

2024 Annual Report to the School Community

School Name: Edgars Creek Primary School (5310)



- 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 26 March 2025 at 07:18 PM by Teresa Marnik (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 26 March 2025 at 07:18 PM by Teresa Marnik (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

Edgars Creek Primary School (ECPS) is located in Wollert, within the City of Whittlesea. In 2024, we proudly celebrated our fourth year of operation, marking a year of growth, achievement, and community engagement. Our commitment to student learning and wellbeing remained at the forefront, with differentiated programs and targeted support catering to the diverse needs of our students. Guided by our school vision—"Empowering all students to strive for excellence and become independent lifelong learners"—we continued to create a supportive and inclusive environment where every child could thrive. Our core values of Respect, Responsibility, Courage, and Curiosity were embedded in daily school life, shaping a positive culture for learning.

By the end of 2024, our student population had grown to 774 students across 37 home groups, with 79 percent of students having English as an Additional Language.

Our Leadership Team consisted of a Principal, four Assistant Principals, a Business Manager, six Learning Specialists, and one Leading Teacher. The Executive Team underwent a transition in Term 4, with the departure of the Substantive Principal and the appointment of an Acting Principal. Our dedicated staff comprised approximately 80 members, including classroom teachers, education support staff, and administration staff.

ECPS serves a diverse and engaged community, with our socio-economic profile reflecting a low-medium band, indicating a high-medium level of parental education and socio-economic advantage.

Our curriculum aligns with The Victorian Curriculum 2.0, ensuring a strong foundation in literacy and numeracy while supporting its effective implementation. We provide students with rich and diverse learning experiences, including specialist programs in Visual Arts, Performing Arts, Science, Physical Education, Digital Technologies, Spanish, and Oral Language.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our commitment to continuous improvement was driven by key initiatives that enhanced teaching quality and student learning outcomes. We introduced peer observation cycles, fostering a culture of collaboration and reflective practice among staff by encouraging the sharing of best practices and providing targeted feedback. To strengthen early literacy, our Literacy Action Team Leaders completed Write to Read training, equipping them with the expertise to support consistent phonics instruction across the school and reinforcing our whole-school reading approach. Additionally, we implemented numeracy goal setting to personalise learning, empowering students to take ownership of their mathematical progress by setting and tracking individual learning goals.

These initiatives supported improvements in student learning outcomes, with data from our performance summary indicating progress in key literacy and numeracy areas.

Teacher Judgments P-6

- 90.7% of students at or above expected level in English (this is higher than both Similar Schools and State averages)
- 79.3% of students at or above expected level in Mathematics

Year 3 NAPLAN Data

- 58.8% Strong or Exceeding in Reading
- 50.4% Strong or Exceeding in Numeracy

Year 5 NAPLAN Data

- 67.1% Strong or Exceeding in Reading
- 62.8% Strong or Exceeding in Numeracy (higher than similar schools)

We remain focused on embedding these practices to sustain growth and excellence in student achievement.

Wellbeing

Throughout 2024, our ECPS Wellbeing Programs were strengthened to provide comprehensive support to individuals and the wider school community across various wellbeing areas. Survey results from the Department of Education's annual Student, Parent, and Staff Surveys reflected increased satisfaction across all measured domains. Notably, our Student and Staff survey results surpassed those of Similar Schools, Network Schools, and the State average—an outstanding achievement.

However, the Parent Survey had a low response rate, with 15% of families participating despite being distributed to many school families. In 2025, we will prioritise gathering parent feedback through multiple channels to ensure a more representative perspective.

A key highlight was our results from the Attitudes to School Survey, where students' 'Sense of Connectedness' received an 88.0% positive endorsement, exceeding both the State and Similar Schools averages. Additionally, our Year 4 to 6 students reported strong perceptions of the school's approach to 'Management of Bullying,' achieving an 89.3% positive endorsement—also above the State and Similar Schools averages.

