

2024 Annual Report to the School Community

School Name: Iramoo Primary School (5152)



- 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 20 March 2025 at 08:57 AM by Raquel Tweedley (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 20 March 2025 at 03:46 PM by Raquel Tweedley (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

Iramoo Primary School is located in Wyndham Vale, within Melbourne's rapidly growing outer western suburbs. In 2024 our school had approximately 548 students, including 34 Indigenous students who were supported through Education Improvement Plans and Student Support Group Meetings. In 2024, equity funding continued to be used to address student disadvantage and support learning outcomes.

Our dedicated staff comprised of 51.6 equivalent full-time members. This includes:

- 4 Principal Class members
- 1 Leading Teacher
- 3 Learning Specialists
- 30.5 Teachers
- 13.1 Educational Support Staff

Our Purpose & Core Values

At Iramoo Primary School, our purpose is to create an environment where all children thrive. We dedicate all available human and physical resources to achieving the best possible outcomes for our students' learning and wellbeing.

Our school values are Respect, Responsibility and Relationships.

Respect

- Treating ourselves, each other, and our school with kindness and consideration.
- Appreciating individual differences and opinions.

Responsibility

- Being accountable for our actions.
- Understanding that our actions impact ourselves and others.

Relationships

- Building respectful relationships in the playground, classroom, online, and within our community.
- Supporting one another to improve our learning.

Curriculum & Programs

Our curriculum was based on the **Victorian Curriculum Framework**, with specialist programs in:

- The Arts
- Physical Education
- Digital Technologies
- Spanish Language

Iramoo Primary School serves a community with a high socio-economic profile, indicating low levels

of parental education and socio-economic advantage. Our commitment remains focused on ensuring that all students receive high-quality education and support to reach their full potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 our school continued to maintain a strong focus on improving students learning outcomes in literacy and numeracy.

We continued to provide additional learning support for students at risk through the Tutor Learning Initiative (TLI). Two tutors were appointed to provide intensive instruction to students who needed it most. We provided literacy support for students in Year 1 and Literacy and Numeracy - Getting Ready In Numeracy (GRIN) support for students in Year 4. Our data showed that many of these students made positive learning progress.

Our School Improvement Team lead teaching and learning with staff and students. A main focus was the familiarisation and professional learning of the Victorian Curriculum 2.0 in English and Maths in preparation for full implementation in 2025. Our Learning Specialists also worked alongside teachers to provide coaching and enhance classroom practice.

Other initiatives in literacy and numeracy included:

- using decodable texts to support reading instruction in Prep to Year 2
- implementing the Smart Words spelling program in Years 3 and 4 to improve spelling skills
- implementing the Scaffolding Numeracy in the Middle Years (SNMY) program in Years 5 and 6, an evidence-based Learning and Assessment framework for Multiplicative Thinking (LAF) to provide targeted teaching approaches at students' point of need.

Our teachers also participated in professional learning focusing on Responsive Teaching techniques to understand how students learn best and about the evidence-based teaching and engagement practices that can be implemented to improve student learning outcomes.

We maintained Professional Learning Communities (PLC) structures which enabled the strengthening of teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning as well as supporting teacher collaboration and capacity. Our PLCs also enabled teachers to engage in reflective practice and evaluate and plan curriculum and assessment.

The structures and processes that we have put in place is reflected in our data.

Victorian Curriculum

78.8 % of students in Prep – Year 6 were assessed as working at or above age-expected standards in English which was above similar schools average of 75.4%.

76.9 % of students in Prep – Year 6 were assessed as working at or above age-expected standards in Maths which was above similar schools average of 74.9%.

NAPLAN

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

- Year 3 Reading – 56.3% which was above similar schools with 54.3%
- Year 5 Reading – 61.6% which was above similar schools with 59.4%
- Year 5 Numeracy – 63.5% which was above similar schools with 51.8%.

SCHOOL STAFF SURVEY

The percent endorsement rate by staff on School Climate, as reported in the annual School Staff Survey was 88.7% which was above the state average of 77.7% for all primary schools.

Wellbeing

Our purpose remains *to create environments in which all students thrive* and is at the core of every decision made at Iramoo Primary School. In 2024 we continued to maintain relatively small class sizes with a current reduction in the average number of students in each class now being 21, arranged in 25 single year level classes from Prep to Year 6.

We are a solid *Community of Learners* with a strong commitment to modelling and explicitly teaching our school values of Respect, Responsibility and Relationships and our Top 10 'Not Negotiable' Social Skills. These values are closely aligned with our tiered wellbeing supports and linked closely to our School House Points system.

