditure	Actual
Student Resource Package ²	\$4,158,099
Adjustments	\$0
Books & Publications	\$137
Camps/Excursions/Activities	\$108,659
Communication Costs	\$7,881
Consumables	\$113,256
Miscellaneous Expense ³	\$18,962
Professional Development	\$26,215
Equipment/Maintenance/Hire	\$158,172
Property Services	\$165,521
Salaries & Allowances ⁴	\$177,109
Support Services	\$24,415
Trading & Fundraising	\$88,397
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,189
Utilities	\$31,775
Total Operating Expenditure	\$5,079,787
Net Operating Surplus/-Deficit	\$39,273
Asset Acquisitions	\$61,609

- (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	\$174,872
Official Account	\$43,426
Other Accounts	\$14,955
Total Funds Available	\$233,253

Financial Commitments	Actual
Operating Reserve	\$154,501
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$171,150
School Based Programs	\$25,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$30,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$56,046
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$14,955
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$451,652

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.