Our ECPS Wellbeing Scope and Sequence document outlines a structured approach to wellbeing across Prep to Year 6. This framework integrates key themes such as 'Being Respectful,' 'Being Safe,' and 'Being a Learner.' Whole-school initiatives, including School-Wide Positive Behaviour Support, Respectful Relationships, Zones of Regulation and the Class Dojo reward system, reinforce these concepts.

We also continued key programs such as Canine Comprehension and the Berry Street Education Model, which provide targeted support at individual, group and whole-school levels.

Engagement

Student Attendance processes were enhanced in 2024. Procedures were implemented to follow up on unapproved absences and messaging provided regularly to the school community on the importance of school attendance for every student. Multiple families chose to travel overseas during the school term and these long-term absences impacted our overall student attendance data. In Term 4, we offered Parent Classroom Helpers training to strengthen home-school connections. We also introduced an intergenerational program in partnership with a local retirement village. These initiatives played a key role in achieving our Parent satisfaction rate of 100%, exceeding both state and similar school averages. Our focus on Student Voice and Agency continued, with two Learning Specialists and one Assistant Principal attending the Cultivating Agency Professional Learning at the Victorian Academy of Teaching and Leadership. This learning supported staff in understanding the key differences between voice and agency. Whole school programs such as our Breakfast Club and whole school events like our Colour Run, Harmony Day and Anti-bullying Day continue to promote student and family engagement with the school. Student Clubs increased throughout the year with a wide range of options available during recess and lunch breaks.

Other highlights from the school year

Edgars Creek Primary School takes great pride in hosting a variety of events and celebrations that bring our school community together. Our Harmony Day event was a highlight, featuring performances from community dance groups, food trucks, and cultural activities that celebrated diversity and inclusion. In Term 4, we held our inaugural Specialist Spectacular, which saw a fantastic turnout from families and provided an opportunity for the community to engage with and gain insight into the rich specialist programs offered across P-6. Additionally, we celebrated milestones such as the 100 Days of Prep and the Book Week Parade, while our Grade 6 students enjoyed an unforgettable camp experience.

Financial performance

Our school remains in a strong financial position, receiving funding from multiple sources to support the ongoing development of infrastructure, learning resources, and programs. Investments were made in air conditioning for learning spaces, the construction of an additional sandpit, and necessary ramp modifications. To enhance student wellbeing and support those with additional needs, we allocated funds for targeted resources. Significant investments were also made in curriculum resources, including take-home books, levelled and decodable books, and mathematics teaching materials. Additionally, new iPads were purchased to enhance digital learning. A major achievement was securing a \$287,196 grant through the Capital Works Fund 2024-25 Round for a new inclusive playground, with construction expected to begin in Term 2, 2025. Our equity funding was strategically used to support teaching and support staff through the Student Resource Package, ensuring ongoing educational excellence.

**For more detailed information regarding our school please visit our website at
<https://edgarscreekps.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

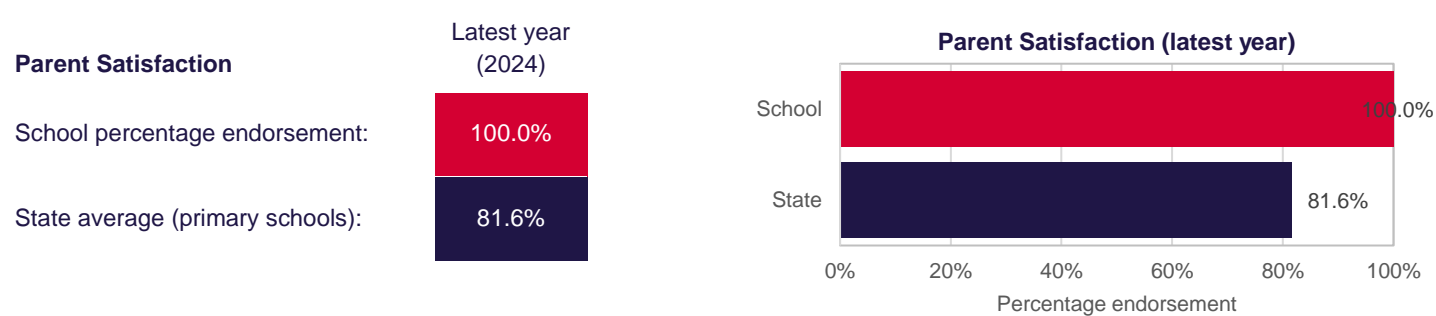
A total of 774 students were enrolled at this school in 2024, 368 female and 405 male.
79 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

