

2024 Annual Report to the School Community

School Name: Windsor Primary School
(1896)



- 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 10:28 AM by Peter Seddon (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 03 April 2025 at 09:45 AM by Peter Seddon (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

Windsor Primary School is a diverse and inclusive community where everyone is respected and given the opportunity to thrive. The school embraces a range of values with specific focus on respect, responsibility, ethics, courage and determination.

The school is in the heart of the Windsor education precinct (numerous schools within five hundred metres of each other) near the corner of Dandenong Road and Chapel Street and the school's size, design and landscape provides the feel of a small community setting in the inner city. Windsor Primary School operates with two sub schools; Foundation to Year 2 and Year 3 – Year 6. In addition to our classroom program, students participate in Art, Greek, Music and Physical Education programs and will be introducing Science as a specialist class in 2025.

The school also provides extra-curricular programs during and outside of school hours, including small group activities during recess and lunch, small group or individual support activities for diverse interests and needs and before school and after school programs are examples of these.

The school's curriculum places equal emphasis on student's academic learning and their personal growth and wellbeing in alignment with the Department of Education's Framework for Improved Learning Outcomes.

The school prides itself on establishing relationships and collectively supporting each student.

The school's enrolment capacity has grown with the completion of our significant building works project. The addition of specialised spaces for art, science and food technology and the additional classroom spaces has allowed further diversity of programs and enhanced teaching practices. The school now has a harmonious blend of modernised indoor learning spaces and open outdoor spaces.

Progress towards strategic goals, student outcomes and student engagement

Learning

The basis of academic learning at Windsor Primary School remains focussed on the progress of the individual student. Like all schools, we want each individual to show the expected development as they move through their years of schooling.

The best data that the school has used to evaluate programs and student progress is the data from frequently used tools such as Little Learners Assessment of Reading Skills, DIBELS, Words Their Way Spelling Inventories and the Maths Online Interview. It is these tools that help to identify students who need to be enrolled or removed from intervention programs.

Due to our size, large scale assessment cohort data provides the school with little information to evaluate programs, as the characteristics of the individuals are the most dominating factor of the

data sets, and we are already fully aware of these characteristics. Looking at the inconsistencies of the 2022 and 2023 National Assessment Program – Literacy and Numeracy data is an example of this.

When evaluating NAPLAN data, it is the growth categories that provide the most valuable information on individual student progress. Unfortunately, due to COVID and now a change in the infrastructure of the assessments, we have not reliably had this information since 2020 (2025 will be the first year that there is Year 3 – Year 5 individual progression data under the new proficiencies structure).

Whole school NAPLAN data has limited use at Windsor Primary School due to the amount of students with an English as Another Language background and the area's high residential transiency (47% of this year's Year 3 cohort were not at the school in June 2024 and 48% of this year's Year 5 cohort were not at the school for their Year 3 NAPLAN testing)

Further development of the staff's understanding of the curriculum, aligning activities that directly assesses the curriculum and staff continuing to work together to ensure consistency has helped the school match similar schools and the state in the number of students working at or above the expected level in a number of measures.

Other important factors have been -

- Preparing to move to the Mathematics Curriculum 2.0 for 2024
- Building of Mathematics Curriculum 2.0 Scope & Sequences documents
- Further development of Mathematics topic planners
- Further development of Numeracy Instructional Model
- Participation in Prahran Numeracy Community of Practice
- Further establishment of phonics instruction in our early years Literacy program that is already aligned to the Department of Education's new Reading instruction criteria
- Building of English Curriculum Scope & Sequence documents
- Development of new English term planners

Wellbeing

Windsor continues to have mixed results in our student survey of their perceptions of school connectedness and management of bullying. The school continued to make the wellbeing of every student a priority through our Personal, Social and Emotional curriculum, extra-curricular activities and individual support plans.

In addition to the delivery of our current Personal, Social and Emotional program, the school entered a review phase to look for further improvement. Currently, our program is based on a combination of Respectful Relationships, Values, Berry Street Educational Model and Rock and Water programs. The review will examine how these programs are currently addressing student needs and the Personal and Social strands of the Personal Learning Victorian Curriculum.

The introduction of extra-curricular therapy programs such as art and cooking and the establishment of de-escalation spaces have also been of significant support structure.

