

2024 Annual Report to the School Community

School Name: Wilmot Road Primary School Shepparton (4943)



- 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 01 May 2025 at 02:11 PM by Kirsten Dickins (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 01 May 2025 at 02:11 PM by Kirsten Dickins (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

Wilmot Road Primary School's motto is Happiness Through Achievement. Our students live this daily, along with the school's values of Respect, Responsibility and Belonging. The three values are on display, taught and discussed and form the core of everyday interactions within and outside our school community. The school's vision is to create a community of lifelong learners, who reach their full potential, in an inclusive, resilient and supportive environment. The core purpose of Wilmot Road Primary School is to provide a high quality and inclusive education that fosters academic and social success, to create productive members of our broader community. Wilmot Road Primary School is located in the south of Shepparton, within 2 kilometres of 2 other government primary schools and one catholic school. The school has a vibrant, culturally diverse student population of 225 students, including 44 percent of students with English as an additional language and 13 percent of students identifying as Aboriginal or Torres Strait Islander. The school's overall socio-economic profile, based on the school's Student Family Occupation and Education index, has a band value of high. Wilmot Road Primary School has an equivalent full-time teaching staffing of 18.2, including 3 Principal Class, 2 Leading Teachers and 1 Learning Specialist and the equivalent of full time Education Support Staff of 15.94. Included in the Education Support Staff the school has 1 Afghan and 1 Arabic support staff. We have 2 teachers providing support through the Tutor Learning Initiative, whose time fractions are the equivalent of one full time teacher. The school has 12 classes, 2 x Foundation, 3 x 1/2, 3 x 3/4 and 4 x 5/6. We have 2 classes that are shared – one 3/4 class that is shared between the learning specialist and a tutor learning teacher, the other a 5/6 class that is shared between a part time teacher and a second tutor learning teacher. Our student cohort continues to be one of high transience with many students entering and exiting throughout the year. The majority of our families receive government benefits and many seek support from the school, as a trusted organisation, for a variety of reasons. P

Progress towards strategic goals, student outcomes and student engagement

Learning

Wilmot Road Primary School's AIP 2024 focused on the Priorities Goal: In 2024, we will continue to focus on student learning, with the focus on numeracy and; student wellbeing, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

The Key Improvement Strategies:

Learning: support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy. Wellbeing: effectively mobilise resources to support students' wellbeing and mental health, especially the most vulnerable.

Teacher judgements demonstrated that all students across all year levels showed growth in both numeracy and literacy.

The 2024 data showed the percentage of students at or above expected standards for Reading was at 65%. In Writing the percentage of students at or above expected standards was 58%. In Speaking and Listening the percentage of students at or above expected standards was 59%. In Mathematics the percentage of students at or above expected standards was 57%.

In Year 5 the exceeding or strong data in the reading data showed a decrease of 4% to 42% from 2023. In Year 5 the exceeding or strong data in the numeracy data showed a 7% increase to 42%.

The school commenced the 2024 year with the ability to provide small group tuition through the Tutor Learning Initiative. Although this proved to be challenging due to staffing issues, there were small groups from years 1-3 focused on catch up in literacy and numeracy and a group in years 5-6 that focused on numeracy extension.

Wellbeing

Wilmot Road Primary School continued to focus on wellbeing 2024. We continued to successfully meet the needs of our students and their families. We were fortunate to access specialised services and supports while focussing on access to wellbeing programs within the school. Our focus remains on our School Wide Positive Behaviour Support program which underpins our values of being respectful, responsible and belonging. Students have enjoyed the opportunity to earn tokens and in turn 'cash them in' at the school's token shop. The data shows the students' sense of connectedness to school at 69%. The management of bullying also sat well above state levels at 87 %. The school continued to employ two social workers through the Mental Health Fund, with a focus on individualising supports with small group or one on one sessions running across the year. This has proved to be very successful with programs developed that have given students confidence and the ability to express their feelings, along with tools to deal with anxiety. Our Sensory Room program has also assisted with developing student tools in regulation which has allowed them to access their learning. The school continued with the Mental Health in Primary Schools initiative where staff have continued to expand their knowledge and understanding of the wellbeing needs of our cohort.

