

2024 Annual Report to the School Community

School Name: Sherbourne Primary School (5013)



- 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 25 March 2025 at 05:00 PM by Brett Hayes (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 23 April 2025 at 08:10 AM by Brett Hayes (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

Sherbourne Primary School was established in 1971 and is located in the suburb of Briar Hill, 19 kilometers east of Melbourne’s Central Business District (CBD). The school is part of the Banyule-Nillumbik Network of schools within the Northwestern Victoria Region.

The main building houses the administration office, classrooms, and staff areas, while the school grounds feature modern facilities, including dedicated spaces for specialist programs. A library, gym/hall, and outdoor deck areas provide additional learning environments. The school also has an indoor swimming pool; however, due to the impact of COVID-19, it is no longer in use. Throughout 2023, the School Council continued investigating the viability of reopening the pool in collaboration with the Department of Education Provision and Planning and community stakeholders.

Sherbourne Primary School offers a well-equipped outdoor environment, including several playgrounds, shaded areas, a synthetic oval with a running track, and designated outdoor learning and leisure spaces.

In 2024, the school had an enrolment of **57 students**, organized into four classes:

- **Prep/Grade 1** – 11 students
- **Grade 2/3** – 18 students
- **Grade 4/5** – 14 students
- **Grade 5/6** – 14 students

Teaching teams were structured into P–2 and 3–6 groupings. The Student Family Occupation Education (SFOE) index for 2024 was 0.2438. While no Aboriginal or Torres Strait Islander (ATSI) students were identified in 2024, the school actively incorporated cultural and curriculum programs to honor and educate students about Aboriginal history and heritage.

Sherbourne Primary School’s staffing profile included:

- **1 Acting Principal**
- **4 Full-Time Equivalent (FTE) teaching staff**
- **5.4 Education Support (ES) staff, including office administration, a library technician, and classroom integration aides**

The F–6 curriculum framework aligns with the Victorian Curriculum, incorporating the eight learning areas required by the Education and Training Reform Act 2006. Classroom teaching is enriched by specialist programs in Physical Education (PE), Japanese (LOTE), Visual Arts, and Music/Performing Arts. Additionally, access to digital technologies and various software programs is integrated into classroom learning through school-owned devices, with instruction provided by classroom teachers.

Our OSHC Program was led by Camp Australia. They relinquished their support at the end of Term 4 due to the low attendance of their program. We acknowledge Camp Australia for their work with our school, and for offering a safe, engaging and supportive environment for students beyond the school day.

Sherbourne is fortunate to have a highly engaged and supportive parent community, who play a vital role in school life. Parents contribute through the school council and its committees, actively supporting school programs and the direction of the school.

Sherbourne Primary School is committed to providing a high quality, inclusive education supported by evidenced based programs. The school empowers students to be collaborative leaders, responsible, respectful and active learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our focus for 2024 was to maximise the learning growth of every student, with a particular emphasis on English and Mathematics. Our goal was to ensure that all students achieved at least 12 months of academic growth by identifying their individual learning needs and providing targeted instruction.

To support this, we prioritised the VTLM 2.0 which included focussing on explicit teaching and planning in the area of Numeracy. This was completed under the guidance of the Educational Improvement Leader who modelled and coached staff throughout the year. This was reinforced through the use of common planning documentation and the embedding of a consistent instructional model for numeracy across Prep to Year 6. Being involved in such high quality professional learning has enabled staff to transfer the knowledge they gained into all areas in the curriculum.

Our 2024 NAPLAN results were very positive, indicating above similar school and the state. Teacher assessments and triangulated data support consistent evaluations of student growth.

Wellbeing

At Sherbourne Primary School, wellbeing is defined as the holistic development of students, encompassing their physical, mental, social, cultural, and emotional wellbeing. We promote wellbeing through positive relationships, a sense of calm, order, and routine, a strong community spirit, and ongoing communication between students, staff, and families.

Our school values guide our actions and decisions, forming the foundation of our approach to student wellbeing. To support this, a consistent Junior and Senior Start-Up Learning Program (SULP) was implemented at the beginning of the school year. This program focused on establishing positive relationships, clear expectations, routines, and processes, as well as explicitly teaching the behaviors that reflect our school values. These principles underpin how we work, learn, and play together.