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: **Low - Medium**

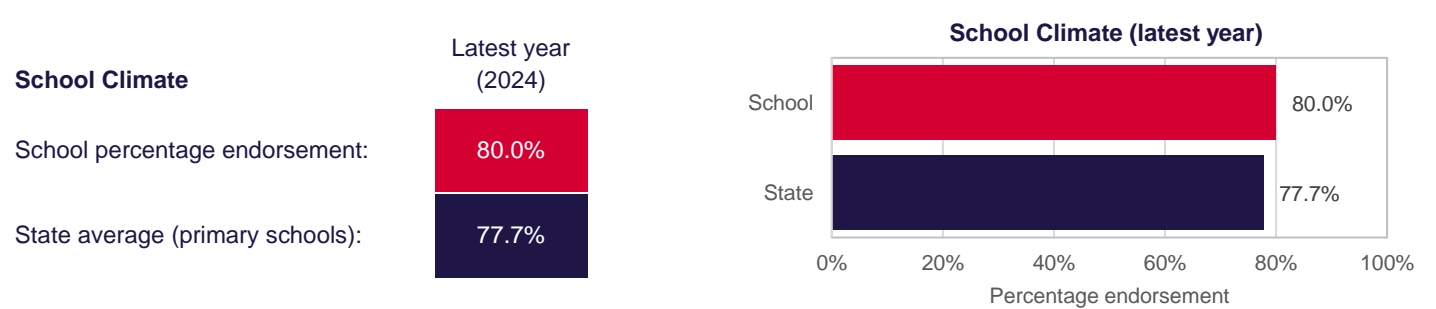
Parent Satisfaction Summary

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

School percentage of students at or above age expected standards:

Similar Schools average:

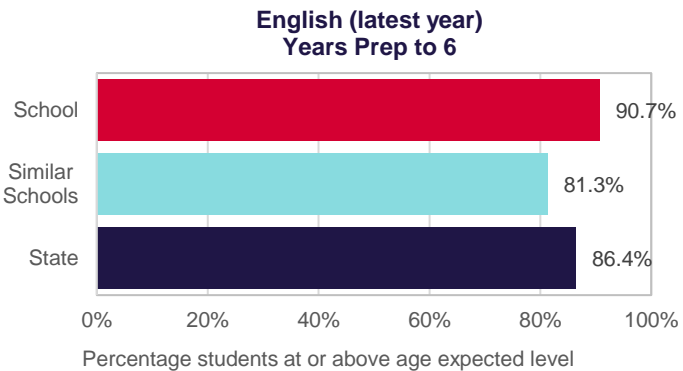
State average:

Latest year
(2024)

90.7%

81.3%

86.4%



Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

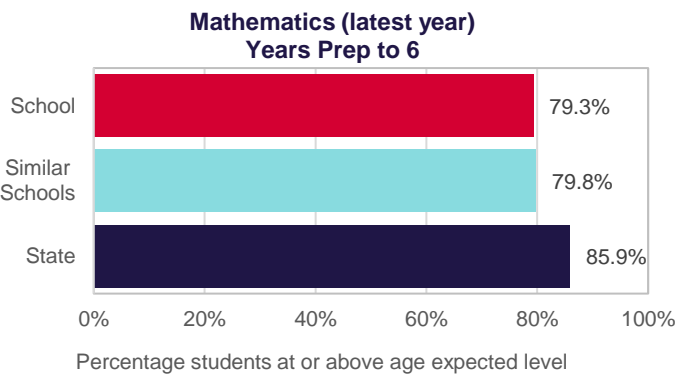
State average:

Latest year
(2024)

79.3%

79.8%

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.