Engagement

In 2024 Wilmot Road Primary School was once again recognised for its sensory program. This program continues to be a key strategy in maintaining student engagement and ensuring regulation of students, which has led to more focused learning opportunities. A dedicated education support staff in this program has meant all students are able to access their sensory breaks when needed without disruption to the learning in the classroom. The attendance working group focused on rewarding those students who attended school regularly. Wilmot Road's absence data continued to be higher than desired, the average number of absence days sitting at 34.2%. The high percentage continued to be addressed throughout the year with parent meetings, letters and phone calls in an attempt to get children to school daily. A large number of families travelled overseas for extend periods, which increased the absence data. The schools' Junior

School Council were active throughout the year with fundraising activities organised across each term, including a Christmas Kmart Wishing Tree donation in Term 4. The House Captains proudly ran the annual House Sports day, as well as helping in the yard with sports equipment and other duties. The School Captains represented the school on numerous occasions, such as ANZAC Day and continued to have a major role in school assemblies. Students in general had opportunities to have ideas for making the school a better place to be heard. Many activities saw our students celebrated throughout the year. Our annual Wonders of Wilmot (WOW) awards and TOP Scholarship assemblies saw a large number of families attend. Mothers and Fathers Days were celebrated with a photo session. The school concert saw parents and friends enjoy watching our students proudly perform. Finally, our year 6 Graduation ceremony had large numbers of community attend to farewell our students as they transitioned to secondary school. Wilmot Road Primary School's Community Hub has continued to increase the number of people engaging in programs. With a variety of programs on offer from play groups, cooking, gardening and English classes, the Hub has built up a reputation for being responsive to the community needs. The annual community clothing drive was a huge success with support of a large number of donations. Many people from across Shepparton came in to access free clothing across a 3 day period.

Other highlights from the school year

Wilmot Road Primary School community participated in an Apology Day breakfast at the school. The morning saw families come in and share breakfast before our senior Indigenous students presented information to the group about the significance of Apology Day. This event was well attended and will continue to be held annually. Another new whole school event was participation in the "one tree per child" program. Students planted indigenous plants and different species including wattles, kangaroo grass, tussock grass, saltbush and grey box. In Term 4, Grade 5 and 6 students were offered the opportunity at attend the DOXA camp to Malmsbury. The 3 day camp was well attended and enjoyed by those that participated.

Financial performance

Financial performance Wilmot Road Primary School had a 2024 annual SRP trading deficit of \$157,411.00 with total available funds of \$2,822,670.00 remaining. The SRP deficit has been covered from our reserve funds. These reserve funds will also be used to fund our 2025 staffing budget. Our planned building projects have continued with all classrooms now newly carpeted. Monies held over from 2024 include CBA Schools Plus of \$19,950.00 and Community Hub funding of \$31,762.00. Building maintenance and landscaping works will continue to be for which we have an amount of \$500,000.00 set aside.

Additional funding grants to the SRP received in 2023 included:

- Active School Grants \$4,100 to implement healthy initiatives.

Commonwealth Grants received were

- Community Hub of \$33,583.00 – To engage staff to lead our Community Hub and engage our families in our school.
- Community Hub of \$9,365.00 – To fund English Class and Childminding.
- CSEF of \$27,900.00 – Assisting eligible families to cover the costs associated with Camps, Sport Activities and Excursions

We also received a \$5,000.00 donation from the Bates Family Foundation Limited which was utilised toward sponsoring and aiding children from low SES backgrounds, which provides them with equal access to resources to support their learning and education

**For more detailed information regarding our school please visit our website at
<https://www.wilmotrd.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 223 students were enrolled at this school in 2024, 99 female and 124 male.

57 percent of students had English as an additional language and 13 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).