Other important factors have been -

- Focus on safety plans & behaviour support plans for individual students
- Use of flexible timetables to ensure a safe entry and or successful time at school
- Use of visual behaviour continuums in all classes and used as a management support tool
- Friendship and school transition focuses for senior students through program provided by Stonnington Youth Services and department support staff
- Ongoing professional learning focusing on calmer classrooms, trauma and Tier 1 strategies
- Disability Inclusion Program professional learning for staff
- Referral process reviewed and professional learning for staff
- 'I can' statements drafted for Personal Learning curriculum

Engagement

Windsor's attendance data for 2024 showed a slight decline in the terrific results from the previous year. The school continued to set attendance goals for the entire school, for cohorts and for individuals. Each goal was based on support structures and the needs of the students. Our attendance data has us performing as comparable to similar schools and our specific year level data improved throughout the school. Overall, 80% of our students attended school for 80% or more of the school year.

Other important factors have been –

- Attendance Plans and meetings with parents to support attendance
- Action plan developed for all staff to address attendance low, medium, and high attendance concerns
- Specialised phonics literacy program supported by school support officers, education support staff and the tutorial teacher
- Developed opportunities for education support staff to work closely with speech therapist to support students who were not improving even though they had been involved in previous support programs
- Disability Inclusion Program training on classroom adjustments and documentation
- Using education support staff to work closely with individual students and small groups outside at recess/lunch time to support required adjustments
- Cooking and craft program with the support of school support officers and social workers
- Music sessions and music therapy program to engage students and promote their individual talent

Financial performance

The 2024 financial results were pleasing based on the projected losses forecasted earlier in the year. The biggest factor in the school's end of year surplus was the Building Project grants that are allocated to 2025 spending.

From bank reserves, the school has also committed to staffing as covering wages with our current enrolments will continue to be a challenge in 2025.

These two factors along with allocated expenses carried over into 2025, and the required DoE operating reserve, leaves the school with approximately \$30,000 in uncommitted reserves. Upgrading digital technologies and playground equipment are the next priorities.

The school received equity funding through the School Resource Package that contributed to additional staffing to implement effective differentiated learning. The equity cash component was allocated to a speech therapist and an educational psychologist; two support structures our vulnerable families have trouble accessing outside of school. Our Tutor Initiative funding was the basis of our Additional Assistance program, providing two days a week of support and our English as Another Language (EAL) funding allotment was fully used to have an EAL specialist teacher for two days a week.

In summary, the school was successful in ensuring that specific allocated funds went to intended areas; was successful in providing the human resources, programs, and equipment to provide balanced and effective learning and wellbeing programs and was successful in keeping overall 2024 spending within our means.

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 125 students were enrolled at this school in 2024, 65 female and 60 male.

34 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

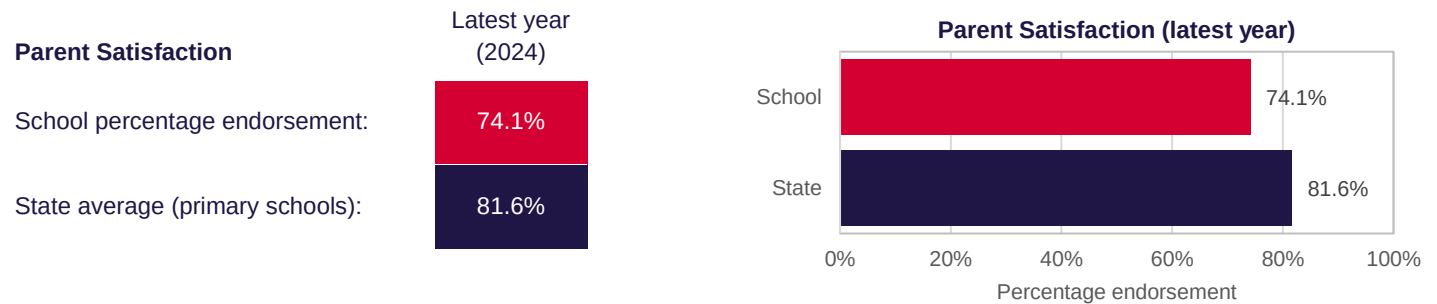
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