Student wellbeing and resilience remained a deliberate and explicit focus throughout 2024. The school continued to support students with additional needs, including those on the Program for

Students with Disabilities (PSD). In Semester Two, we adopted the DIP model, successfully conducting three profile meetings, resulting in two students receiving funding to begin in 2025.

Key Wellbeing Initiatives Implemented in 2024:

- **Targeted Support for PSD Students:** Education Support (ES) staff worked closely with teachers to ensure inclusive learning and engagement for all funded PSD students.
- **Curriculum Adjustments:** Teaching staff modified weekly planners to accommodate the needs of funded students and those requiring additional support in curriculum planning, teaching, learning, assessment, and reporting.
- **Collaborations with Specialists:** Strengthened partnerships with therapists, speech pathologists, Student Support Officers (SSOs), and allied health professionals to provide targeted interventions.
- **Individual Education Plans (IEPs):** Developed and implemented IEPs for all PSD students and those with additional learning needs.
- **Student Snapshot Profiles:** Created student snapshot profiles to quickly identify strategies and triggers, ensuring effective communication between ES staff and teachers.
- **Student Support Group (SSG) Meetings:** Conducted regular SSG meetings in collaboration with parents and guardians to support student progress.
- **Breakout Spaces:** Provided breakout spaces throughout the school to foster safe play environments and calming areas, supporting students with self-regulation and sensory needs.

Throughout Semester Two of 2024, staff worked collaboratively to refine curriculum planners, ensuring that adjustments were made to cater to the diverse learning needs of all students. This was clearly planned for to meet the requirements of the DI Funding Model.

Engagement

In 2024, Sherbourne Primary School remained committed to student learning and wellbeing through the 2024 Priorities Goals, supported by a Learning Key Improvement Strategy and a Wellbeing Key Improvement Strategy.

We continued to teach and support each student at their point of need, aligning our approach with the Framework for Improving Student Outcomes (FISO). A key focus for all staff was the Victorian Teaching and Learning Model (VTLM), which was reinforced by the Educational Improvement Leader, who collaborated with staff in weekly planning sessions.

A central goal of our work was to develop respectful, resilient students who demonstrate a growth mindset and uphold our school values of Learning, Resilience, Respect, and Teamwork. Programs such as The Resilience Project, I AM Mindful and Resilience, Rights and Respectful Relationships (RRRR) played a crucial role in fostering these qualities. These initiatives also provided valuable opportunities to evaluate our current approach and determine the most effective strategies for enhancing student engagement moving forward.

To further strengthen student learning and wellbeing it was decided that the school would introduce a School-Wide Positive Behaviour Support (SWPBS) and a refined Social & Emotional

Learning (SEL) framework to begin in 2025. This was a focus at the 2025 Planning Day in December.

Additionally, we continued to emphasise the importance of attendance in academic success, actively promoting this connection through Compass posts and school newsletters to keep our school community informed and engaged.

Other highlights from the school year

Sherbourne Primary School successfully filled the Substantive Principal Position in 2024 after two Nil Appointments, providing much-needed stability and leadership for the school.

The school continued to celebrate its much-loved traditions, fostering a strong sense of community. Highlights included:

- 100 Days of Prep
- Writers' Festival
- Sports Carnivals
- Graduation Ceremony
- End-of-Year Picnic Concert
- Annual Billy Cart Grand Prix
- Newly introduced events, including the Father's Day Breakfast and Breaky With The Stars Breakfast

In addition to these celebrations, students engaged in exciting camp and excursion experiences, such as:

- Grade 4–6 Camp at Woorabinda in Yallourn North
- Grade 2/3 Library Sleepover
- Prep Trek and Play Celebration

These events provided valuable opportunities for students to build friendships, develop resilience, and create lasting memories.

Financial performance

The school experienced a financial deficit in 2024 due to reduced enrolments. As this was beyond the school's control, the Department of Education and Training (DET) acknowledged the challenge and provided Workforce Bridging support. This assistance allowed the school to review its budget and position itself for a stable and sustainable future in 2025.

