

2024 Annual Report to the School Community

School Name: Topirum Primary School (5598)



- 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 April 2025 at 01:56 PM by Marc De Ley (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 April 2025 at 01:57 PM by Marc De Ley (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

Topirum Primary School is a new government primary school which opened at the beginning of the 2024 school year. The school is located in the suburb of Clyde North, in the outer eastern suburbs of Melbourne. The school commenced with an enrolment of 181 students from grades prep to 6. There were 9 classes and a total staff of 21. The school offered specialist subjects of physical education and health, media, visual and performing arts. The school provided digital learning through the use of ipads and laptops, utilising the Google platform. The school facility has 2 main learning hubs with 8 classrooms each. There is an administration building, library and specialist rooms for art, science and a kitchen classroom. There is a full-size gym, canteen and music room. There are 2 basketball courts, a soccer field and dedicated playground areas for junior and senior students.

The school's vision is to teach our students to become confident and creative young people, who pursue their passions and strive for excellence. They will have an inquiring mind and be empowered to become engaged citizens who contribute positively to society. The school's mission is to offer students a well-rounded educational experience that prepares them with the academic, social and emotional skills to succeed in life. The school has adopted a Student Ways of Thinking Framework to support students. Our five Student Ways of Thinking are: have a go, try your best, be kind, think of others and be a determined learner.

The school enrolment population is approximately 70% with English as an additional language. The highest cultural background of families is from India.

The school offers an out of school hours care program run by DS Sports.

Progress towards strategic goals, student outcomes and student engagement

Learning

In the first year of the school, there was a priority to establish our school curriculum program. Teachers implemented our teacher instructional model to support the teaching and learning of all curriculum areas. The teacher instructional model focused learning outcomes through learning goals and success criteria. Teaching was differentiated to meet the needs of all students. Professional learning for teachers was focused on teaching literacy and numeracy. A focus of literacy was the use of mentor texts to provide authentic and meaningful learning opportunities. Our inquiry learning approach included discovery learning for prep to grade 2 and project-based inquiry for grades 3 to 6. Specialist programs included physical education, visual and performing art, library and media studies. Students had access to ipads and laptops to support digital learning outcomes.

A professional learning community (PLC) approach was implemented for teachers to prepare and plan for curriculum implementation and student assessment. Learning specialist teachers were allocated time to provide mentoring and coaching to teachers. Through the PLC approach, teachers could collaborate to examine student data and plan for effective teaching.

As a new school, a language other than English was not offered as a subject. This will be sought for in the following year.

Middle leaders provide targeted guidance and support to teachers and staff, based on student outcomes and feedback, teaching, engagement and support practices, and contemporary research.

The school improvement team monitors and implements evidence-based strategies and actions to improve student learning and wellbeing in response to needs identified through the improvement cycle.

Targeted tutoring and small group intervention for literacy was delivered for students identified as performing below the expected level.

Teacher Judgment of learning outcomes for the Victorian Curriculum- English and Mathematics, indicated students were 'at or above age expected standards,' to a greater proportion as compared to similar schools.

In NAPLAN, students performed above similar schools for Year 3 Reading, Year 3 Mathematics and Year 5 Reading.

Wellbeing

In the first year of the school, it was a priority focus to establish effective universal wellbeing strategies for all students. Initially there was a focus on establishing relationships between staff and students, and creating a positive climate for learning. Teachers consistently implemented a range of universal wellbeing strategies including: a daily circle time routine; a restorative practices approach to resolving issues; use of a whole class ready to learn plan and strategies; a classroom reset space.

Leaders regularly collaborate with teachers to build their capacity in identifying and responding to the learning and wellbeing needs of students through tiered approaches of support. Teachers identified students requiring adjustments to support their learning and putting in place an Individual Education Plan (IEP) to personalise student learning. Student Support Group meetings were held termly to meet with students and parents/caregivers to monitor IEPs.

The Respectful Relationships curriculum, including consent education, was taught across the year at all grade levels.

The school Mental Health & Wellbeing Leader (MHWL) participated in the Department of Education training for this role, and supported school leadership to develop wellbeing school strategies, including a referrals pathway for teachers. The assistant principal supported the education support team to provide 1:1 guidance for identified students. School leadership allocated appropriate resources to support teachers making adjustments for identified vulnerable students.