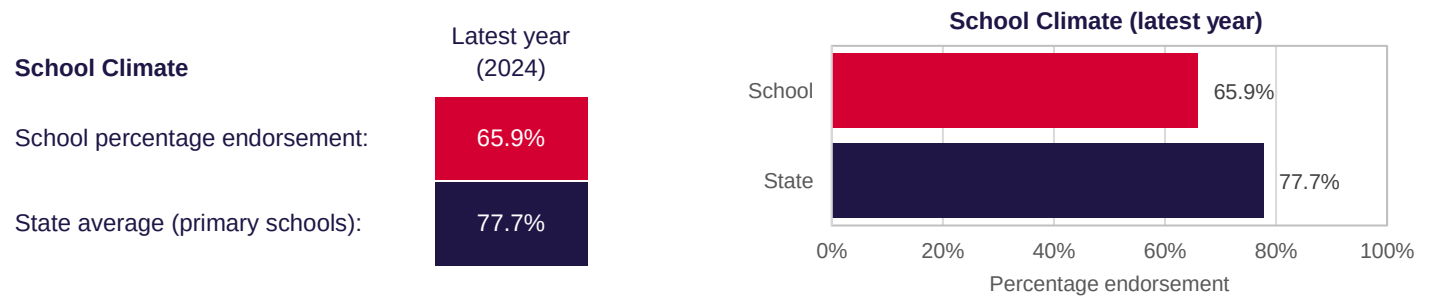


School Staff Survey

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

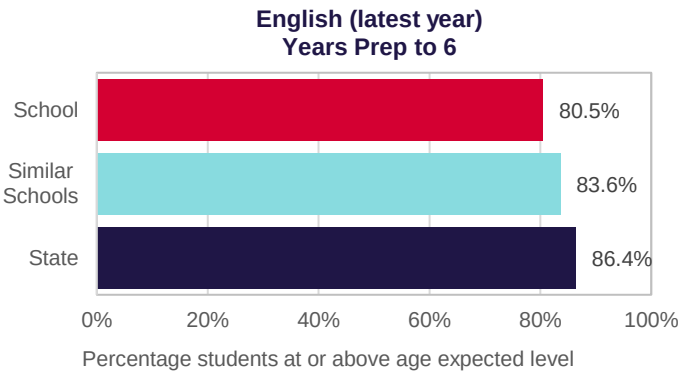
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

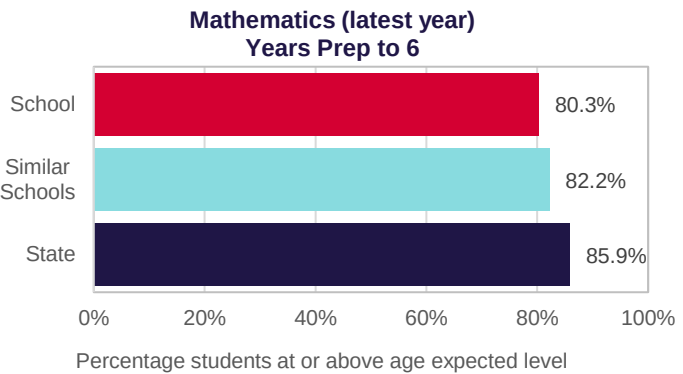
English
Years Prep to 6

	Latest year (2024)
School percentage of students at or above age expected standards:	80.5%
Similar Schools average:	83.6%
State average:	86.4%



Mathematics
Years Prep to 6

	Latest year (2024)
School percentage of students at or above age expected standards:	80.3%
Similar Schools average:	82.2%
State average:	85.9%



LEARNING (continued)

