2024 Annual Report to the School Community

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| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 17 March 2025 at 01:21 PM by Bec Wrotny (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 27 March 2025 at 05:29 PM by Bec Wrotny (Principal) | |

## School Name: Devon Meadows Primary School (3924)

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](https://nap.edu.au/naplan/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

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| --- |
| School context |
| Devon Meadows Primary School is situated in an attractive rural setting 7 km out of Cranbourne with well-established playing areas and sports grounds. We provide a supportive and secure environment where each child is valued as a unique and important individual. Here at Devon Meadows Primary School, we are a smaller, caring and community focused school. Parents, students, and staff work together in a partnership to bring about the best possible outcomes for all students. At Devon Meadows Primary School we value: Respect, Commitment to Learning, Teamwork and Friendship. Our curriculum is centered around developing each child to their full potential academically, physically, and socially.  In 2024 Devon Meadows Primary School had a student population of 298 students. Students were organised into 14 classes and came from the local area as well as from the wider Cranbourne area and nearby Botanic Ridge, Blind Bight and Cannons Creek. Many parents and students from outside the immediate school area chose our school because of the ‘country school’ feel that the school has. The learning experiences provided at Devon Meadows Primary School in 2024 aimed to support our students to become critical thinkers and problem solvers. Our facilities and programs provided students with an educational experience that is engaging, collaborative and challenging. Devon Meadows Primary School has a strong partnership between parents, students and teachers, this helped to provide the best possible learning for all students. As part of this partnership the school has many parents who helped out in classrooms as well as supported the school through fundraising efforts, canteen volunteers, school council and a Parents Association group.  Student Wellbeing is recognised as vital for productive learning. A comprehensive Social Emotional Learning program based on the school values was in place. The continuation of programs such as Seasons for Growth, Positive Start/Setting the Climate, Zones of Regulation, Fitness/Breakfast Club, Green Zone, Lunch Time Clubs, RUOK Day, and various extracurricular activities—including The Colour Run and Twilight Sports—have played a vital role in promoting student wellbeing. These initiatives have provided students with opportunities to develop emotional regulation, social skills, and a sense of belonging within the school community. Student Leadership programs, including School Captains, House Captains and Student Representative Council, were highly valued. A Pathways to Prep Program provided pre-school children with a smooth, enjoyable, and secure start into a school-based environment. Our Pre-Prep Program ran across three terms and once again proved to be a huge success.  Devon Meadows Primary School had 38 caring and dedicated staff members in 2024. This included 2 Principal Class, 23 teachers (both fulltime and part time), 12 Education Support Staff and 1 casual Maintenance Person. We expect to continue to grow moving forward due to the confirmed Kindergarten being built on site to open in 2025. |
| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| In 2024, our school made significant progress in supporting students' learning and improving outcomes. One of the key initiatives was the implementation of regular student check-ins, a practice aimed at gauging understanding and allowing for responsive teaching. By working closely with Bronwyn Ryrie-Jones, our teachers learned new ways to adjust their teaching based on students' needs. Professional learning for staff on techniques like effective questioning and checking for understanding played a key role in improving how we taught both English and Mathematics, ensuring that all students received the support they needed to succeed.  We also saw great success in using Professional Learning Communities (PLCs) for teachers to collaborate on planning lessons and using data to inform teaching. In English, teachers worked on new assessment tools to better understand how students were progressing and to improve their teaching. In Mathematics, teachers used data to plan lessons that met the needs of all students, including those who required extra help or extra challenges. This collaborative approach ensured that every child’s needs were met, and they were supported in their learning.  Additionally, we worked on building teachers' ability to extend learning for students who were already performing at or above the expected level. In English, we introduced new tools and programs to help challenge these students, and we expanded inquiry units to keep them engaged. In Mathematics, teachers used strategies to provide more advanced challenges for high-achieving students while still offering support to everyone.  These efforts reflect our ongoing commitment in 2024 to create an environment where all students felt engaged, supported, and challenged, helping them reach their full potential. |
| Wellbeing |
