

# 2024 Annual Report to the School Community

School Name: Cambridge Primary School (5312)



- 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 24 February 2025 at 07:44 AM by Jane Budd (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 06 March 2025 at 10:50 AM by Jane Budd (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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

At Cambridge Primary School we acknowledge the traditional custodians of the land on which our school is located, the Bunurong people for caring for this land, and pay respects to Elders' past, present and emerging. We extend our respect to all first Nation people who are with us today and are proud to continue the tradition of learning and playing on this land.

Located in the midst of established housing developments in Hoppers Crossing, Cambridge Primary School opened in 1992 with an enrolment of 243 children. Within two years this number had more than doubled, reflecting the movement of many young families into the area. Over the past 2 years, many new schools have opened in the Wyndham Network ultimately, causing a decline in enrolments at Cambridge Primary School. The school currently has a population of approximately 667 students.

The school is proud of its commitment to great educational outcomes and the wellbeing and safety of its students and community. As our numbers begin to decrease due to the opening of new schools, slowly our facilities and outdoor spaces are not so crowded. As a school, we will continue to monitor enrolments so that our current students and students within our Designated Neighbourhood Area (DNA) have access to the best educational facility. We have 64.5 EFT staff at Cambridge Primary School which includes teachers, leaders, education support staff.

Cambridge Primary places its learners at the centre of all we do. Students are empowered and achieve personal and collective success at Cambridge Primary School. We strive to equip and empower lifelong learners that contribute collaboratively to build a positive inclusive and successful school and community. As an exemplary school, we embody excellence and high expectations in all aspects of our learning community.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2024, Cambridge Primary School received positive results in our NAPLAN assessments. Due to the shift from Bands to Proficiencies, our Relative Growth data was presented in an interim format. We observed a 2% decrease in students with low growth, a 3% increase in students with high growth, and a relatively stable number of students in the medium growth category, with only a 1% decrease compared to 2023.

Across all areas, our Year 5 data performed above similar schools, network, and state averages, except in spelling, which was 1% below the Network average. While there was a slight decrease in students exceeding proficiency, we saw stronger numbers in the Strong proficiency category.

The Year 3 NAPLAN data showed movement within the proficiencies compared to 2023, with a decrease in students achieving Exceeding proficiency and an increase in students performing at

the Developing proficiency level. Despite this, Year 3 results remained above the Network average in all areas except spelling, which was equal. Spelling was identified as a priority area, as results were either below or equal to similar schools, network, and state averages in both Year 3 and Year 5.

With the 2025 curriculum changes approaching, 2024 focused on the introduction and familiarisation of Victorian Curriculum 2.0. Professional Learning was delivered to teaching staff across all areas of the curriculum, including specialist areas.

As part of the familiarisation process, curriculum continuums were created and refined in Reading, Writing, Mathematics, Speaking and Learning, Social and Personal Capabilities, and all specialist areas. Professional Learning in this area focused on strengthening staff's understanding of key vocabulary and ensuring consistency in the interpretation of content.

This work was conducted alongside our broader focus on developing a consistent approach to planning and assessment, with an emphasis on literacy and numeracy. Professional Learning Communities (PLCs) were supported in increasing their data literacy, particularly in using Pulse on Compass. Each term, PLCs completed a moderation task in either mathematics or writing, alternating with the whole-school moderation focus.

Moving forward, we will continue to build on these foundations, ensuring high-quality teaching and learning practices that support student growth and achievement.

## Wellbeing

Cambridge Primary School worked diligently to create an inclusive, safe, and supportive learning environment for all students. The School Wide Positive Behaviour Framework and Respectful Relationships programs promoted positive relationships, security, and a sense of belonging within a culture of respect and pride. We also had a Mental Health Practitioner, a Speech Therapist (two days per week), and a Disability and Inclusion Leader supporting students in their wellbeing, engagement, and resilience. The wellbeing team was established, with an assistant principal appointed to develop the skills and knowledge of the team.

In 2024, our wellbeing team underwent a significant structural change. The team met fortnightly to review various data sets, including student absence, student lateness, student referrals, Tier 2 intervention data, and PULSE – Chronicle data. From there, the team triaged cases and allocated a “go-to” person within the wellbeing team. This allowed the team to support more students while working more cohesively.