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

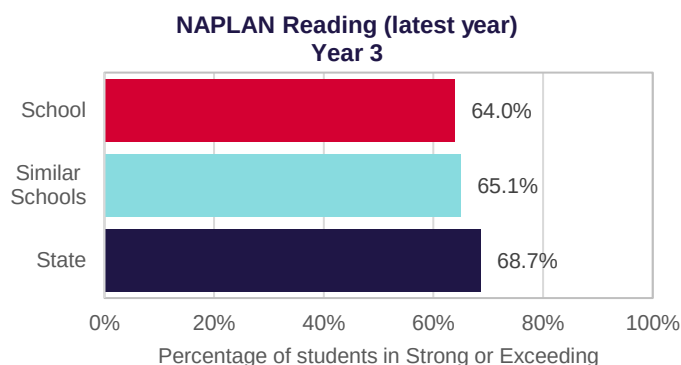
NAPLAN

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

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

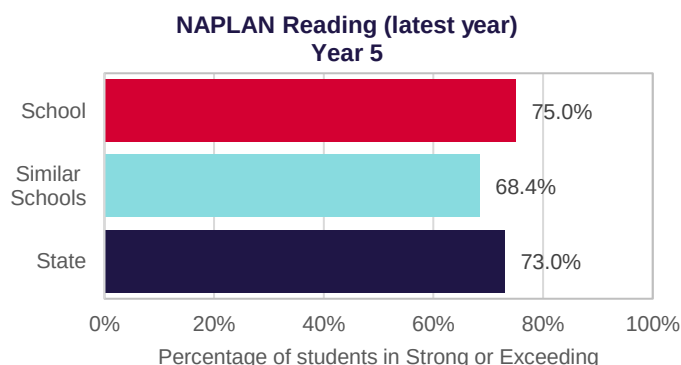
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.0%	62.5%
Similar Schools average:	65.1%	65.2%
State average:	68.7%	69.2%



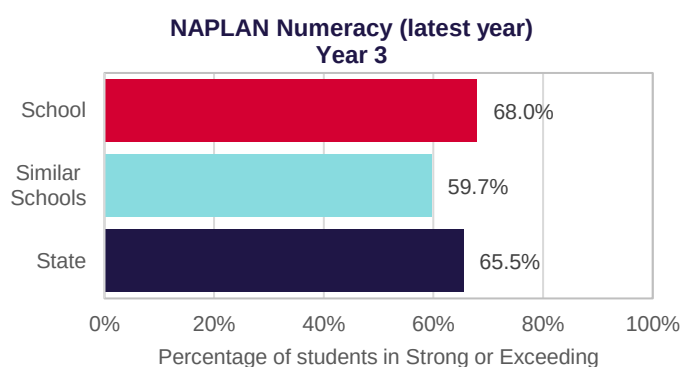
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	76.5%
Similar Schools average:	68.4%	71.5%
State average:	73.0%	75.0%



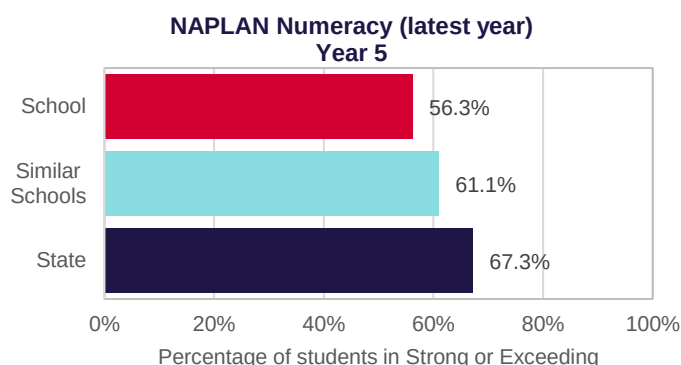
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.0%	63.4%
Similar Schools average:	59.7%	60.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.3%	61.8%
Similar Schools average:	61.1%	63.2%
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:

90.0%

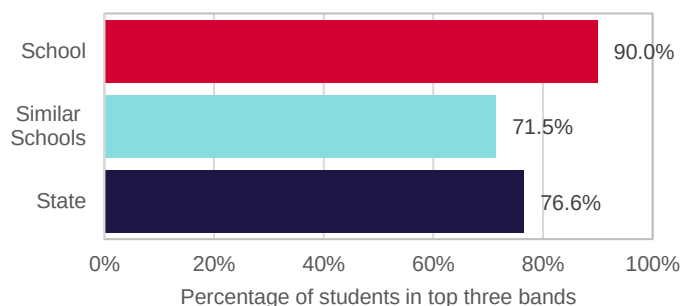
Similar Schools average:

71.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

53.8%

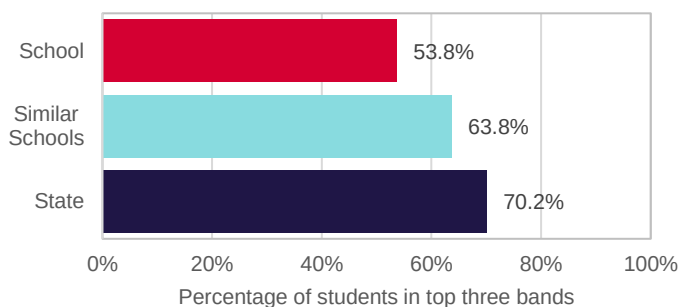
Similar Schools average:

63.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

70.0%

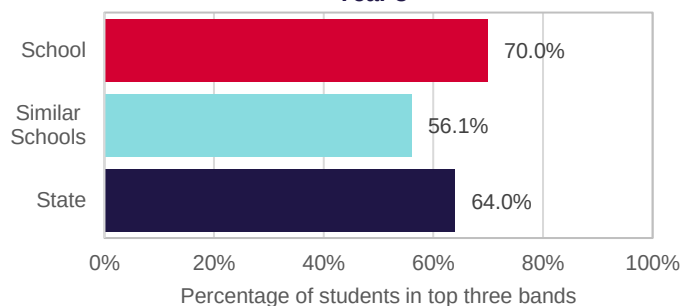
Similar Schools average:

56.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

38.5%

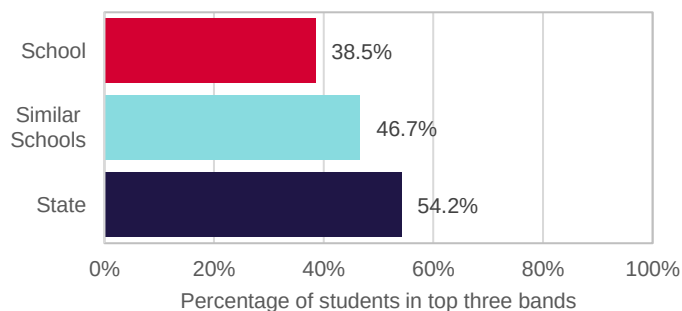
Similar Schools average:

46.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

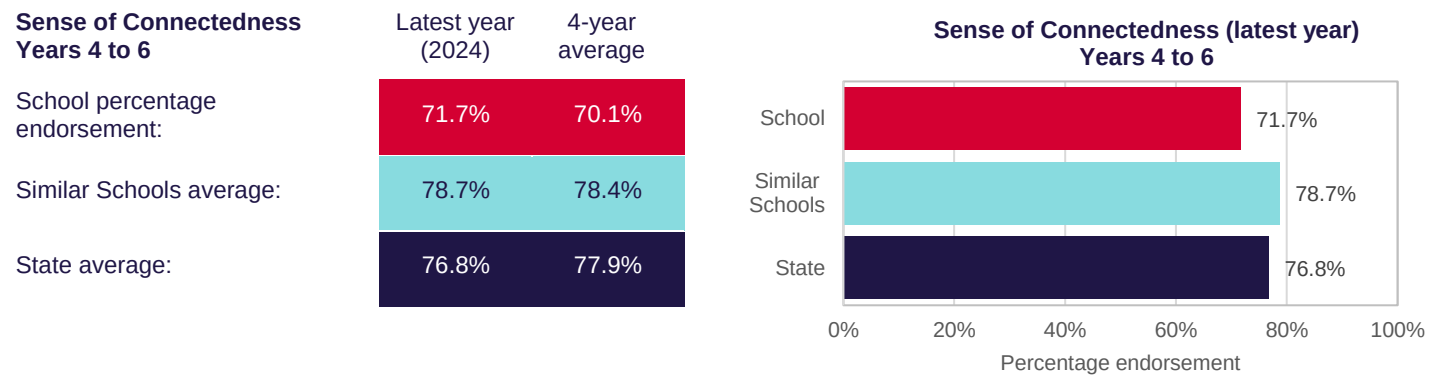


WELLBEING

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.

