

# 2024 Annual Report to the School Community

School Name: Ceres Primary School (1602)



- 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 13 March 2025 at 12:45 PM by Timothy Callaghan (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 March 2025 at 08:20 AM by Timothy Callaghan (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

Ceres Primary School is an exciting, stimulating and vibrant school located 10km from Geelong, in the picturesque surrounds of the Barrabool Hills.

In 2024, our school had modern facilities, which included 8 classrooms, a library, and multipurpose room. Our spacious and attractive grounds allow students to be environmentally conscious. We are committed to continuous improvement and attaining distinction in teaching and learning at every level. We had an enrolment of 125 students, of whom came from our immediate and wider catchment areas. We provided quality-learning programs in all curriculum areas. Specialist programs encompass Art, PE & Health, STEM, Performing Arts, Cultural Studies (LOTE), and a Library program (MARC) which ensured student strengths and talents were addressed. We emphasised differentiated, inquiry-based learning and explicit teaching, with a strong commitment to Values Education (Super 7). Technologies were embedded within the curriculum to facilitate exciting and engaging learning programs to meet students' individual needs facilitated through our "Bring your own device" program from F-6.

In 2024, we had 17 staff members, which included a Principal, 8 full time teaching staff, 5 part time Specialist staff, 5 education support staff, and 2 non-teaching staff (administration). Our leadership structure consisted of 1 Principal, a Learning Specialist, a Disability and Inclusion Co-ordinator, and a Mental Health in Primary School Leader.

All students are respected as individuals and teachers and families work together to promote learning at Ceres. We strive towards the healthy development of every child in an inclusive environment so that each has the knowledge, skills and resilience to be successful in a rapidly changing world. The Ceres Primary School community values the extension of each student's potential by encouraging, recognising, and rewarding effort and achievement. We strive to provide a co-operative and friendly environment where students share the responsibility for their learning, behaviour, and health.

At Ceres Primary School we value mutual working partnerships with parents, in the education of each individual, to aid in the student's social, emotional, and academic growth. This is also achieved by providing a safe and secure environment with a community and family atmosphere. Students are working on embedding the actions and behaviours of our newly established whole school values, which are Respect, Resilience, and Responsibility. We continue to promote student voice and participation with all year levels involved in leadership opportunities. Our students from F-6 participate in being involved in Junior School Council, as Student Leaders and House Captains. There is a strong relationship between parents, staff and students, with a high level of parent participation on School Council, as classroom helpers, in fundraising, buildings and grounds development, and community social activities.

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

### Learning

In 2024, **Ceres Primary School** successfully progressed its **Annual Implementation Plan (AIP)**, leading to measurable improvements in student learning outcomes. A key focus was strengthening literacy and numeracy instruction. A deep dive into spelling programs resulted in the adoption of **SMART Spelling and THRASS**, ensuring a consistent, research-based approach. The purchase of **decodable readers and maths concrete materials** supported explicit instruction, while the development of a **Maths Scope and Sequence** and the full embedding of the **Maths Instructional Model** provided a structured framework for teaching and learning.

The school also strengthened its use of **data to inform teaching**. **Data dives with students and parents** fostered greater student agency, and **peer observation participation (75%) exceeded the target (65%)**, reinforcing a collaborative teaching culture. Increased **professional learning on moderation** further strengthened assessment practices.

To support student learning growth, **the TLI program expanded in Terms 3 and 4**, providing additional Tier 2 and Tier 3 interventions. Graduate teachers benefited from a **targeted Coaching Program**, ensuring high-impact teaching strategies were effectively implemented.

A **collaborative professional learning culture** was sustained through **PLCs**, embedding **High Impact Teaching Strategies (HITS)** and **High Impact Wellbeing Strategies (HIWS)**. Staff engaged in professional learning on **Victoria's Approach to Teaching Reading, English and Maths Curriculum v2**, and the **Victorian Teaching and Learning Model 2.0**, ensuring alignment with best practices. Specialist subjects also raised their profile through **consistent Seesaw usage**.