To support our AIP goal of developing a shared understanding of modifications and adjustments, we submitted a request for an Inclusion Outreach Coach (IOC). The coach worked specifically with the Prep team, where our Chronicle data indicated the greatest level of need. The Inclusion Outreach Coach delivered professional learning (PL) and provided support for various teams, including the Prep team, Wellbeing team, ES team, and Leadership team. This work resulted in a significant improvement in documented differentiation within Prep planners, increasing from 25% in Term 1 to 100% in Term 3.

In Term 1, a Social Emotional Learning (SEL) team was established, featuring a classroom teacher from each year level. The team met weekly to plan SEL lessons and ensure that

mandatory Respectful Relationships and Consent Education was delivered across the school. Each member of the SEL team received explicit coaching in delivering SEL content, enabling them to share knowledge with their team members. This led to more purposeful and consistent curriculum delivery. SEL was included in student school reports, and parent information sessions were introduced to explain the purpose of these lessons and their impact on students' mental health.

The continued focus on differentiation across the school led to several improvements, including:

- A significant increase in the number of students entered into the NCCD database compared to 2023, as staff developed a stronger understanding of the various forms of adjustments they were implementing.
- Specialist staff writing goals in student IEPs.
- An increase in the number of students flagged for an IEP.
- Over 20 Disability Inclusion (DI) profiles conducted in 2024 (compared to just 7 in 2023).
- ES staff conducting intervention groups in every year level, focusing on Literacy, Numeracy, and SEL.

These efforts significantly enhanced the school's ability to provide targeted, meaningful support to students, ensuring an inclusive and engaging learning environment for all.

## Engagement

Cambridge Primary School worked diligently to create an inclusive, safe, and supportive learning environment for all students. The School Wide Positive Behaviour Framework and Respectful Relationships program promoted positive relationships, security, and a sense of belonging within a culture of Respect, Integrity, Self-resilience, and Excellence.

With the guidance of the Mental Health and Wellbeing Leader (MHWL), we maintained a strong focus on attendance throughout the year by implementing several key initiatives. These included revising letters and communications sent home to parents, creating an attendance flow chart for staff, developing attendance roles and responsibilities documentation, and holding attendance care meetings with families. As a result, every student who participated in an attendance meeting during Terms 1, 2, or 3 showed a moderate to significant improvement in attendance. Each wellbeing team member acted as an attendance champion for specific students or families, providing ongoing support through meetings, social stories on attendance and lateness, routine documentation for parents, and weekly check-ins.

This structured response supported students with less than 80% unexplained attendance, while those below 60% received targeted intervention. Assistant Principals and the MHWL worked closely with families, contributing to an 89.7% attendance rate across the school.

Student voice was vital in fostering motivation and engagement. Our Attitudes to School Survey reflected 84% student voice and agency—17% above similar schools. Student leaders actively engaged in forums, influencing decisions and improvements, with strong links to the School Council.

To enhance school-home partnerships, we held Meet and Greets and Parent-Teacher Interviews in Terms 1, 2, and 4, facilitating discussions on student progress. Beyond academics, we offered extracurricular programs such as chess coaching, STEM extension classes, and the Music Bus, ensuring that students had access to a diverse range of enrichment opportunities.

Continuing our parent and community engagement, we organised family and community events throughout the year, including open classrooms, trivia afternoons, sporting activities, the Colour Fun Run, 3-6 athletics, P-2 Mini-Olympics, Science Week, Book Week breakfast club, and Mother's and Father's Day events. To accommodate different schedules, we varied event timings to ensure working parents could participate. Other opportunities included the Music Bus, STEM Extension, and leadership roles like Junior School Council, Art Ambassadors, Library Monitors, House Captains, and School Captains.

## Financial performance

The school finished in a positive financial position with a surplus. Of the surplus the school has an operating reserve of \$274,953.90

Equity funding of \$156,167.50 was received and has been utilised in strengthening the literacy and numeracy supports for disadvantaged and vulnerable students. These include: teachers employed to teach intensive programs in small focus groups, speech pathology and resourcing for programs.

The school has set aside funds to complete multiple upgrades within the school:

- Upgrade to student toilet block.
- Upgrade to school facilities & grounds.

The school used the Mental Health in Primary Schools funding to employ a MHWC.

2 x learning specialists were rolled for a further 12 months.