The school commenced participation in the Disability Inclusion Profile process. This involved close collaboration between the school, student and family to determine required adjustments for the student to access the curriculum.

The Attitudes to School Student Survey (grades 4 to 6) for the measure of Sense of Connectedness to School was below similar schools. As a new school, this measure is expected to improve in coming years as the school establishes relationships between staff and students.

Engagement

In the first year of the school, the curriculum program was designed to promote student voice and agency. The teacher instructional model continuously prompts students to ask questions, share and reflect on their learning. In literacy and numeracy, students have opportunities to collaborate with others and learn independently. The use of mentor texts in literacy, provide authentic learning tasks that students can relate to.

Leaders and teachers ensures students feel safe and develop strong relationships with peers, teachers and staff by providing targeted opportunities for students to develop their capacity to confidently engage with others and contribute to a safe and inclusive environment.

Inquiry learning provides multiple opportunities for students to engage in meaningful tasks. Discovery learning in prep to grade 2, enables students to explore and ask questions, guided by the teacher. Project-based inquiry in grades 3 to 6, provides rich learning tasks based on topics drawn from curriculum areas such as the humanities and science. Students are supported to develop critical thinking skills, collaborate with others and be creative. Digital learning engages students through the use of technology.

Our specialist program provided students a range of further curriculum learning in the areas of visual and performing art, physical education, library and media.

Student leaders were appointed for the school, and given opportunities to develop their leadership skills. This included school and house captains. The house captains played an important role in developing the school house system.

Leaders and teachers build collaborative relationships with families/carers to create a shared understanding of how to support students' participation and engagement, through feedback, raising concerns and shared decision-making.

The average number of student absence days was 24.2. This is slightly above the number for similar schools. Leaders and teachers monitor and evaluate attendance and partner with families/carers to implement targeted interventions using a tiered model of support.

Financial performance

The school was provided an establishment grant for costs relating to establishing a new school. The school effectively managed its financial allocation to meet all expenditure for its first year. The overall financial position of the school was satisfactory, leaving some surplus to bring forward into the next school year.

The school council has a contract for DS Sports to operate the school out of school hours care (OSHC) program for 2024 and 2025. This is supported financially by the Department of Education OSHC Grant Initiative. This provided the school \$75 000.00 to supplement the OSHC service in 2024, based on the expectation that OSHC student numbers will be initially low for a new school.

For more detailed information regarding our school please visit our website at www.topirumps.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 186 students were enrolled at this school in 2024, 96 female and 90 male.

69 percent of students had English as an additional language and 0 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).

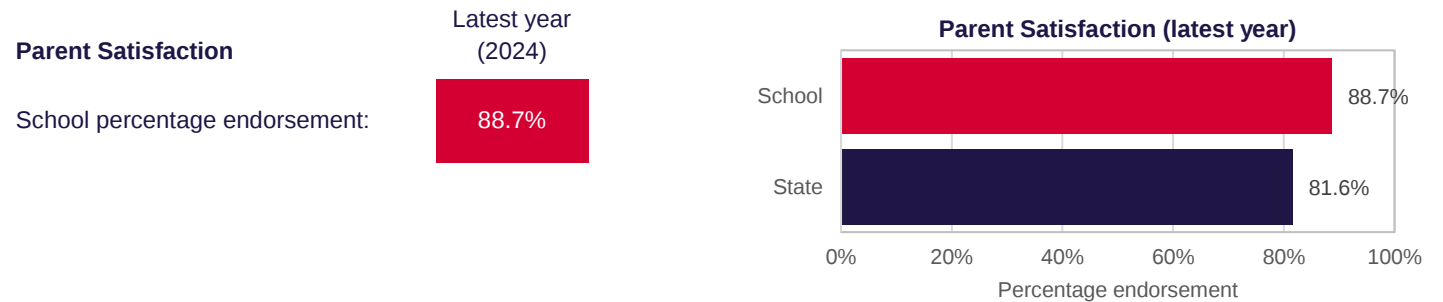
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.