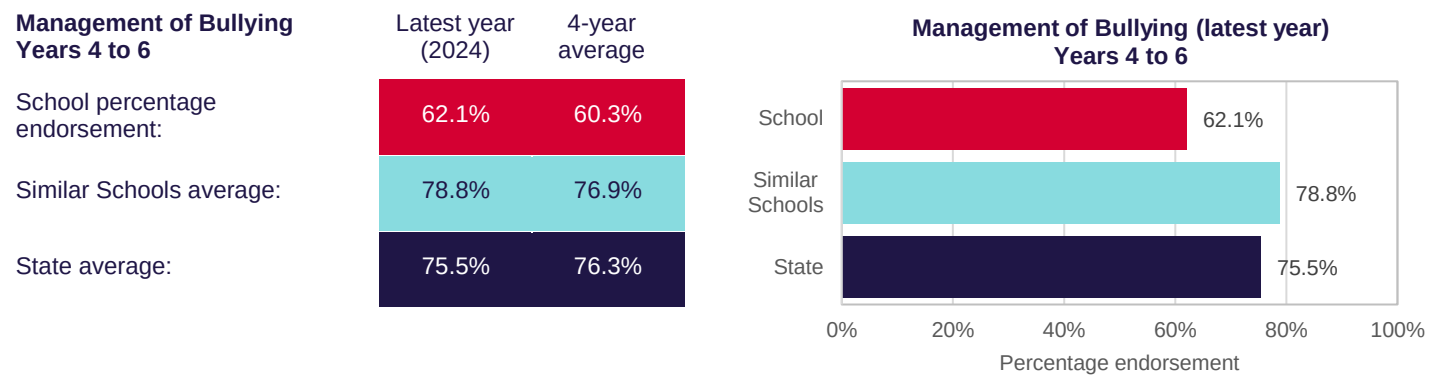
Student Attitudes to School – Sense of Connectedness

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).



Student Attitudes to School – Management of Bullying

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

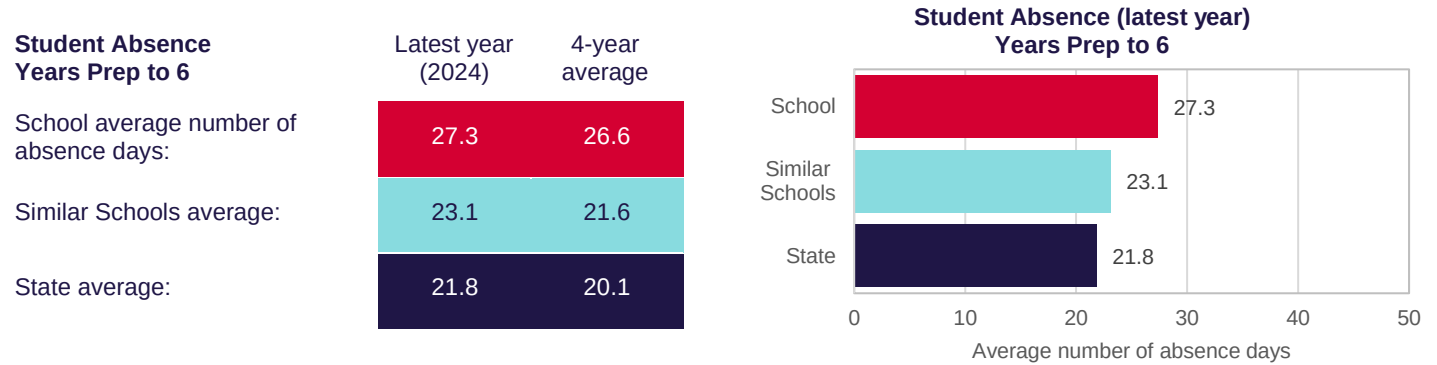


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	82%	87%	80%	87%	88%	85%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,589,379
Government Provided DET Grants	\$353,389
Government Grants Commonwealth	\$6,100
Government Grants State	\$0
Revenue Other	\$38,418
Locally Raised Funds	\$137,668
Capital Grants	\$0
Total Operating Revenue	\$2,124,953

Equity ¹	Actual
Equity (Social Disadvantage)	\$55,668
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$55,668

Expenditure	Actual
Student Resource Package ²	\$1,754,434
Adjustments	\$0
Books & Publications	\$493
Camps/Excursions/Activities	\$41,634
Communication Costs	\$4,352
Consumables	\$34,884
Miscellaneous Expense ³	\$18,547
Professional Development	\$4,130
Equipment/Maintenance/Hire	\$15,167
Property Services	\$44,430
Salaries & Allowances ⁴	\$181,768
Support Services	\$71,226
Trading & Fundraising	\$28,787
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,223
Total Operating Expenditure	\$2,231,076
Net Operating Surplus/-Deficit	(\$106,123)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$522,587
Official Account	\$11,175
Other Accounts	\$7,259
Total Funds Available	\$541,021

Financial Commitments	Actual
Operating Reserve	\$79,559
Other Recurrent Expenditure	\$811
Provision Accounts	\$0
Funds Received in Advance	\$324,418
School Based Programs	\$110,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$151,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$665,788

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.