1 x tutor teacher was employed to deliver the tutor learning program to over 300 students.

**For more detailed information regarding our school please visit our website at  
<https://cambridgeps.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 700 students were enrolled at this school in 2024, 336 female and 364 male.

43 percent of students had English as an additional language and 3 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).

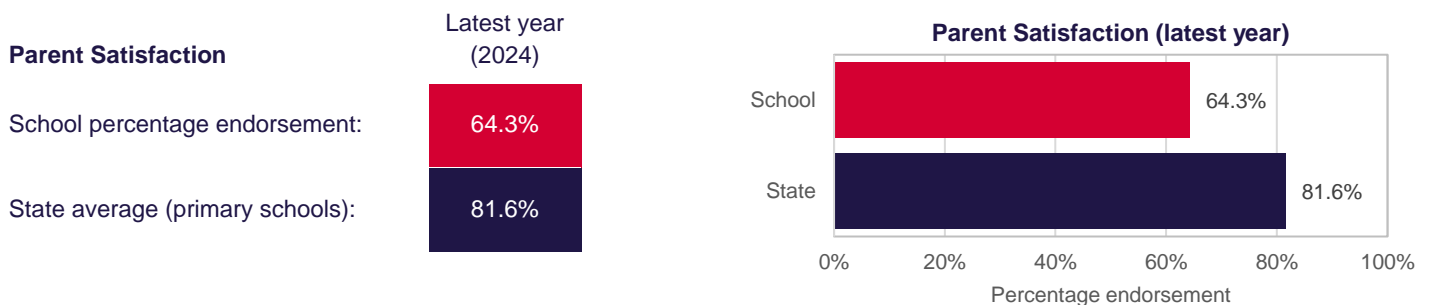
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

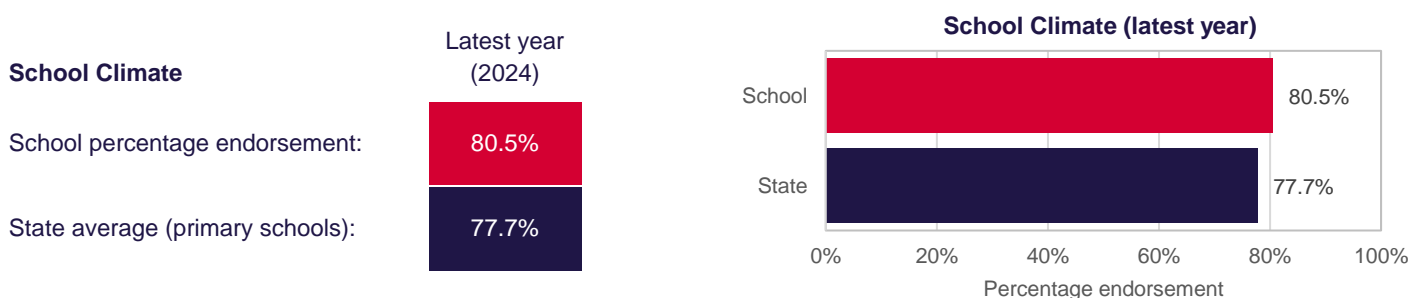


### School Staff Survey

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:

Latest year  
(2024)

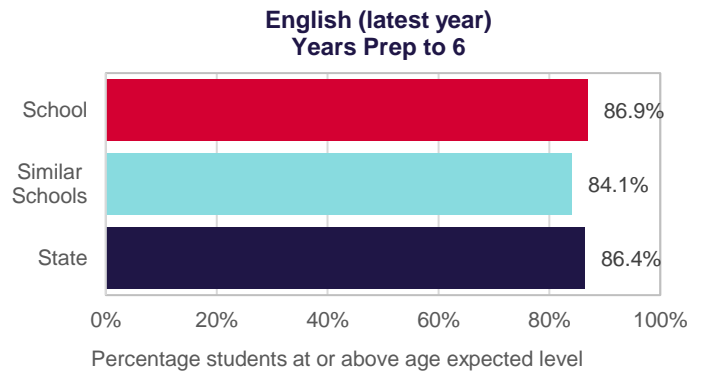
86.9%

Similar Schools average:

84.1%

State average:

86.4%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year  
(2024)