| Throughout 2024, our school has made significant strides in embedding a whole-school approach to supporting students' social and emotional wellbeing and engagement. A range of programs and initiatives have been implemented, fostering a strong sense of inclusion, connection, and resilience among students.  The introduction and continuation of programs such as Seasons for Growth, Positive Start/Classroom Climate, Zones of Regulation, Fitness/Breakfast Club, Green Zone, Lunch Time Clubs, RUOK Day, and various extracurricular activities—including The Colour Run and Twilight Sports—have played a vital role in promoting student wellbeing. These initiatives have provided students with opportunities to develop emotional regulation, social skills, and a sense of belonging within the school community.  A key achievement in 2024 was the school-wide implementation of Setting the Climate. This practice was embedded in every classroom for the first two weeks of Term One and revisited at the start of Terms Two, Three, and Four. By establishing a consistent and agreed-upon practice across all classrooms, students experienced a structured and supportive transition into each term, reinforcing their sense of security and connectedness.  Furthermore, the adoption of The Wellbeing and Engagement Scope and Sequence has provided staff with a valuable planning resource. This has enhanced the delivery of Respectful Relationships lessons, which are now effectively linked with other Social Emotional Learning programs such as Play is the Way and Zones of Regulation. The integration of these programs has ensured a cohesive and comprehensive approach to student wellbeing across all year levels.  Student voice and agency have been central to our wellbeing initiatives. Through wellbeing sessions and our approach to Inquiry Learning, students have had meaningful opportunities to express their perspectives and contribute to the development of a positive school culture. This emphasis on student involvement has empowered them to take ownership of their learning and personal development, fostering a greater sense of confidence and responsibility.  Looking ahead, our focus will remain on strengthening these initiatives and continuing to refine our approach based on feedback and emerging needs. By maintaining a whole-school commitment to student wellbeing, we will ensure that all students feel supported, engaged, and empowered to thrive academically and personally. |
| Engagement |
| In 2024, our school continued to strengthen student engagement through a variety of approaches, and we saw this reflected in our Attitudes to School Survey and student forums.  Professional learning played a vital role in upskilling staff to enhance student engagement. Specialists in Diversity & Inclusion, Mental Health Coordination, Student Voice and Agency and Respectful Relationships worked collaboratively to equip staff with the necessary tools and strategies to foster an inclusive and supportive learning environment. Early-year professional development empowered these teams to provide ongoing guidance, ensuring a cohesive and informed approach to student engagement.  Despite our proactive engagement strategies, student attendance remains an area for growth. The average number of days absent was 29.1 days, higher than similar schools and state averages. Attendance data indicated a decline following camps, excursions, and long weekends. To address this, participation in Communities of Practice sessions helped staff refine attendance processes. Strategies such as regular absence tracking on Compass and the implementation of a multi-tiered intervention spreadsheet have strengthened our response to attendance concerns. Additionally, improved communication between school and home has played a key role in fostering partnerships to support students and their families.  Looking ahead, our focus will be to further equip staff with strategies to meet student needs effectively. By continuing to strengthen our engagement initiatives and attendance strategies, we aim to create a school environment where all students feel connected, supported, and motivated to succeed. In 2025 Devon Meadows staff will work with a dedicated Department of Education team to create an action plan to improve attendance. |
| Financial performance |
| In 2024, Devon Meadows Primary School finished the year with a surplus of $35,226. Throughout the year we made substantial investments to the maintenance and upgrade of facilities such as painting, continued planned upgrades to classroom furniture, and educational resources. Additions included the edging to the playground beside the oval as well as the revamp of the school's veggie garden and rejuvenation of the basketball court surface.  The new Sensory Playground was completed and opened early in the year, which includes a waterplay feature.  Investments were made to continue to increase the number of Education Support staff to support the growing number of complex needs of our students as we head into the new Disability and Inclusion model. The school prioritised placing staff into areas on a needs basis as the funding system was navigated. Equity funding was utilised to implement an extension of our Tutor Learning program beyond the allocated amount covered by the teacher appointment. Funds were also used to purchase additional resources within the wellbeing and engagement space to enrich learning opportunities for all students. Budgeting provisions were made to also cover additional Casual Relief Teachers (CRT) throughout the year.  Staff retention remains high, and student enrolments continue to increase, contributing to an overall sense of strong community spirit. |
| **For more detailed information regarding our school please visit our website at** [**https://www.devmead.vic.edu.au/**](https://www.devmead.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 298 students were enrolled at this school in 2024, 132 female and 166 male.