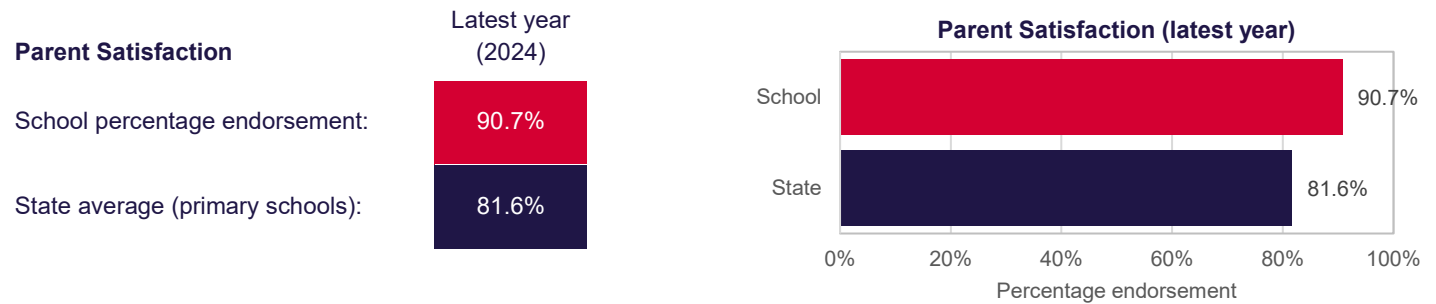
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

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.

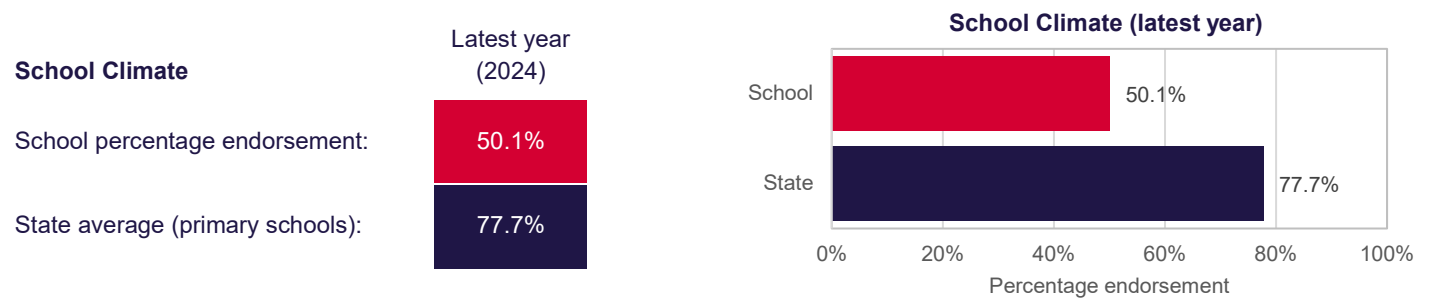


School Staff Survey

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.



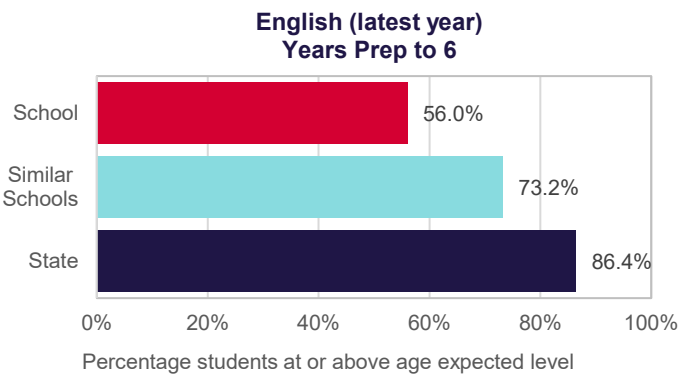
LEARNING

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.

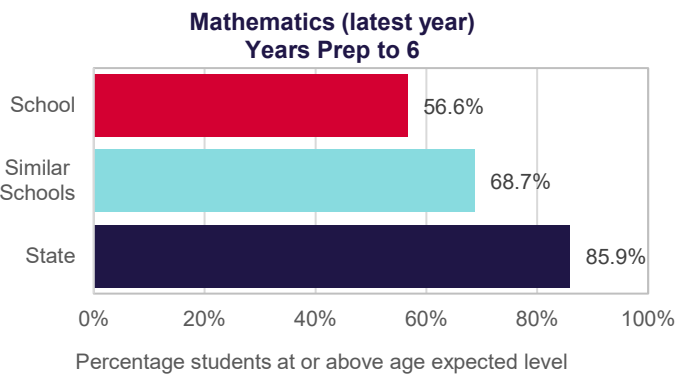
Teacher Judgement of student achievement against the Victorian Curriculum