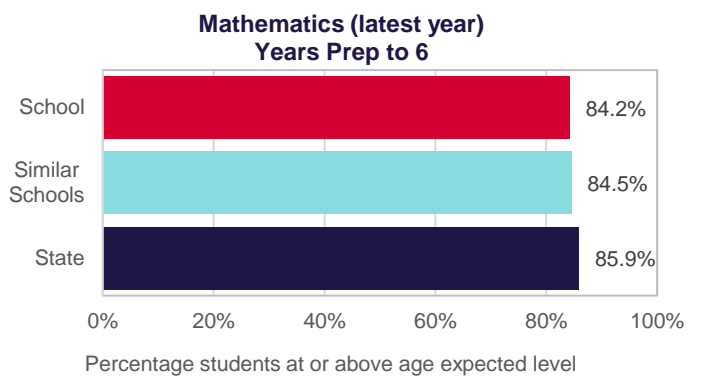
84.2%

Similar Schools average:

84.5%

State average:

85.9%



## LEARNING (continued)

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

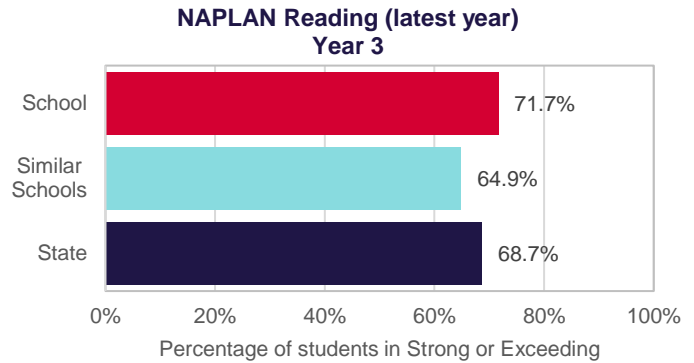
### NAPLAN

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

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

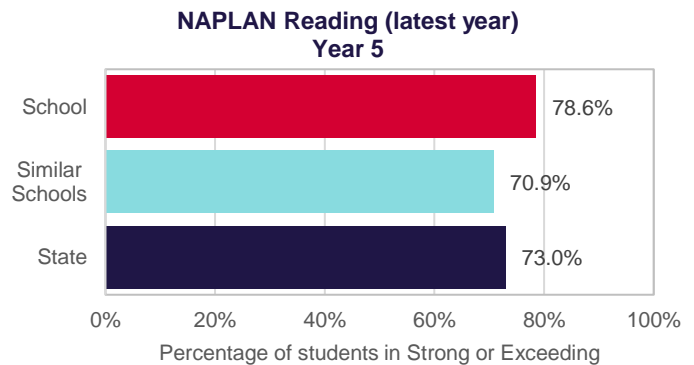
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.7%	79.5%
Similar Schools average:	64.9%	66.1%
State average:	68.7%	69.2%



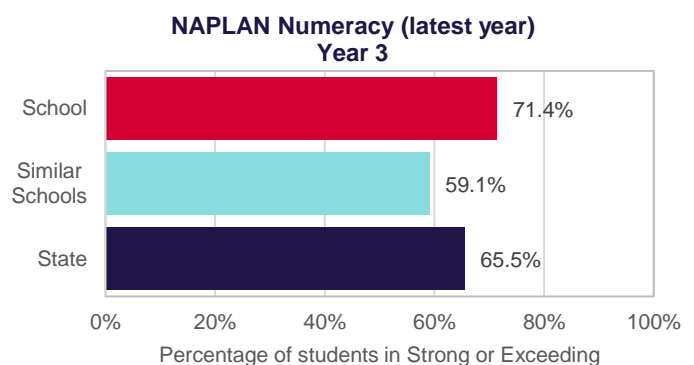
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.6%	79.5%
Similar Schools average:	70.9%	73.5%
State average:	73.0%	75.0%