Encouragingly, an increase in enrolments enabled the school to commit to three classes across Prep to Grade 6, ensuring the continued provision of high-quality learning opportunities for all students.

Sherbourne Primary School also recognises the importance of engaging the wider community and maximising the use of school facilities. As part of this commitment, the school explored opportunities to hire out facilities for community use, leading to the initiation of pool renovations in late 2024.

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

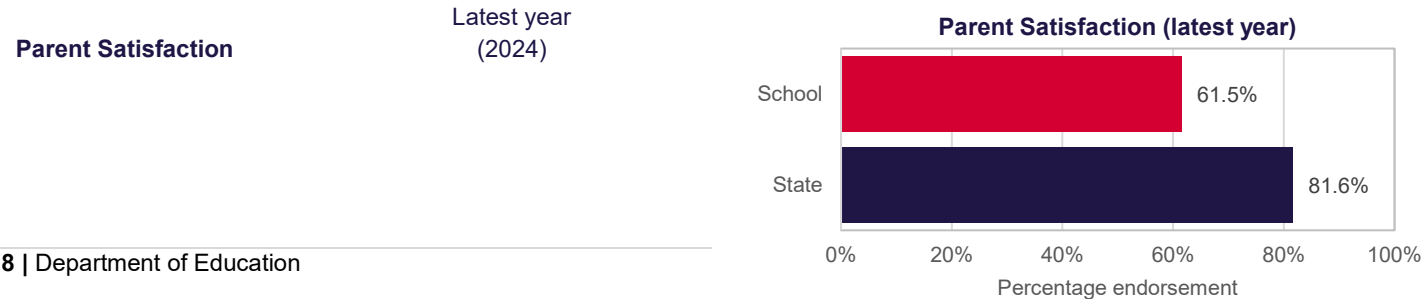
A total of 59 students were enrolled at this school in 2024, 19 female and 40 male.
10 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

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: **Low**

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.



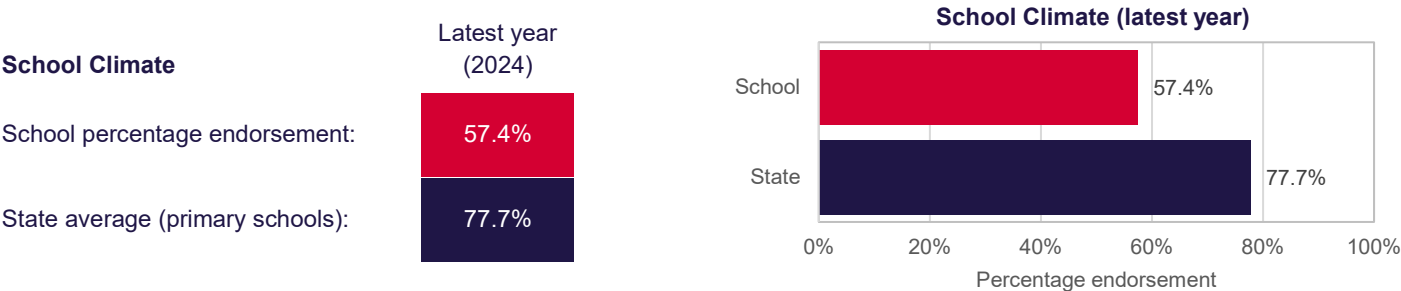
School percentage endorsement:	61.5%
State average (primary schools):	81.6%