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:	56.0%
Similar Schools average:	73.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	56.6%
Similar Schools average:	68.7%
State average:	85.9%



LEARNING (continued)

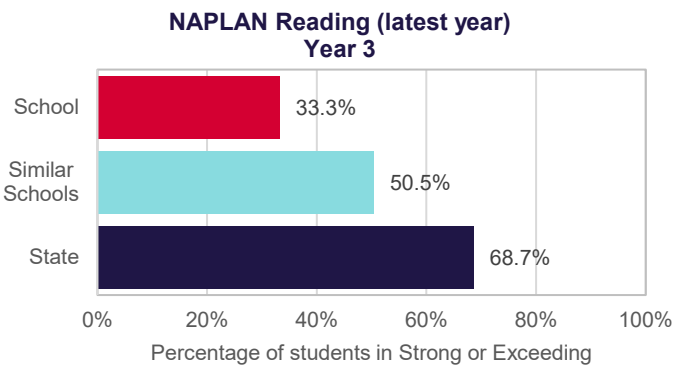
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NAPLAN

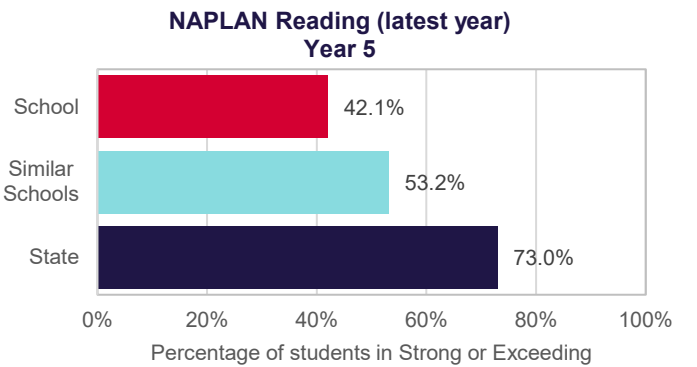
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

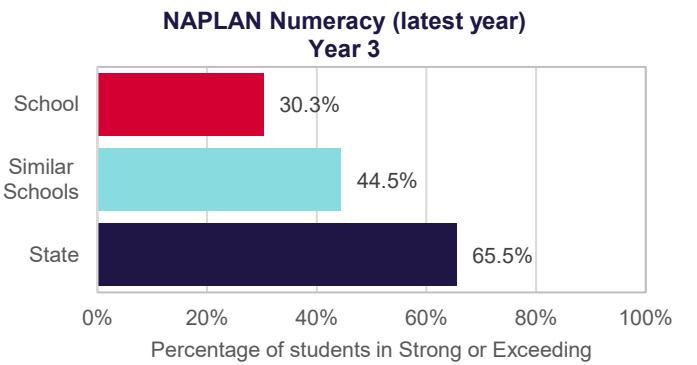
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	34.9%
Similar Schools average:	50.5%	49.0%
State average:	68.7%	69.2%



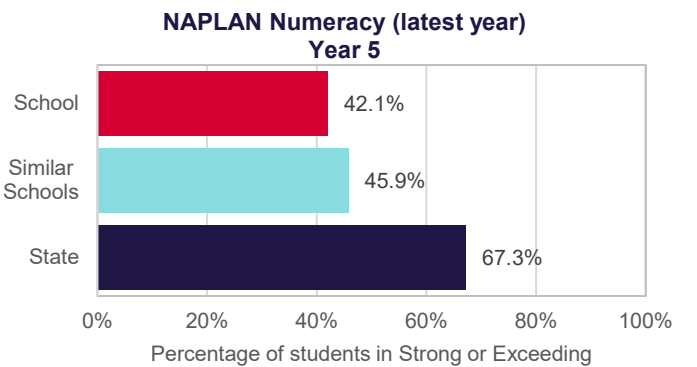
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.1%	44.6%
Similar Schools average:	53.2%	55.8%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	30.3%	28.6%
Similar Schools average:	44.5%	43.4%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.1%	37.5%
Similar Schools average:	45.9%	47.1%
State average:	67.3%	67.6%