The **School Strategic Review** celebrated key achievements, including the completion of **Curriculum Maps**, ensuring a **Guaranteed and Viable Curriculum**. Professional learning on **artificial intelligence** prepared staff and students for future-focused learning. These initiatives reflect **Ceres Primary School's commitment to continuous improvement and strong student learning outcomes**.

### Wellbeing

In 2024, **Ceres Primary School** made substantial progress in both **student learning and wellbeing**, with the majority of activities in the **Annual Implementation Plan (AIP)** completed at 100%.

In the area of **student learning**, the school focused on enhancing literacy and numeracy outcomes. The **adoption of SMART Spelling and THRASS** established a consistent and research-based approach across year levels. The **Maths Scope and Sequence** and the **Maths Instructional Model** were fully embedded, ensuring structured and effective teaching. **Data dives**

**with students and parents** increased student agency, while **peer observations** exceeded targets, fostering a collaborative teaching environment.

On the wellbeing front, the **Wellbeing Team** achieved significant milestones, including the successful implementation of the **School-Wide Positive Behaviour Support (SWPBS)** team, with an impressive **70%+ TFI score**. **Berry Street training for DI and MHiPS Coordinators** strengthened staff capacity to support student needs. Structured time allocation for these coordinators led to a **more collaborative approach**, benefiting both roles.

Other wellbeing highlights included the introduction of the **I CAN program**, continued embedding of the **Resilience Project**, and the expansion of the **Junior School Council (JSC)** to include **student representation from F-5**. The school also saw **100% success with DIPs** and maintained a focus on key dates like **R U OK? Day**.

Additionally, the **PULSE data** and **Compass wellbeing referrals** were used to track and improve student wellbeing, contributing to **better behaviour data**. The **refinement of school values to Respect, Resilience, and Responsibility** and the inclusion of **ES staff in SSG meetings** further supported the school's commitment to fostering a positive, inclusive environment.

These efforts reflect **Ceres Primary School's dedication to student success and overall wellbeing**.

## Engagement

In 2024, **Ceres Primary School** focused on **data-driven decision making** to enhance student and parent engagement. Leaders conducted **data dives**, inspired by the **Quaglia Institute**, to analyse **Attitudes to School Survey** and **Parent Perception Survey** data. This collaborative approach helped shape planning for 2025 initiatives, ensuring the school addressed stakeholder needs effectively. Our parent survey results from 2024 displayed significant increases with 48 of the comparable 52 items from 2023 recording improvements by an average of 15%.

**Student engagement** remained a priority, with active participation in the **Positive Behaviour Matrix** as part of the **School Wide Positive Behaviour Scheme**, leading to a positive shift in **behaviour data**. The introduction of the **I-CAN program** and continued use of the **Zones of Regulation** helped support emotional wellbeing, with **Wellbeing walls** introduced in every classroom to reinforce these efforts.

The school also strengthened **community engagement** through events such as **JSC and Wellbeing days**, where students selected charities for donations, and **'The Ceres Big Freeze'**. **Open mornings and afternoons** and the **Christmas Carols on the Deck** event encouraged parent involvement and were well received by the community.

However, the school did experience a slight decline in **average attendance** in 2024, dropping from **90.1% to 87.7%**. This was largely due to an increase in families taking **extended holidays** during term time. Although our percentage of children with 95% attendance (Ceres PS 22%) was under state averages (26%) and network (24%), it did record above similar schools (20%).

Despite this, efforts to maintain strong engagement through **student voice**, **agency**, and extracurricular activities helped support **attendance**, **retention**, and overall **student wellbeing**. This approach aligns with the **Framework for Improving Student Outcomes (FISO) 2.0**, contributing to positive outcomes in both **student learning** and **wellbeing**.

## Financial performance

Ceres Primary School maintained a very sound financial position throughout 2024. The 2020-2024 School Strategic Plan, along with Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

During 2024 our Locally Raised Fund decreased by 14%. We converted surplus Credits to Cash during 2024 to enable us to carry out building repairs listed in our Condition Assessment Report (CAR) that our Cash Budget could not cover. We also used it to install security cameras, purchase new furniture and blinds for classrooms, upgraded lighting in classrooms, updating data cabling, screen fence around new septic, trimming of the hedge, install artificial turf and purchasing iPads. Some of the Credit to Cash money was used to increase the Professional Development and CRT budgets, and money was put aside to cover any staffing shortfalls we may have in 2025.