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

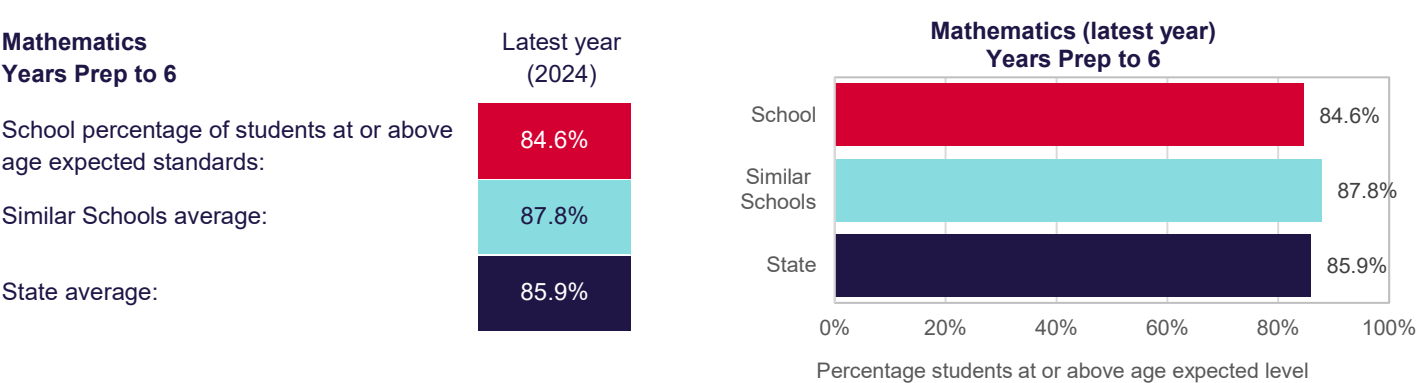
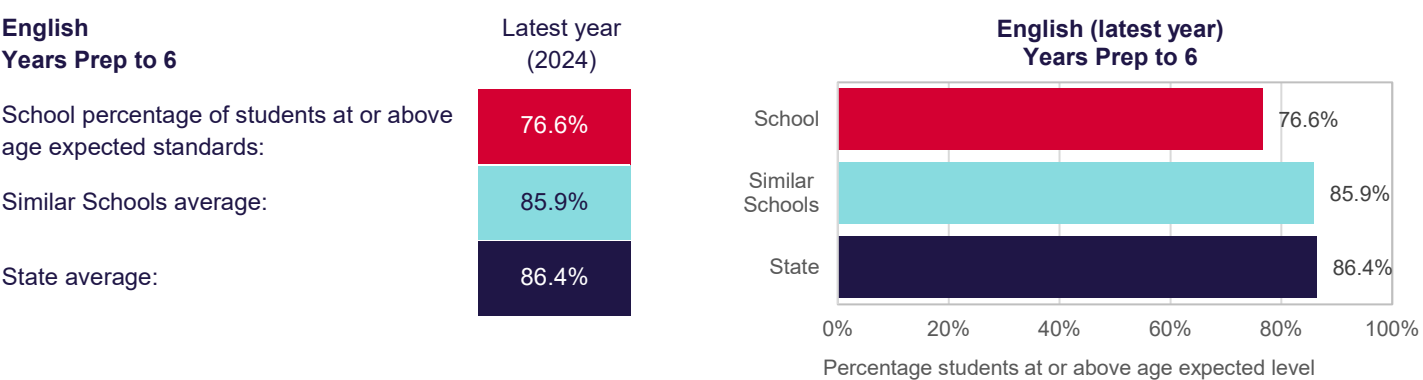


LEARNING

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.

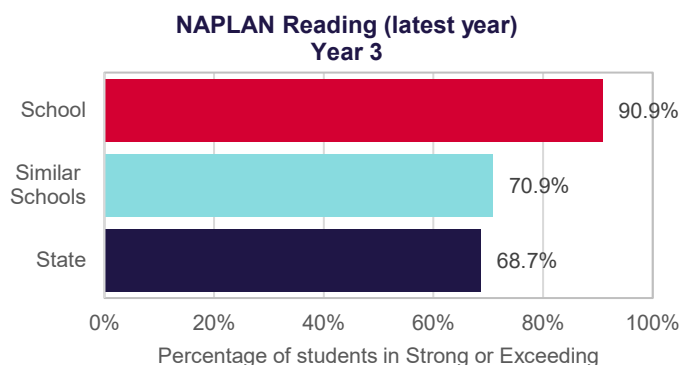
NAPLAN

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.