Our calm and orderly learning environments continued to allow all students to feel safe with the maximum opportunity to learn with a particular focus on entry and exit routines and active supervision.

During 2024, we engaged a Mental Health in Primary Schools (MHiPs) Leader who built staff capacity around mental health conditions and concerns and appropriate mental health referral pathways.

Staff continued to build their knowledge around High Impact Wellbeing Strategies for the benefit of all students, in particular students requiring additional support or intensive intervention.

We identified students who have substantial and extensive needs through Disability and Inclusion Profiles and staff continued to build their knowledge of the Disability Inclusion (DI) initiative and Inclusive Classroom Practices.

Students participated in a range of structured social emotional curriculum programs in addition to many wellbeing activities comprising of camps, excursions, bike education, Life Education, e-Safety, transition programs, emotional literacy programs, Hoop Time, Colour Fun Run, Active Kids and leadership programs such as Unlocking Personal Potential (UPP).

These activities and programs supported the improvement of student wellbeing outcomes with our Attitudes to School Survey results showing our four-year average of student's sense of connectedness to school at 77.9%, equal to the State Average and above the Similar Schools Average at 76.4%.

Engagement

Iramoo Primary School placed great emphasis on continuity of learning and attendance throughout the 2024 school year. Attendance was a shared priority with clearly documented processes.

We continued to review our attendance policies and refined our whole-school tiered approach to attendance. We ensured where possible that absences were recorded accurately and that monthly data/students were discussed regularly through our Professional Learning Communities.

Staff understood the link between regular school attendance and student achievement/wellbeing outcomes and the importance of creating trusting, caring relationships with students and their families. Open communications and seeking to understand any barriers that may be impeding regular attendance was a priority, as was providing additional support and referrals as needed.

We worked to promote, recognise and reward positive attendance efforts through celebrations, discos and public recognition via newsletters, displays, certificates and assemblies.

Iramoo Primary School prioritised the running of lunchtime activities, including robotics, choir, lego, mindfulness, dance club, etc. The addition of a second Gaga Pit and upgrading our fitness station also saw an increase in engagement. We continued to encourage student voice via our Junior School Council, student leadership roles and student learning goals. Throughout the year there were also opportunities for older students/classes to “buddy” up with junior students/classes for various activities. As a result, our school achieved both attendance goals in our Annual Implementation Plan, increasing the number of students across our school with less than 10 days of absence per year and reducing the number who reached 30 or more days of absence. Our Prep and Year Four students maintained the best attendance rate of 90% across our school. Overall, our absence rate was well below similar schools in our region with Iramoo at 22.1 days per year and similar schools at 26.4 days per year in 2024.

Financial performance

Iramoo Primary School remains in a strong financial position, ensuring that we can continue to provide high-quality learning experiences and maintain excellent facilities for our students.

Equity Funding & Supporting Student Learning

In 2024 our equity funding decreased slightly due to a small decline in overall enrolments. However, more than 50% of our families continue to experience socio-economic disadvantage. With need-based Equity Funding, we ensured that every child had access to the resources, support, and high-quality instruction they need to succeed.

This additional funding allowed us to:

- Employ Literacy and Numeracy Learning Specialists to work alongside teachers
- Provide targeted support for students with Educational Improvement Plans and Student Support Groups
- Employ an Occupational Therapist to work with our students and teachers

Equity funding will continue to play a vital role in reducing student disadvantage at Iramoo Primary

School in 2025.

Investing in School Grounds & Facilities

During 2024 we re-landscaped our flagpole area, upgraded our fitness station equipment and replaced bark with rubber soft fall. We also installed air conditioning and upgraded our audio /visual system in our gymnasium. This ensured that these areas in our school were welcoming and safe.

Throughout 2024 we were still awaiting approval for several key improvement projects, including:

- Developing a sensory playground in our Early Years area.
- Resurfacing and upgrading our outdoor basketball courts.

As these projects remained pending, our budget surplus increased in 2024. Our school community continued to actively fundraise to support future enhancements.

We were also fortunate to receive \$30,000 in funding through the State Government's Active Schools Grant. This enabled us to further refurbish our bike enclosure and provide upgraded storage facilities for our students. We also installed a Gaga Pit in our junior area, upgraded our bat tennis court markings and provided lunchtime dance classes for students in Year 5 & 6.