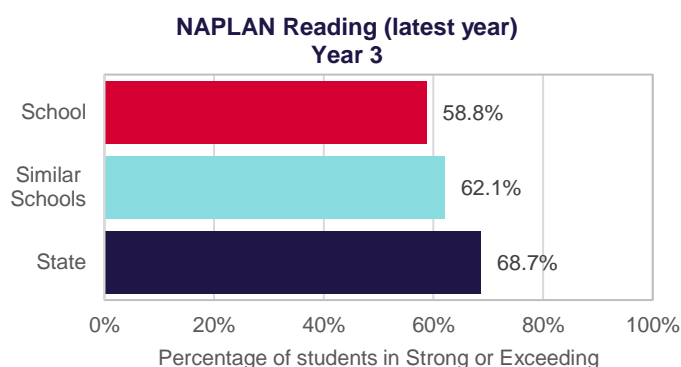
NAPLAN

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.

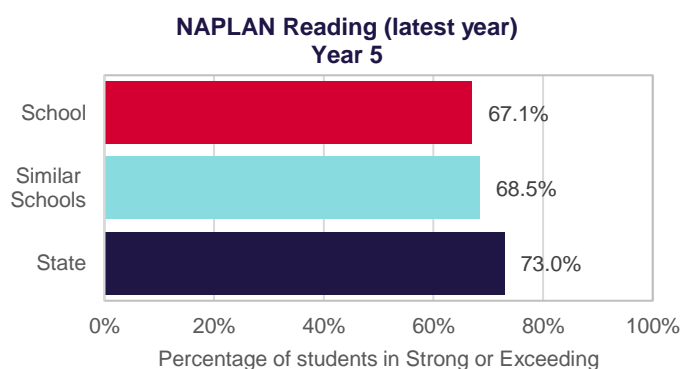
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.8%	61.0%
Similar Schools average:	62.1%	62.4%
State average:	68.7%	69.2%



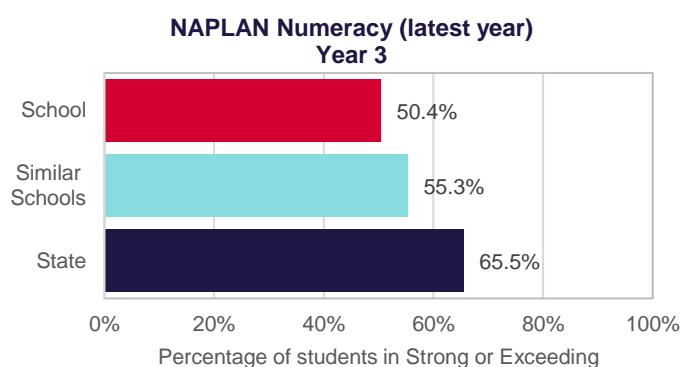
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.1%	71.0%
Similar Schools average:	68.5%	69.7%
State average:	73.0%	75.0%



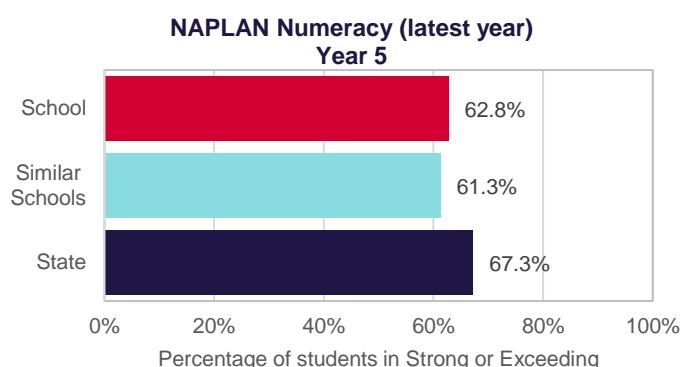
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.4%	51.9%
Similar Schools average:	55.3%	56.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.8%	57.1%
Similar Schools average:	61.3%	60.5%
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:

85.1%

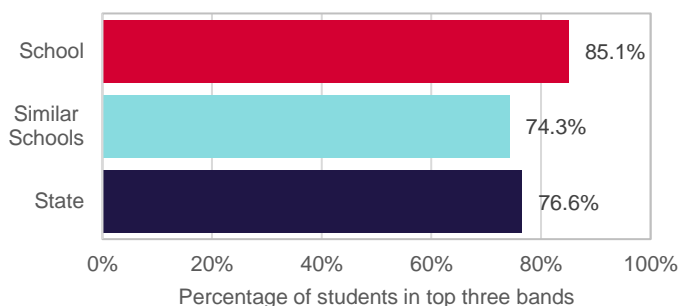
Similar Schools average:

74.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

68.8%

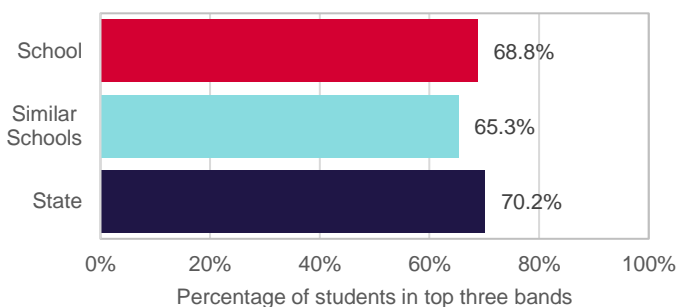
Similar Schools average:

65.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

53.9%

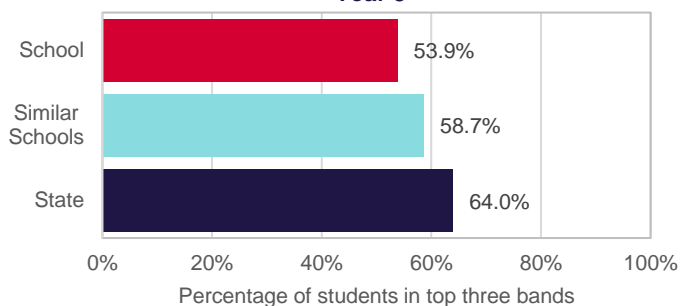
Similar Schools average:

58.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

44.6%

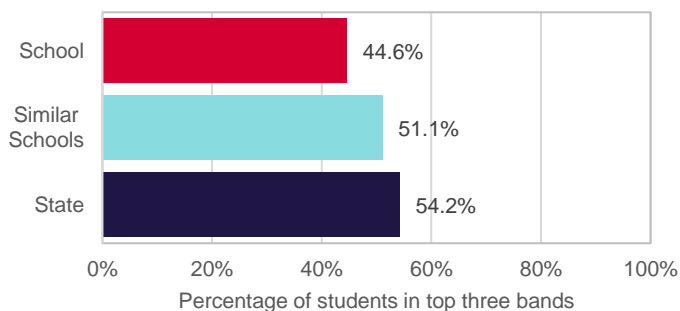
Similar Schools average:

51.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

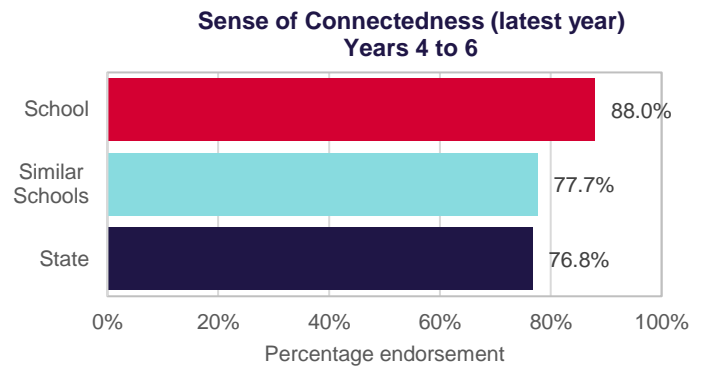
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	88.0%	82.8%
Similar Schools average:	77.7%	78.6%
State average:	76.8%	77.9%