4 percent of students had English as an additional language and 2 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.

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| --- | --- |
| **Parent Satisfaction** | Latest year (2024) |
| School percentage endorsement: | 69.2% |
| State average (primary schools): | 81.6% |

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.

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| **School Climate** | Latest year (2024) |
| School percentage endorsement: | 78.3% |
| 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.

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| --- | --- | --- |
| **English**  **Years Prep to 6** | Latest year (2024) | |
| School percentage of students at or above age expected standards: | NDA |
| Similar Schools average: | 81.9% |
| State average: | 86.4% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2024) | |
| School percentage of students at or above age expected standards: | NDA |
| Similar Schools average: | 82.8% |
| 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.

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| **Reading**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 61.1% | | 72.7% | |
| Similar Schools average: | 64.6% | | 64.6% | |
| State average: | 68.7% | | 69.2% | |

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| **Reading**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 62.9% | | 70.3% | |
| Similar Schools average: | 68.5% | | 70.8% | |
| State average: | 73.0% | | 75.0% | |

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| **Numeracy**  **Year 3** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 75.0% | | 65.8% | |
| Similar Schools average: | 62.9% | | 62.2% | |
| State average: | 65.5% | | 66.4% | |

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| --- | --- | --- | --- |
| **Numeracy**  **Year 5** | Latest year (2024) | 2-year average | |
| School percentage of students in Strong or Exceeding: | 47.1% | | 47.9% | |
| Similar Schools average: | 62.0% | | 59.6% | |
| 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.

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| --- | --- |
| **Reading**  **Year 3** | (2022) |
| School percentage of students in the top three bands: | 66.7% | |
| Similar Schools average: | 73.2% | |
| State average: | 76.6% | |

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| **Reading**  **Year 5** | (2022) |
| School percentage of students in the top three bands: | 54.3% | |
| Similar Schools average: | 65.8% | |
| State average: | 70.2% | |

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| --- | --- |
| **Numeracy**  **Year 3** | (2022) |
| School percentage of students in the top three bands: | 59.0% | |
| Similar Schools average: | 56.9% | |
| State average: | 64.0% | |

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| --- | --- |
| **Numeracy**  **Year 5** | (2022) |
| School percentage of students in the top three bands: | 32.4% | |
| Similar Schools average: | 45.5% | |
| State average: | 54.2% | |

**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).

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| --- | --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2024) | 4-year average | |
| School percentage endorsement: | 76.6% | | 88.4% | |
| Similar Schools average: | 73.1% | | 75.4% | |
| 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).

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| --- | --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2024) | 4-year average | |
| School percentage endorsement: | 77.7% | | 88.7% | |
| Similar Schools average: | 73.7% | | 75.1% | |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2024) | 4-year average | |
| School average number of absence days: | 29.1 | | 24.8 | |
| Similar Schools average: | 22.6 | | 21.3 | |
| State average: | 21.8 | | 20.1 | |

**Attendance Rate (latest year)**

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2024): | 87% | 86% | 87% | 84% | 86% | 83% | 83% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2024

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $3,299,907 |
| Government Provided DET Grants | $415,133 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $19,306 |
| Locally Raised Funds | $143,617 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,877,962** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $140,432 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$140,432** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $3,233,928 |
| Adjustments | $0 |
| Books & Publications | $1,023 |
| Camps/Excursions/Activities | $88,137 |
| Communication Costs | $5,637 |
| Consumables | $67,488 |
| Miscellaneous Expense 3 | $11,592 |
| Professional Development | $30,618 |
| Equipment/Maintenance/Hire | $74,476 |
| Property Services | $120,343 |
| Salaries & Allowances 4 | $69,560 |
| Support Services | $173,688 |
| Trading & Fundraising | $17,561 |
| Motor Vehicle Expenses | $61 |
| Travel & Subsistence | $0 |
| Utilities | $19,075 |
| Total Operating Expenditure | **$3,913,188** |
| Net Operating Surplus/-Deficit | **($35,226)** |
| 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 | $382,783 |
| Official Account | $27,604 |
| Other Accounts | $0 |
| Total Funds Available | **$410,386** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $113,560 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $3,041 |
| 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 | $0 |
| 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 | **$116,602** |

*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.*