**For more detailed information regarding our school please visit our website at  
<https://www.ceresps.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 125 students were enrolled at this school in 2024, 61 female and 63 male.

NDP 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).

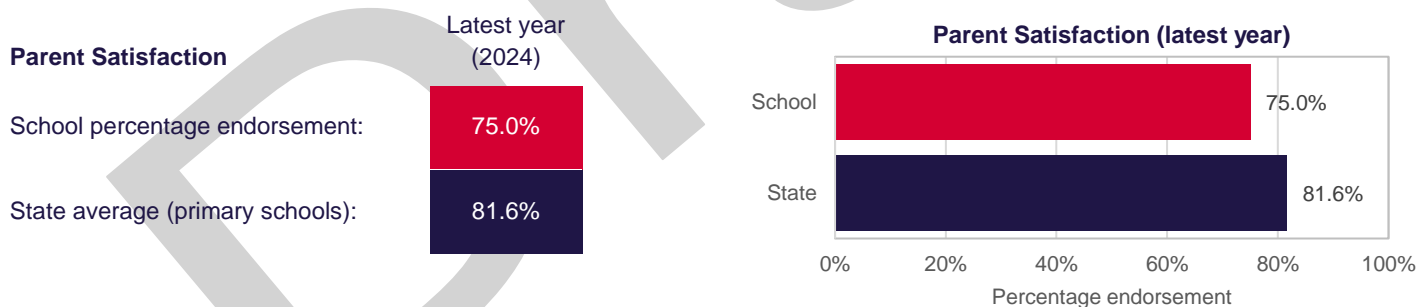
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

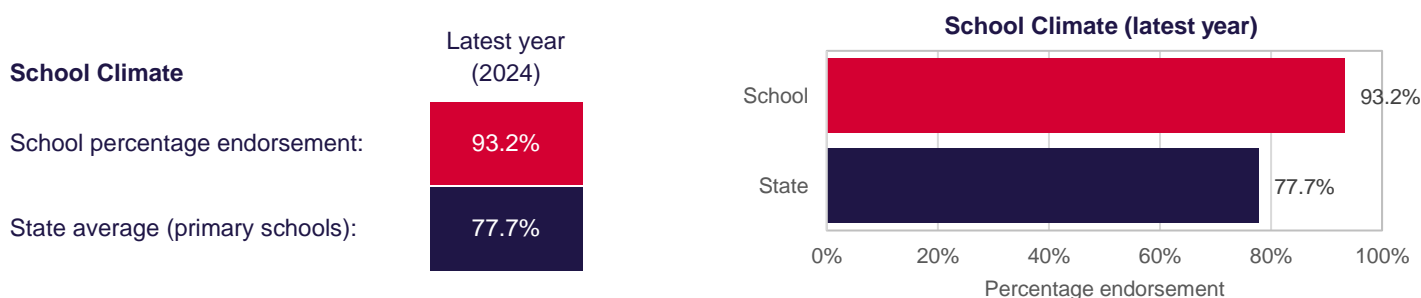


### School Staff Survey

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:

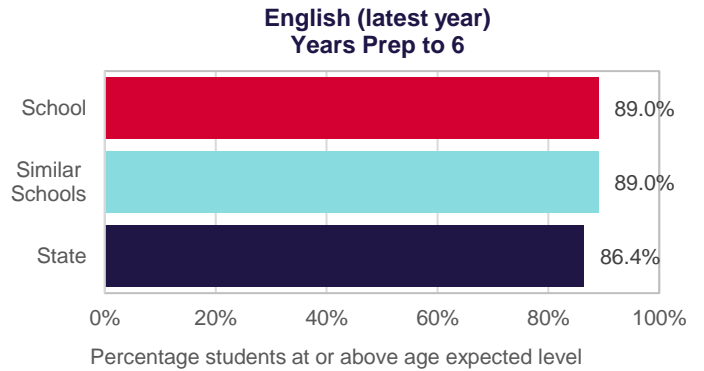
Latest year  
(2024)  
89.0%

Similar Schools average:

89.0%

State average:

86.4%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

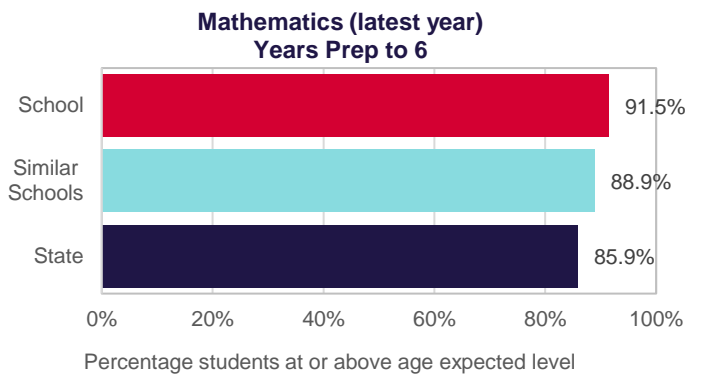
Latest year  
(2024)  
91.5%

Similar Schools average:

88.9%

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.

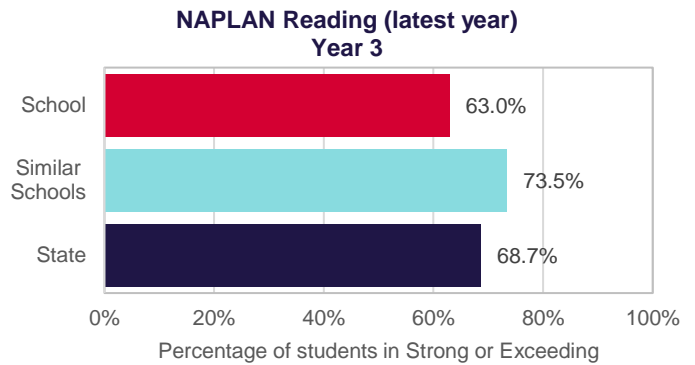
### NAPLAN

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.

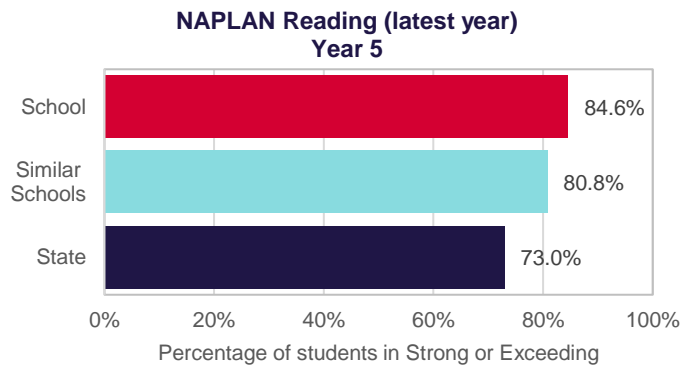
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.0%	65.7%
Similar Schools average:	73.5%	73.5%
State average:	68.7%	69.2%



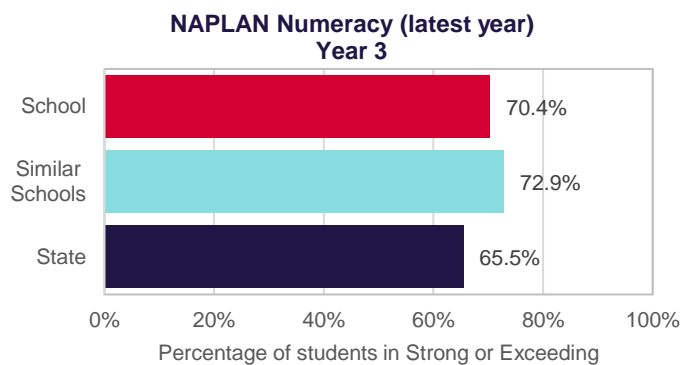
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.6%	87.5%
Similar Schools average:	80.8%	82.4%
State average:	73.0%	75.0%