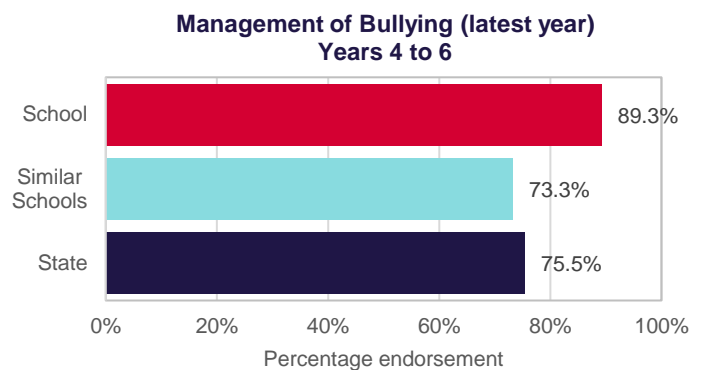


Student Attitudes to School – Management of Bullying

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:	89.3%	84.7%
Similar Schools average:	73.3%	73.7%
State average:	75.5%	76.3%

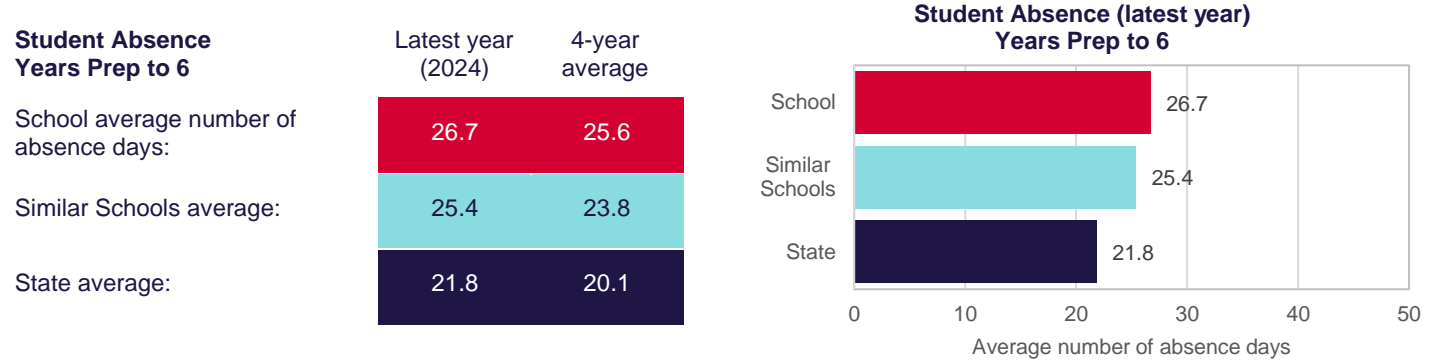


ENGAGEMENT

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):	85%	86%	87%	87%	87%	88%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,451,004
Government Provided DET Grants	\$1,020,930
Government Grants Commonwealth	\$15,731
Government Grants State	\$0
Revenue Other	\$34,882
Locally Raised Funds	\$330,025
Capital Grants	\$0
Total Operating Revenue	\$9,852,572

Equity ¹	Actual
Equity (Social Disadvantage)	\$146,772
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$146,772

Expenditure	Actual
Student Resource Package ²	\$8,123,138
Adjustments	\$0
Books & Publications	\$6,050
Camps/Excursions/Activities	\$85,480
Communication Costs	\$9,216
Consumables	\$147,498
Miscellaneous Expense ³	\$19,454
Professional Development	\$28,085
Equipment/Maintenance/Hire	\$184,650
Property Services	\$161,903
Salaries & Allowances ⁴	\$272,351
Support Services	\$278,810
Trading & Fundraising	\$25,368
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$66,780
Total Operating Expenditure	\$9,408,784
Net Operating Surplus/-Deficit	\$443,788
Asset Acquisitions	\$77,370

- (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	\$867,590
Official Account	\$33,640
Other Accounts	\$9,997
Total Funds Available	\$911,227

Financial Commitments	Actual
Operating Reserve	\$214,274
Other Recurrent Expenditure	\$25,639
Provision Accounts	\$0
Funds Received in Advance	\$54,990
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$328,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$165
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	\$623,068

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.