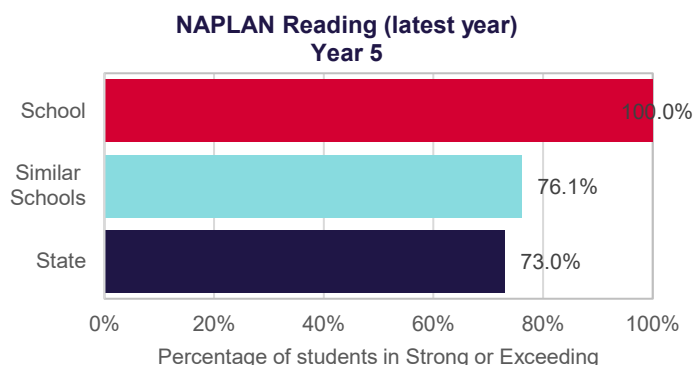
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.9%	79.3%
Similar Schools average:	70.9%	68.4%
State average:	68.7%	69.2%



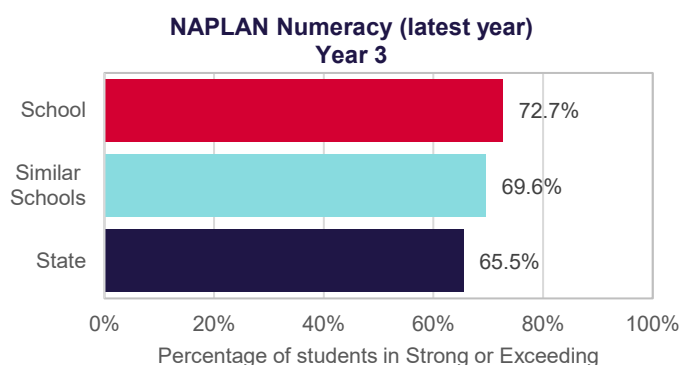
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	95.0%
Similar Schools average:	76.1%	76.9%
State average:	73.0%	75.0%



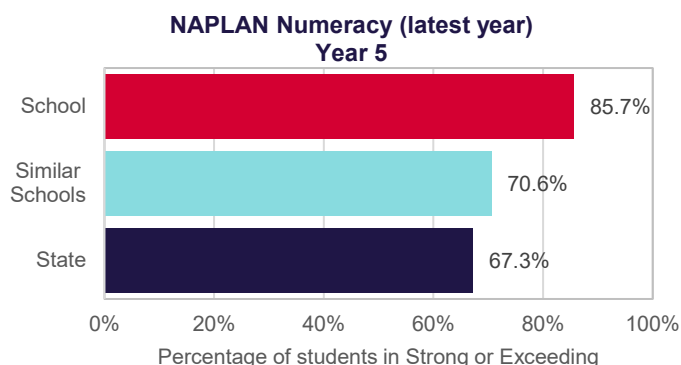
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.7%	82.8%
Similar Schools average:	69.6%	71.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	78.9%
Similar Schools average:	70.6%	69.5%
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:

84.6%

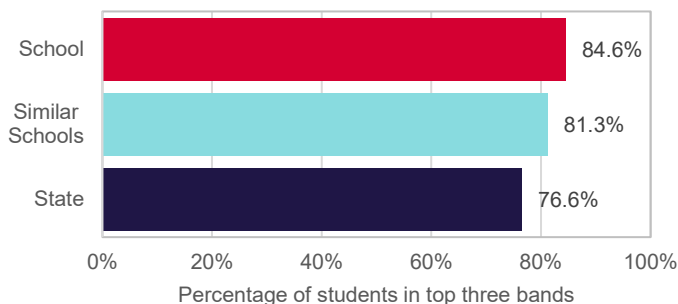
Similar Schools average:

81.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

73.3%

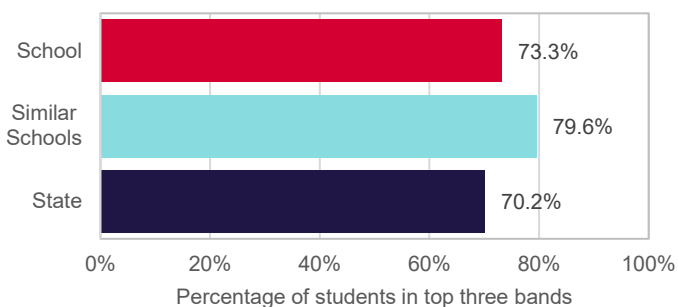
Similar Schools average:

79.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

71.4%

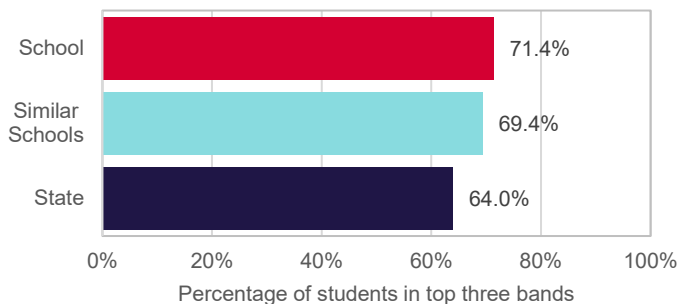
Similar Schools average:

69.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

53.3%

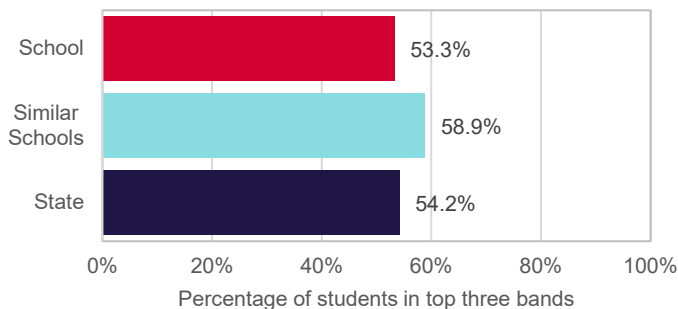
Similar Schools average:

58.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

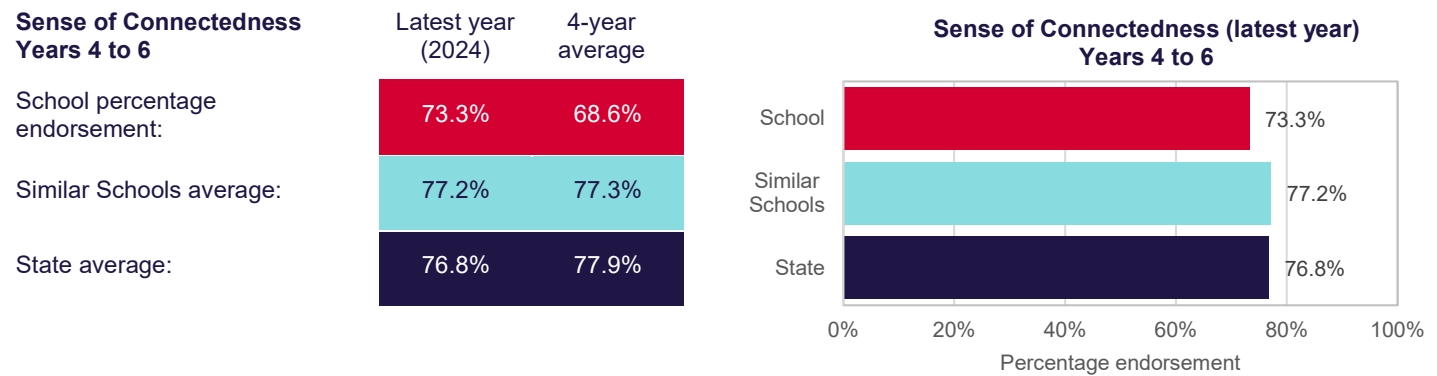


WELLBEING

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.