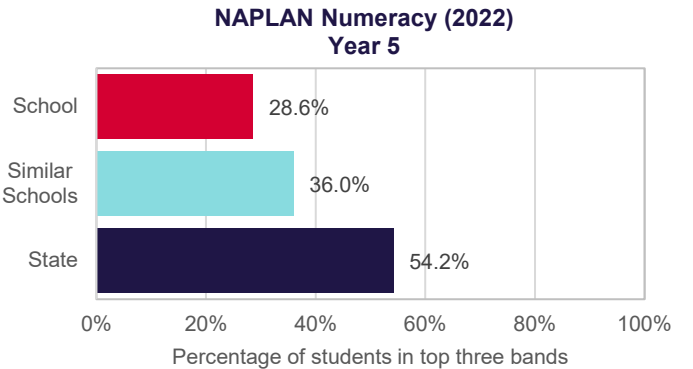
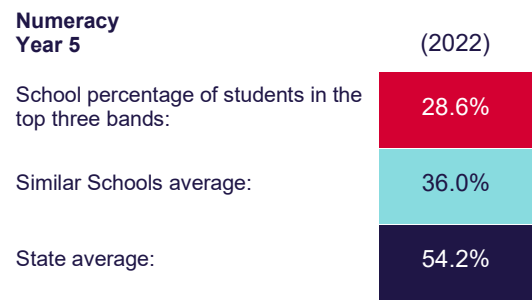
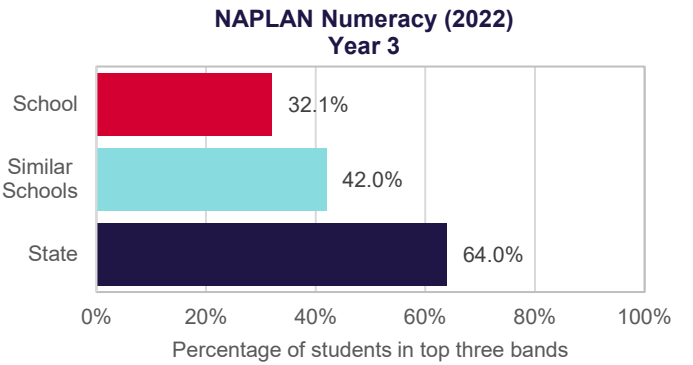
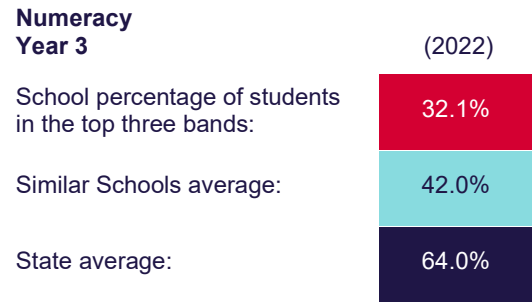
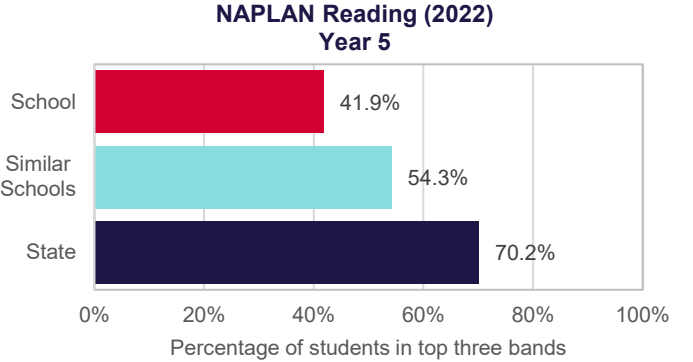
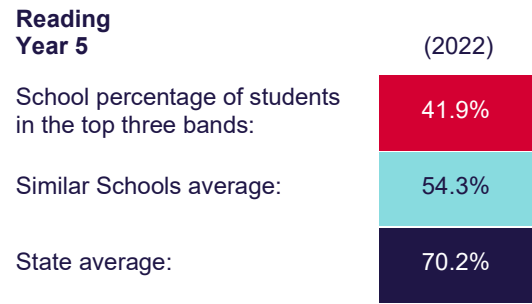
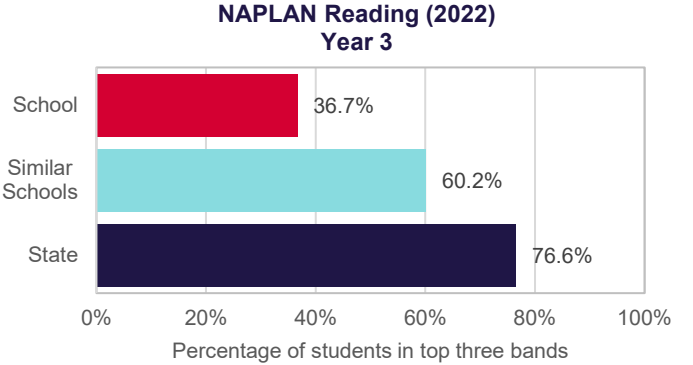
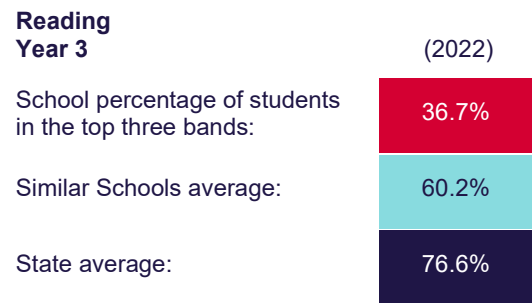