State average (primary schools):	81.6%
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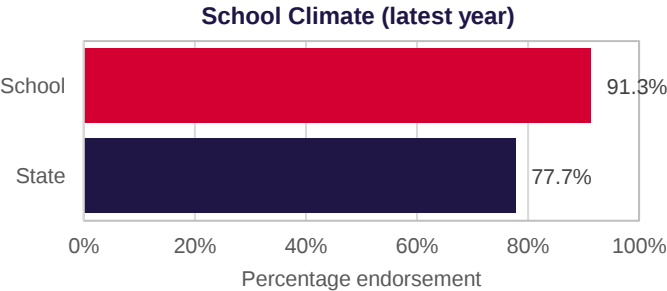
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	91.3%
State average (primary schools):	77.7%



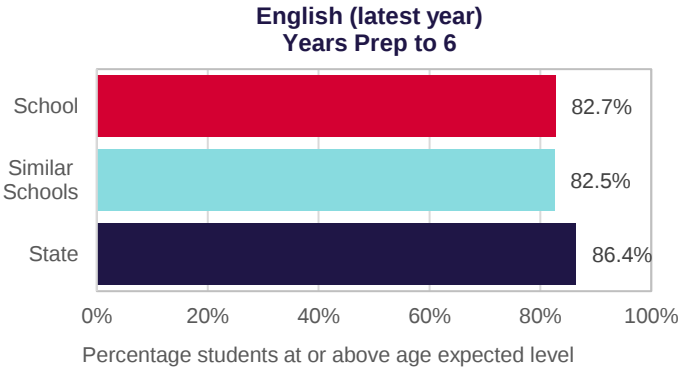
LEARNING

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.

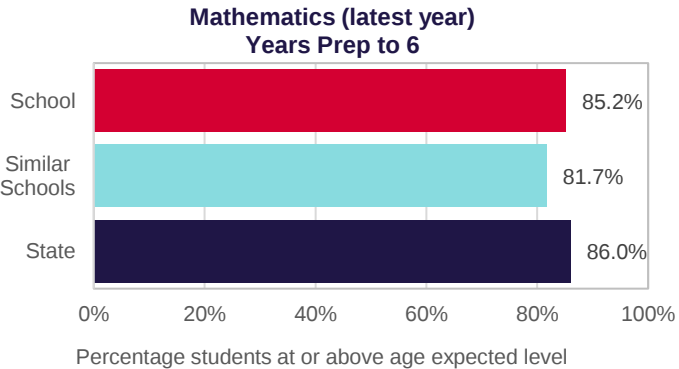
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	82.7%
Similar Schools average:	82.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	85.2%
Similar Schools average:	81.7%
State average:	86.0%