A Strong Financial Future

At the end of 2024 our financial position remained secure, allowing us to fund future school improvement projects and maintain a high standard of education and facilities for our students.

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

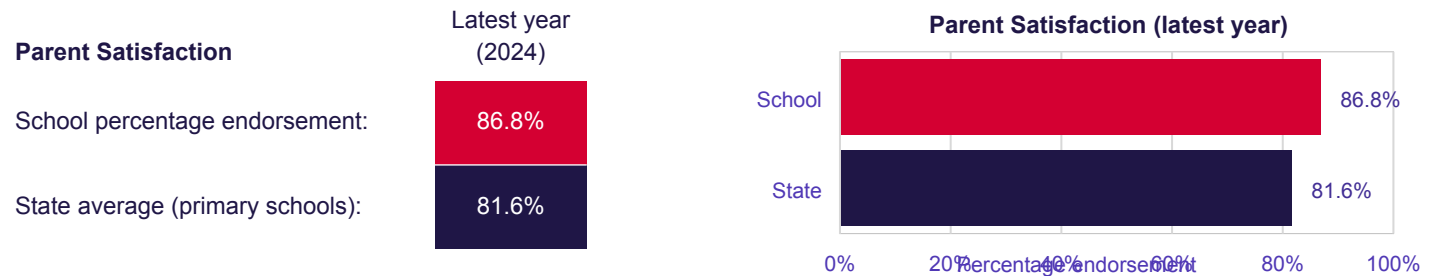
A total of 551 students were enrolled at this school in 2024, 269 female and 282 male.
31 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

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.