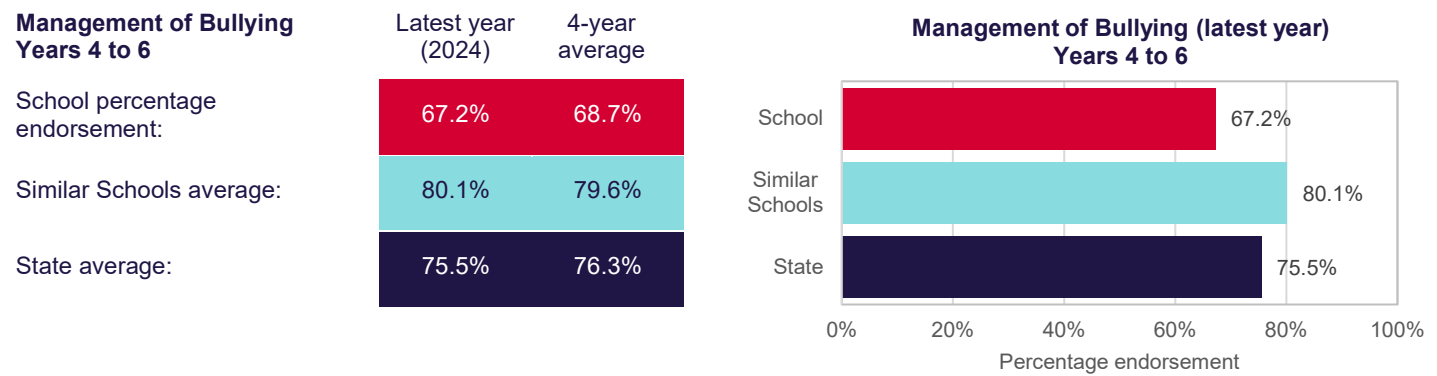
Student Attitudes to School – Sense of Connectedness

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).

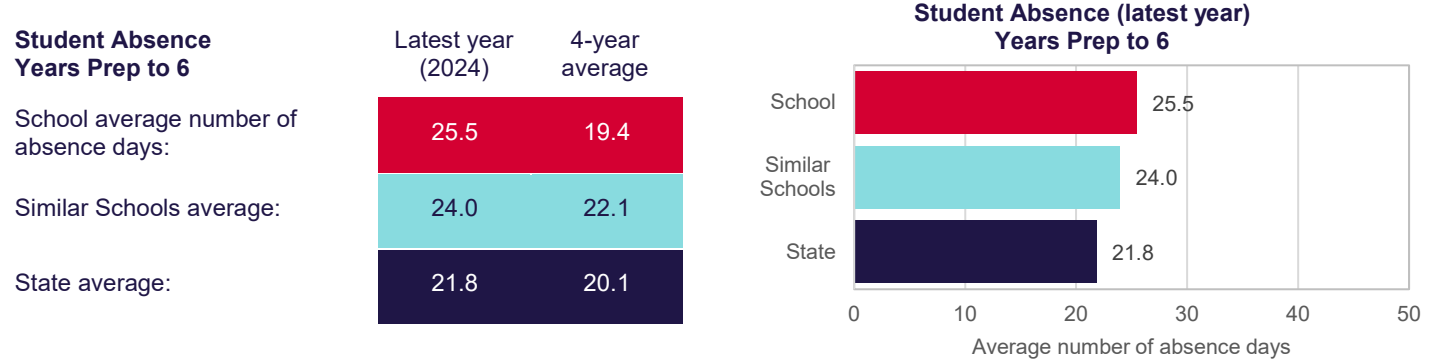


ENGAGEMENT

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):	79%	85%	86%	90%	87%	90%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$949,670
Government Provided DET Grants	\$76,961
Government Grants Commonwealth	\$5,208
Government Grants State	\$0
Revenue Other	\$12,486
Locally Raised Funds	\$50,925
Capital Grants	\$0
Total Operating Revenue	\$1,095,250

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,701
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,701

Expenditure	Actual
Student Resource Package ²	\$1,150,719
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$20,274
Communication Costs	\$2,046
Consumables	\$6,039
Miscellaneous Expense ³	\$11,754
Professional Development	\$2,084
Equipment/Maintenance/Hire	\$15,647
Property Services	\$11,835
Salaries & Allowances ⁴	\$51,937
Support Services	\$41,630
Trading & Fundraising	\$3,005
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,093
Total Operating Expenditure	\$1,341,063
Net Operating Surplus/-Deficit	(\$245,813)
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	\$182,902
Official Account	\$27,875
Other Accounts	\$0
Total Funds Available	\$210,778

Financial Commitments	Actual
Operating Reserve	\$31,724
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$18,000
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	\$13,742
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	\$63,466

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.