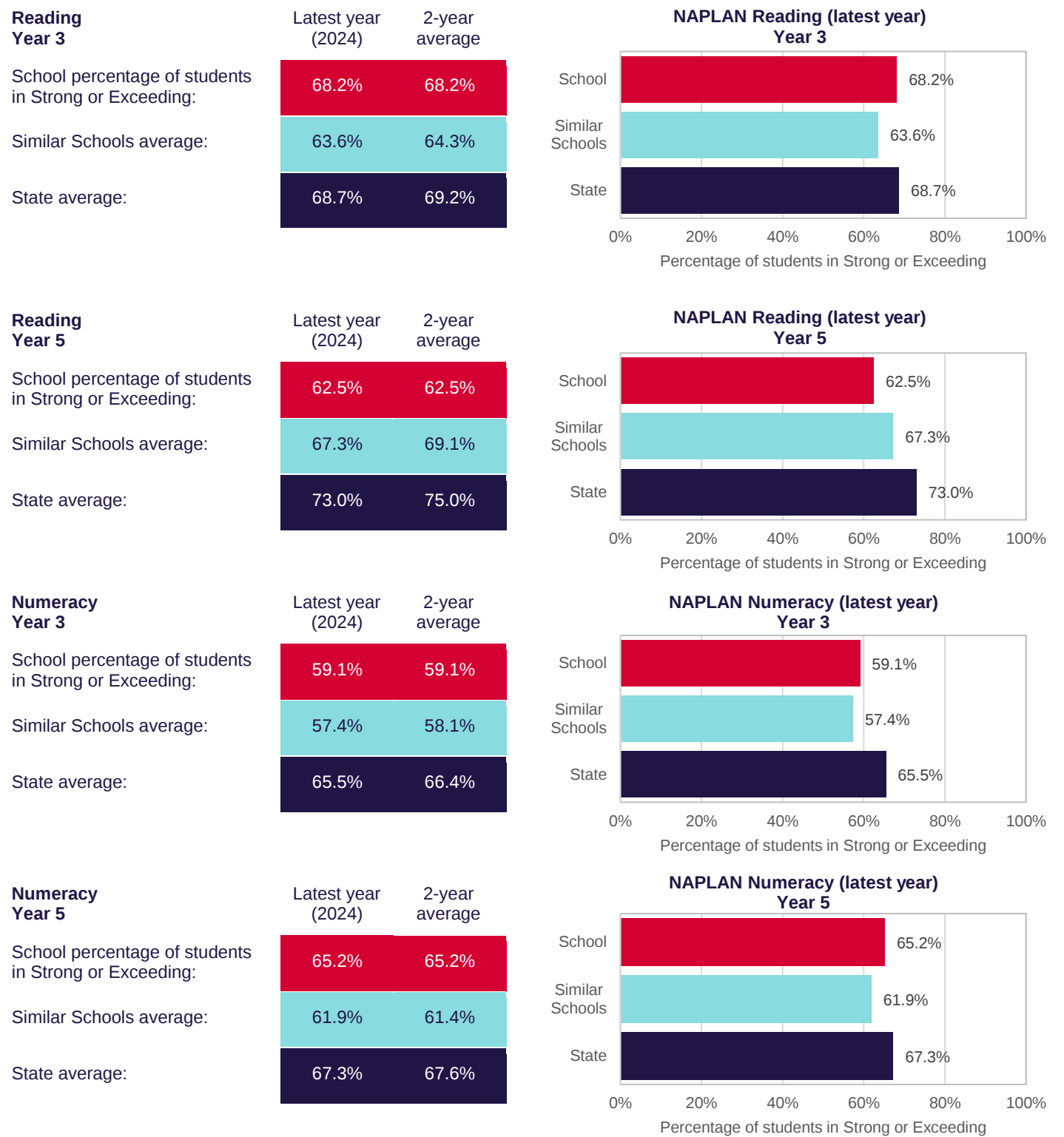
LEARNING (continued)

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.



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:

NDA

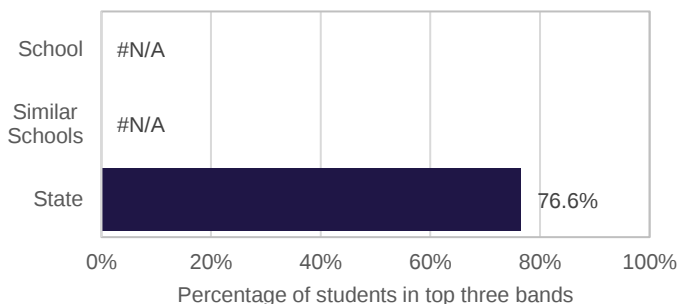
Similar Schools average:

NDA

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

NDA

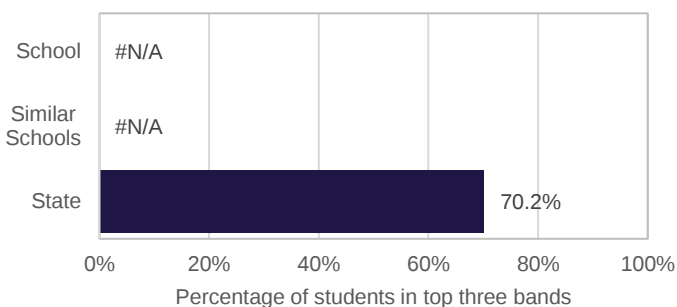
Similar Schools average:

NDA

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDA

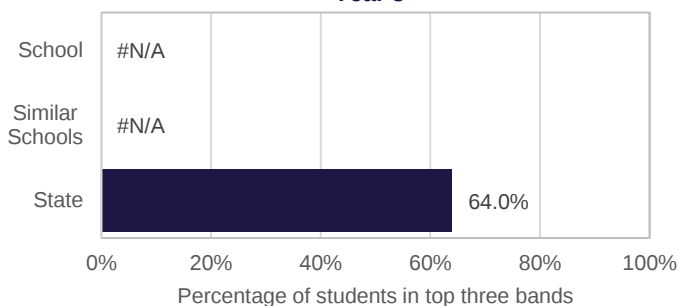
Similar Schools average:

NDA

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDA

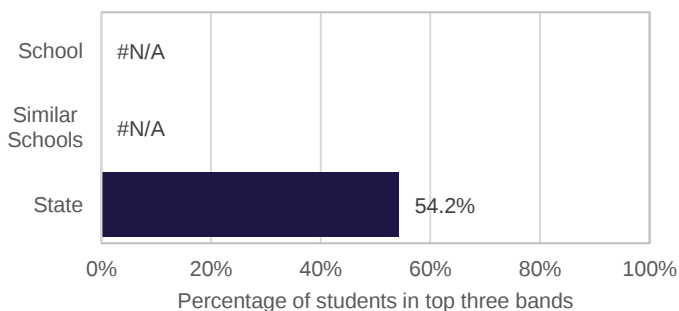
Similar Schools average:

NDA

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

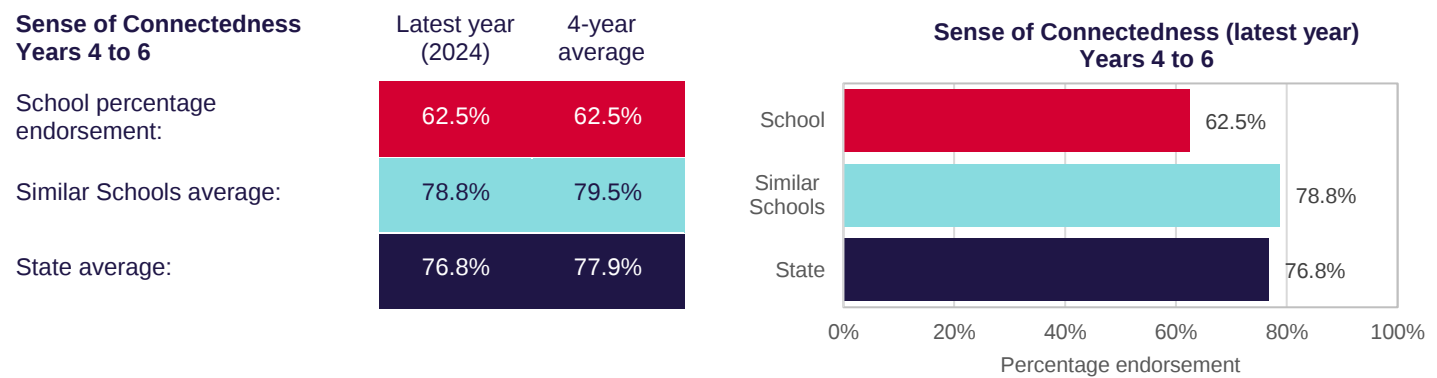


WELLBEING

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.