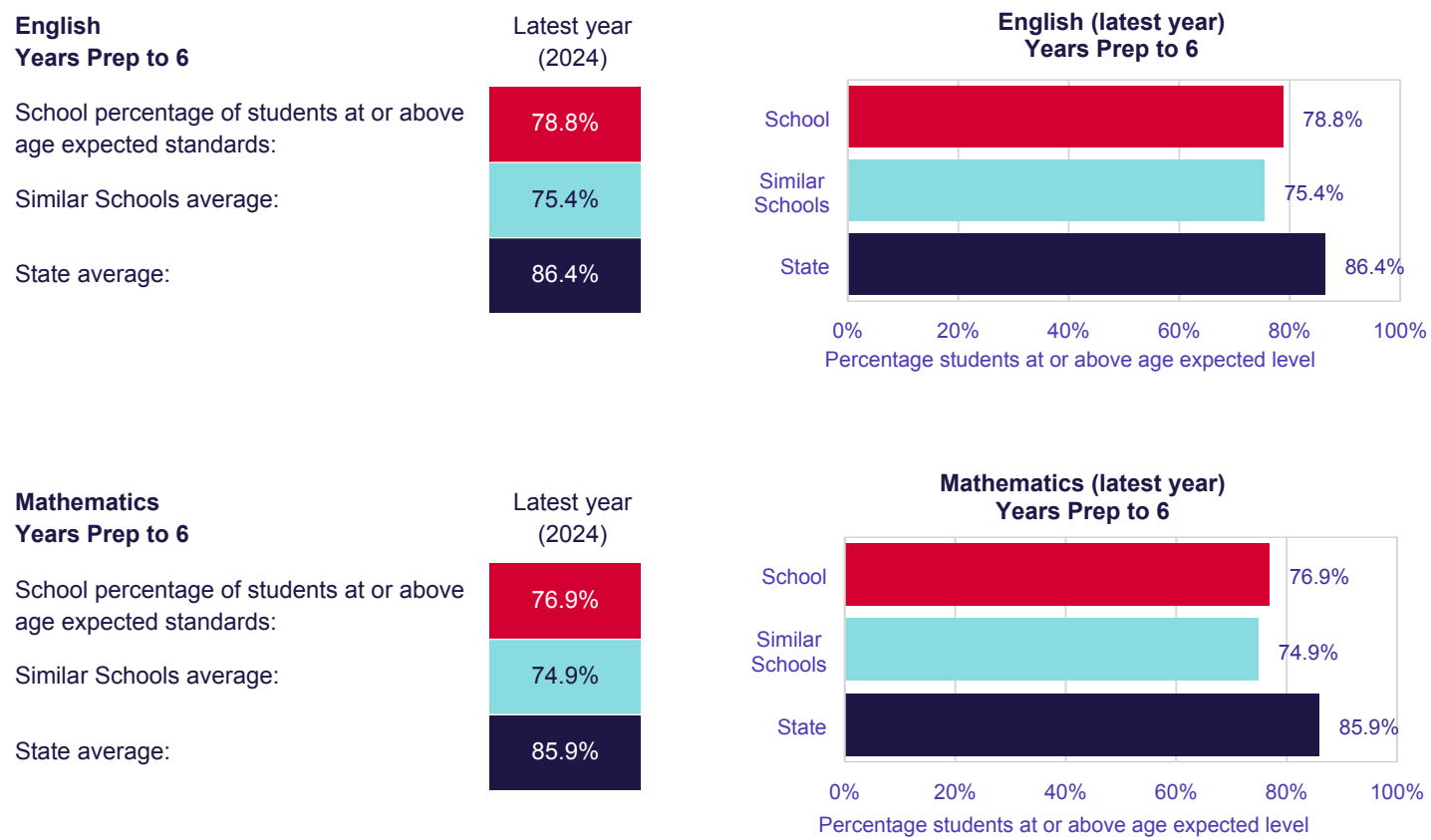


LEARNING

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.



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.

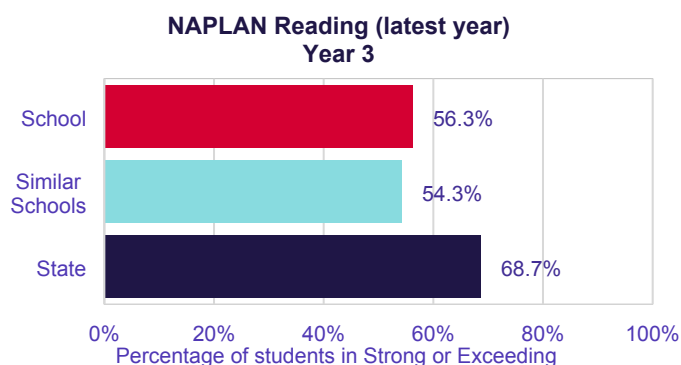
NAPLAN

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.

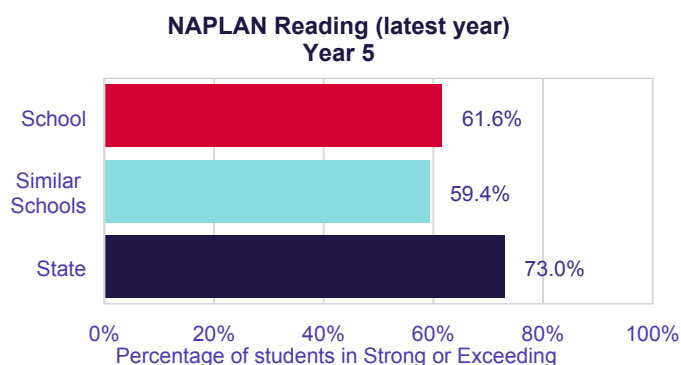
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.3%	60.3%
Similar Schools average:	54.3%	55.3%
State average:	68.7%	69.2%



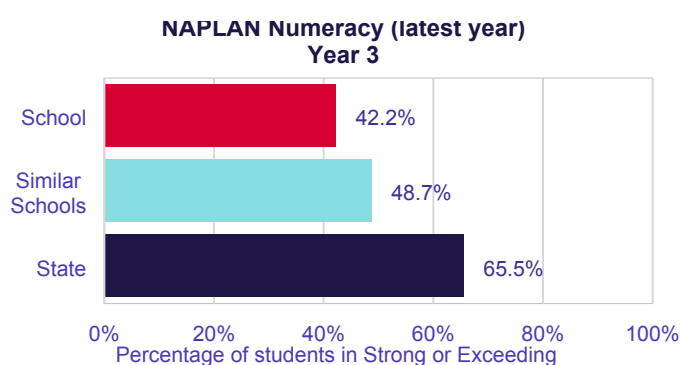
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.6%	62.2%
Similar Schools average:	59.4%	63.3%
State average:	73.0%	75.0%



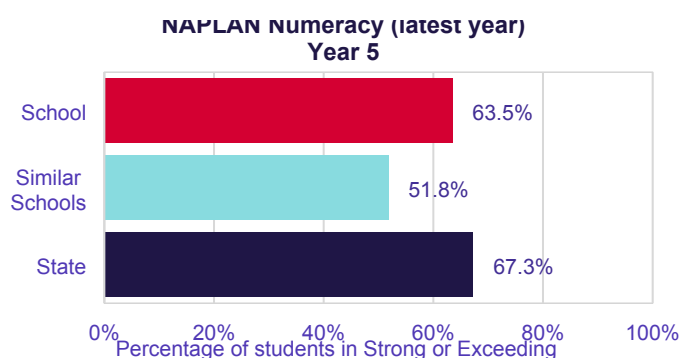
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.2%	56.4%
Similar Schools average:	48.7%	50.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.5%	57.6%
Similar Schools average:	51.8%	52.3%
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:

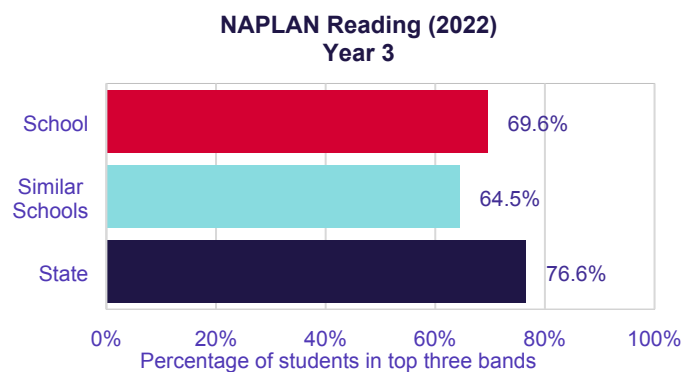
69.6%

Similar Schools average:

64.5%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

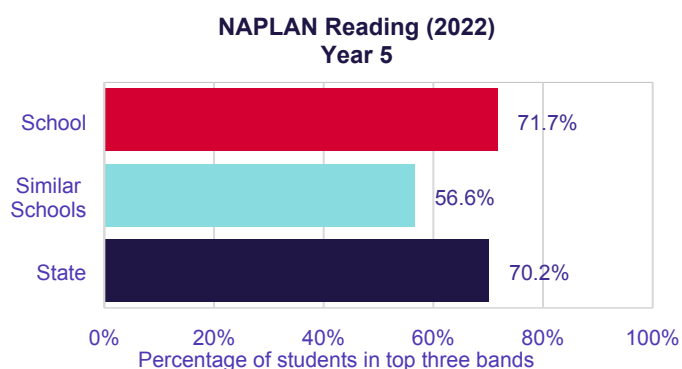
71.7%

Similar Schools average:

56.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

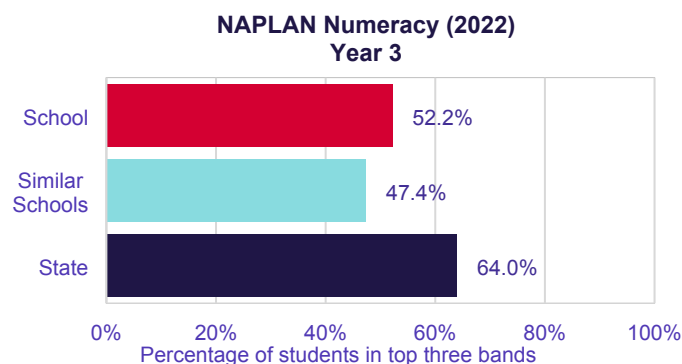
52.2%

Similar Schools average:

47.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

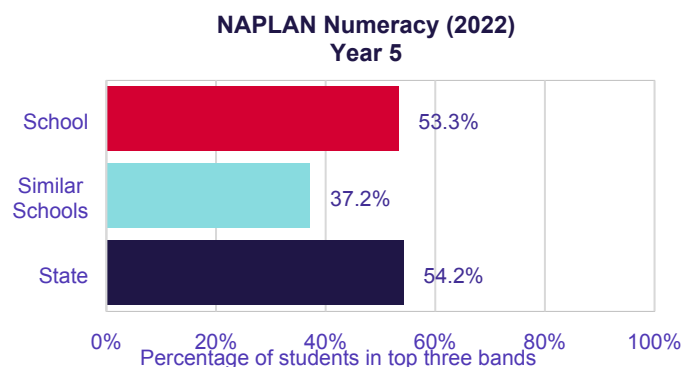
53.3%

Similar Schools average:

37.2%

State average:

54.2%



WELLBEING

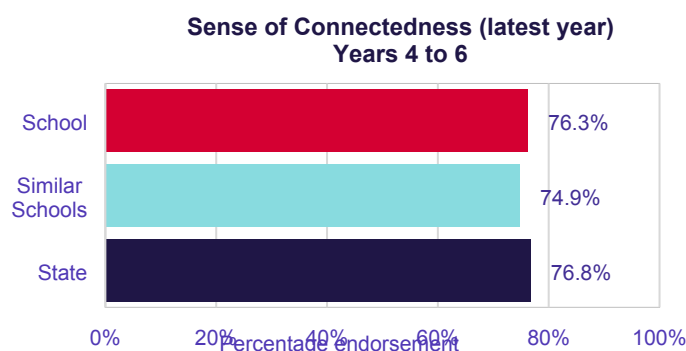
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	76.3%	77.9%
Similar Schools average:	74.9%	76.4%
State average:	76.8%	77.9%

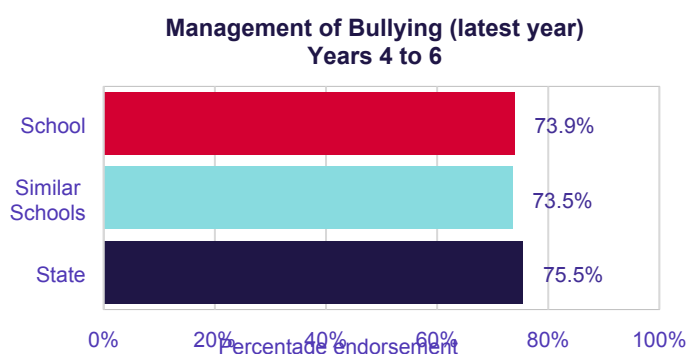


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	73.9%	75.7%
Similar Schools average:	73.5%	74.6%
State average:	75.5%	76.3%

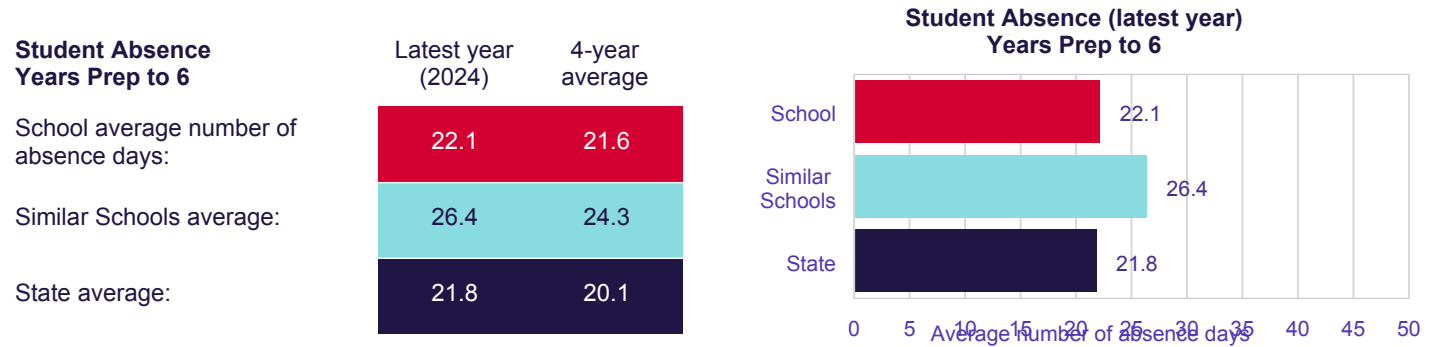


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

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

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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,722,460
Government Provided DET Grants	\$1,071,278
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$137,959
Locally Raised Funds	\$362,486
Capital Grants	\$0
Total Operating Revenue	\$8,294,183

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,023,141
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,023,141

Expenditure	Actual
Student Resource Package ²	\$6,143,537
Adjustments	\$0
Books & Publications	\$5,588
Camps/Excursions/Activities	\$177,716
Communication Costs	\$5,305
Consumables	\$211,421
Miscellaneous Expense ³	\$16,333
Professional Development	\$7,456
Equipment/Maintenance/Hire	\$392,685
Property Services	\$389,330
Salaries & Allowances ⁴	\$436,559
Support Services	\$86,384
Trading & Fundraising	\$153,357
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,514
Total Operating Expenditure	\$8,075,185
Net Operating Surplus/-Deficit	\$218,998
Asset Acquisitions	\$115,193

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$2,702,034
Official Account	\$36,414
Other Accounts	\$0
Total Funds Available	\$2,738,448

Financial Commitments	Actual
Operating Reserve	\$321,976
Other Recurrent Expenditure	\$231
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$102,258
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	\$424,465

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.