LEARNING (continued)

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.

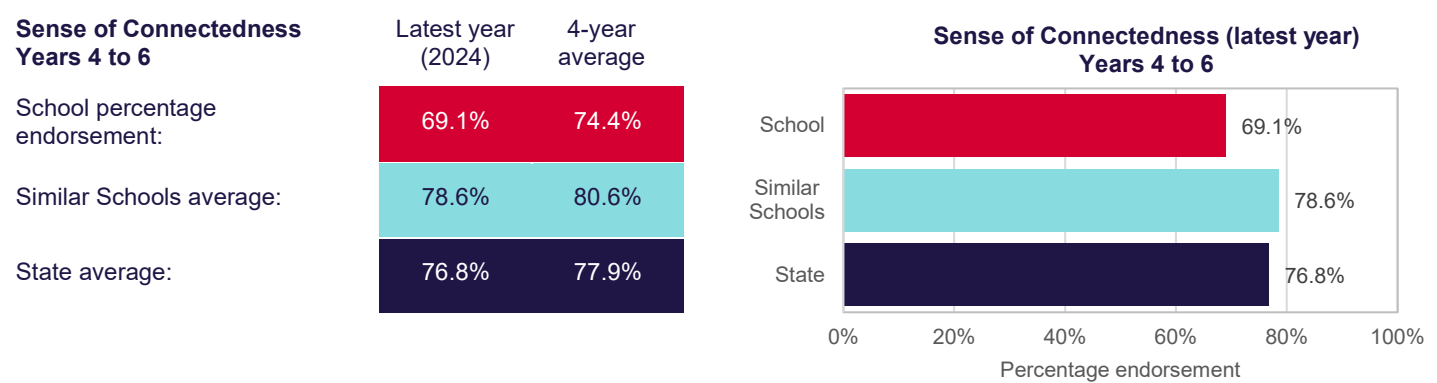


WELLBEING

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.