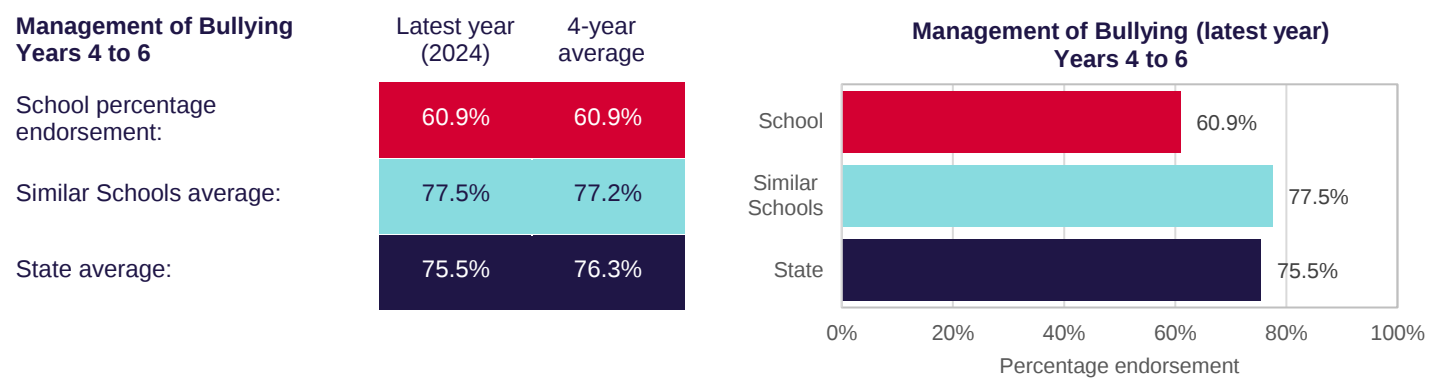
Student Attitudes to School – Sense of Connectedness

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).

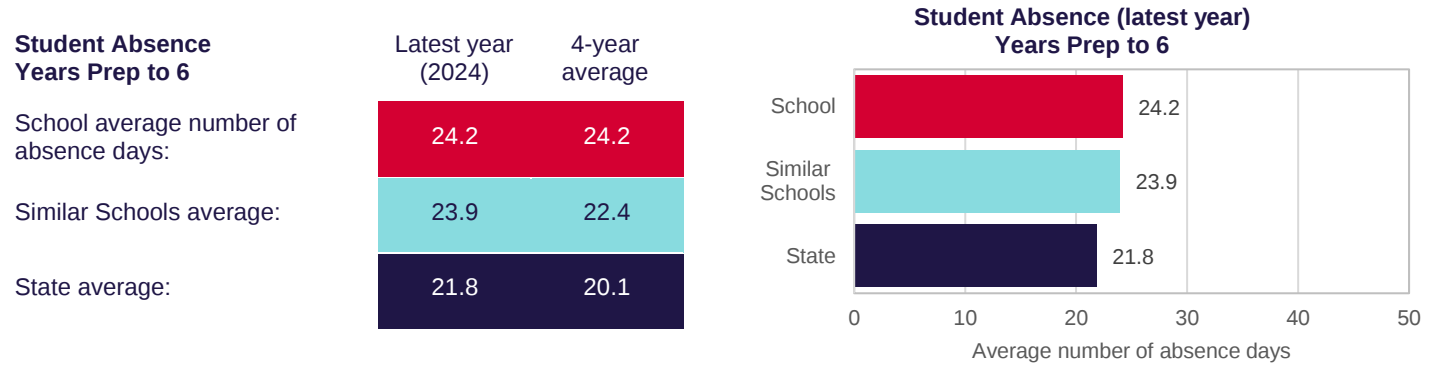


ENGAGEMENT

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):	89%	88%	88%	87%	90%	85%	85%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,242,314
Government Provided DET Grants	\$773,303
Government Grants Commonwealth	\$6,900
Government Grants State	\$0
Revenue Other	\$24,481
Locally Raised Funds	\$54,455
Capital Grants	\$0
Total Operating Revenue	\$3,101,452

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$2,220,322
Adjustments	\$0
Books & Publications	\$6,863
Camps/Excursions/Activities	\$13,876
Communication Costs	\$6,432
Consumables	\$123,160
Miscellaneous Expense ³	\$47,863
Professional Development	\$19,941
Equipment/Maintenance/Hire	\$106,565
Property Services	\$20,385
Salaries & Allowances ⁴	\$36,447
Support Services	\$71,998
Trading & Fundraising	\$71,027
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$226
Utilities	\$64,143
Total Operating Expenditure	\$2,809,248
Net Operating Surplus/-Deficit	\$292,204
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 12 Mar 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	\$399,432
Official Account	\$36,056
Other Accounts	\$0
Total Funds Available	\$435,487

Financial Commitments	Actual
Operating Reserve	\$98,154
Other Recurrent Expenditure	\$116
Provision Accounts	\$0
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	\$98,271

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.