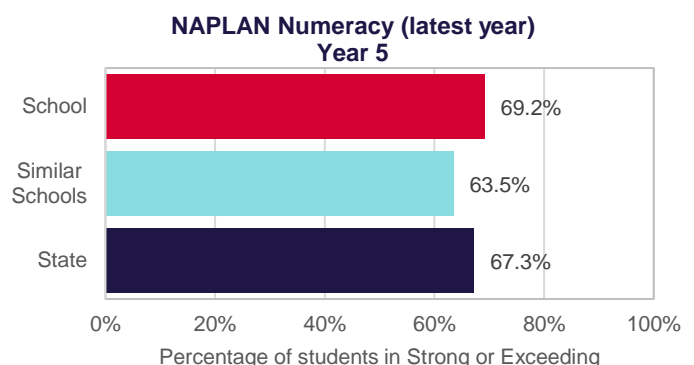
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	74.2%
Similar Schools average:	59.1%	60.6%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.2%	69.9%
Similar Schools average:	63.5%	64.3%
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:

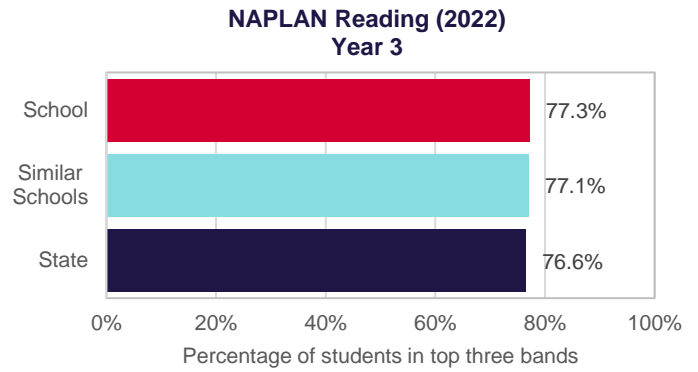
77.3%

Similar Schools average:

77.1%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

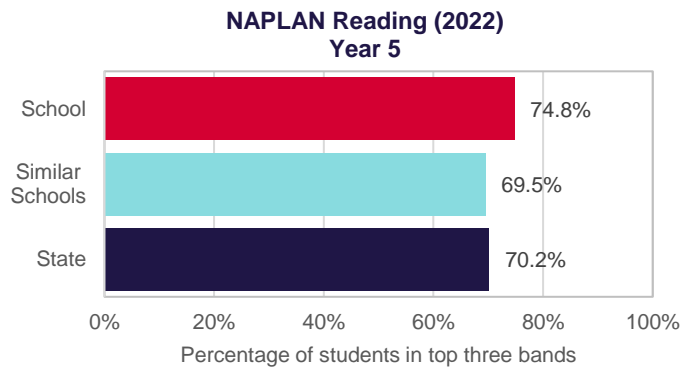
74.8%

Similar Schools average:

69.5%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

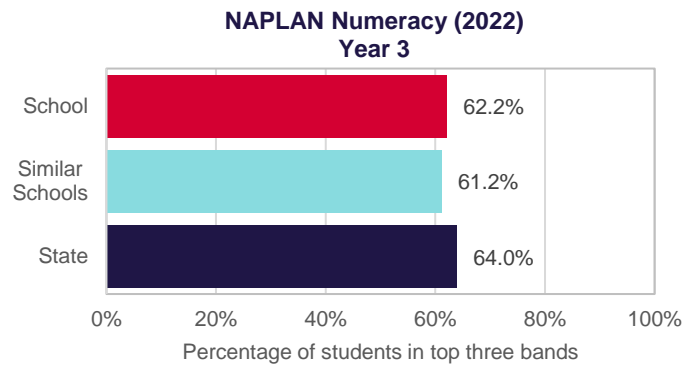
62.2%

Similar Schools average:

61.2%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

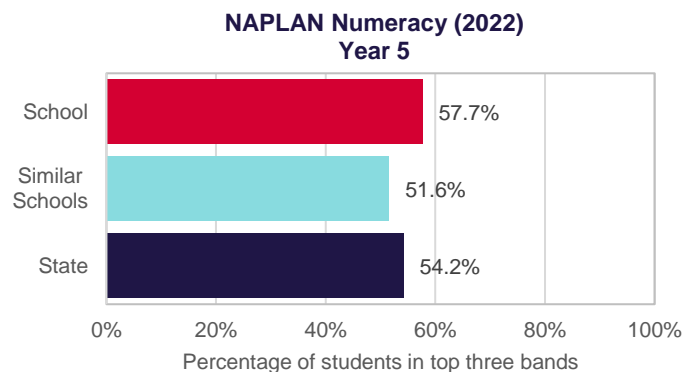
57.7%

Similar Schools average:

51.6%

State average:

54.2%



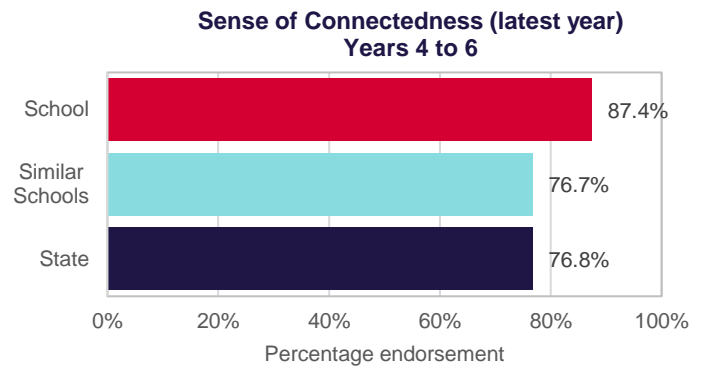
## WELLBEING

**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).

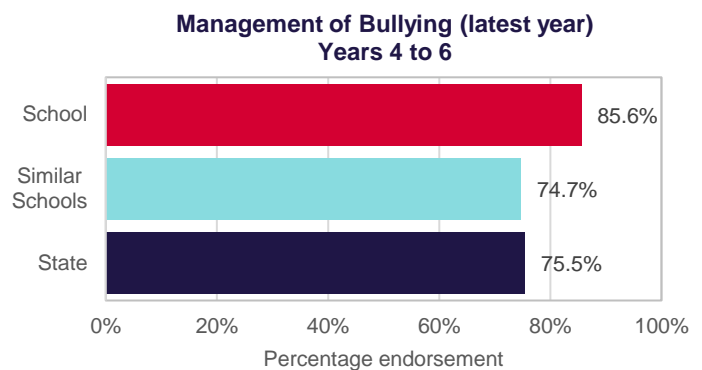
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	87.4%	82.7%
Similar Schools average:	76.7%	77.5%
State average:	76.8%	77.9%



### 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:	85.6%	79.0%
Similar Schools average:	74.7%	74.9%
State average:	75.5%	76.3%



## ENGAGEMENT

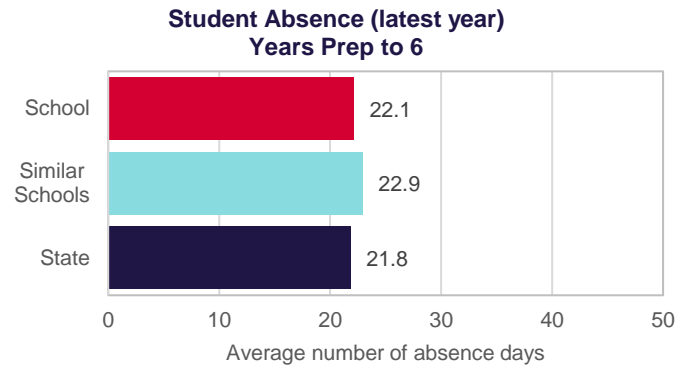
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	22.1	20.2
Similar Schools average:	22.9	21.4
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	88%	89%	88%	90%	89%	87%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,348,784
Government Provided DET Grants	\$799,009
Government Grants Commonwealth	\$355,215
Government Grants State	\$0
Revenue Other	\$104,380
Locally Raised Funds	\$514,424
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,121,811</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$156,168
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$156,168</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,179,119
Adjustments	\$0
Books & Publications	\$931
Camps/Excursions/Activities	\$165,530
Communication Costs	\$6,734
Consumables	\$130,918
Miscellaneous Expense <sup>3</sup>	\$33,007
Professional Development	\$5,216
Equipment/Maintenance/Hire	\$94,227
Property Services	\$230,946
Salaries & Allowances <sup>4</sup>	\$495,232
Support Services	\$512,982
Trading & Fundraising	\$135,330
Motor Vehicle Expenses	\$59
Travel & Subsistence	\$1,305
Utilities	\$60,438
<b>Total Operating Expenditure</b>	<b>\$9,051,976</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$69,835</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$822,053
Official Account	\$60,198
Other Accounts	\$8,845
<b>Total Funds Available</b>	<b>\$891,097</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$274,954
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$312,549
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	\$90,000
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$827,503</b>

*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.*