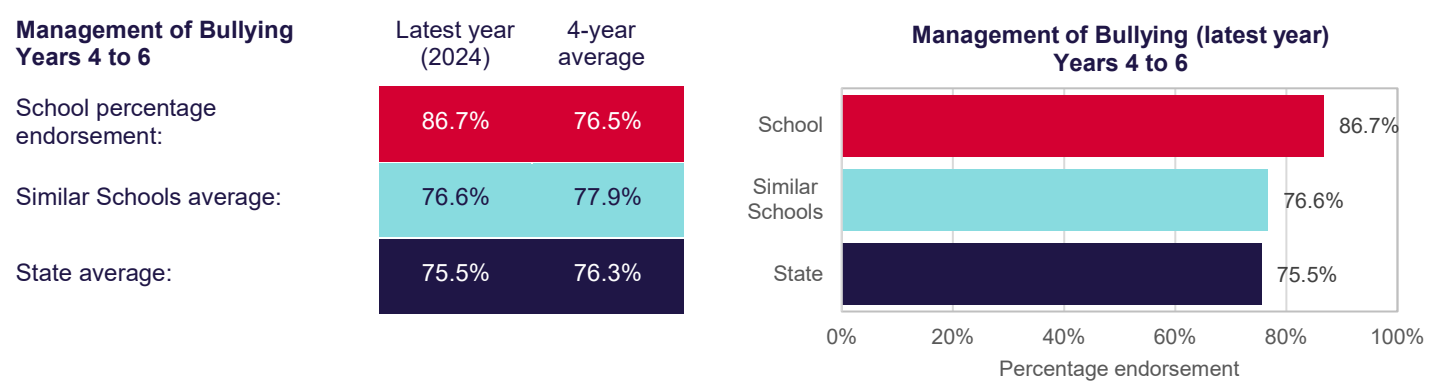
Student Attitudes to School – Sense of Connectedness

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).

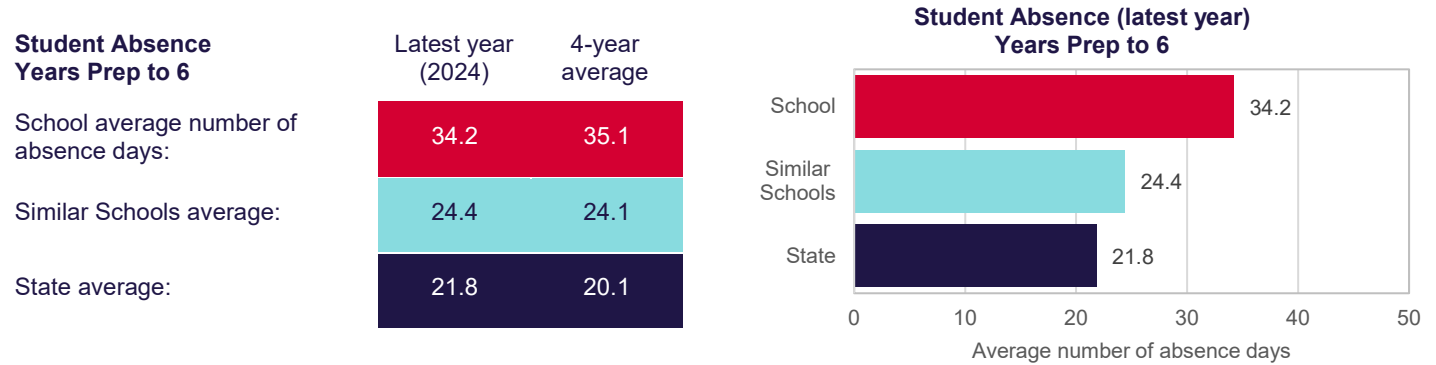


ENGAGEMENT

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):	84%	81%	80%	85%	83%	86%	81%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,387,034
Government Provided DET Grants	\$872,807
Government Grants Commonwealth	\$34,462
Government Grants State	\$5,800
Revenue Other	\$111,306
Locally Raised Funds	\$76,105
Capital Grants	\$0
Total Operating Revenue	\$4,487,514

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,046,226
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,046,226

Expenditure	Actual
Student Resource Package ²	\$3,858,543
Adjustments	\$0
Books & Publications	\$1,923
Camps/Excursions/Activities	\$39,905
Communication Costs	\$5,052
Consumables	\$51,478
Miscellaneous Expense ³	\$7,632
Professional Development	\$25,889
Equipment/Maintenance/Hire	\$33,358
Property Services	\$164,355
Salaries & Allowances ⁴	\$104,260
Support Services	\$155,685
Trading & Fundraising	\$12,472
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,910
Total Operating Expenditure	\$4,497,461
Net Operating Surplus/-Deficit	(\$9,947)
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	\$2,584,245
Official Account	\$24,305
Other Accounts	\$0
Total Funds Available	\$2,608,549

Financial Commitments	Actual
Operating Reserve	\$108,115
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$14,516
School Based Programs	\$74,105
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$155,000
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$230,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$781,737

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.