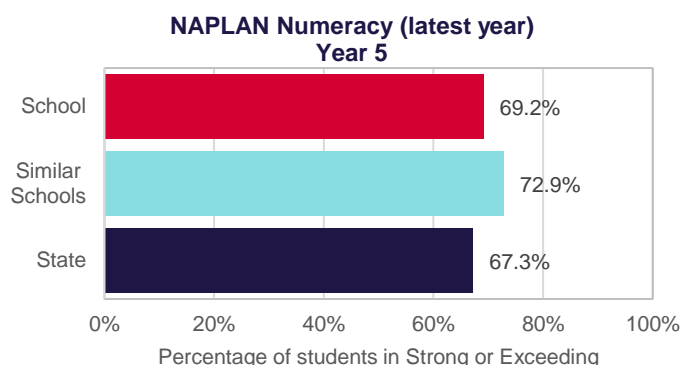
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.4%	65.7%
Similar Schools average:	72.9%	72.7%
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%	79.2%
Similar Schools average:	72.9%	72.8%
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:

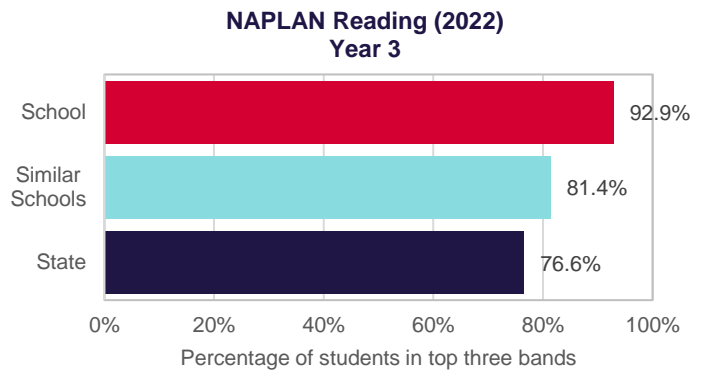
92.9%

Similar Schools average:

81.4%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

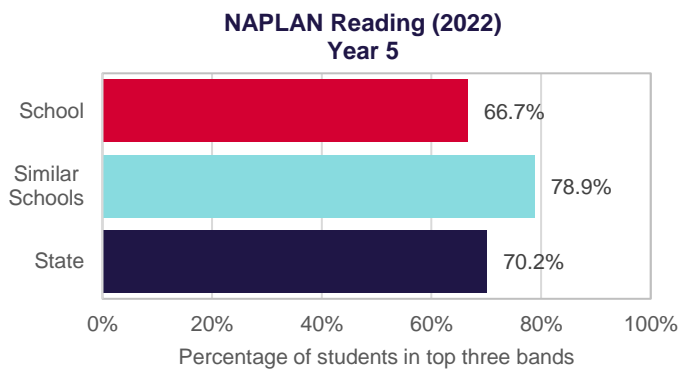
66.7%

Similar Schools average:

78.9%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

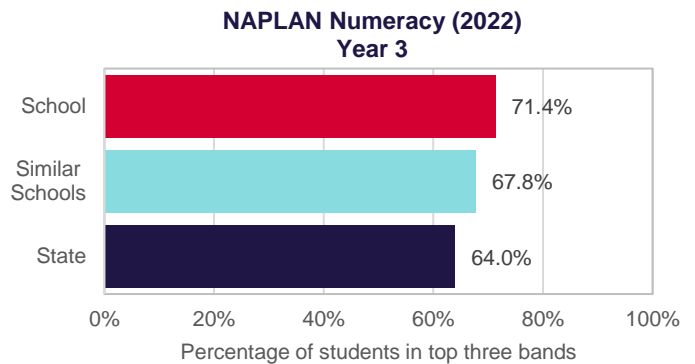
71.4%

Similar Schools average:

67.8%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

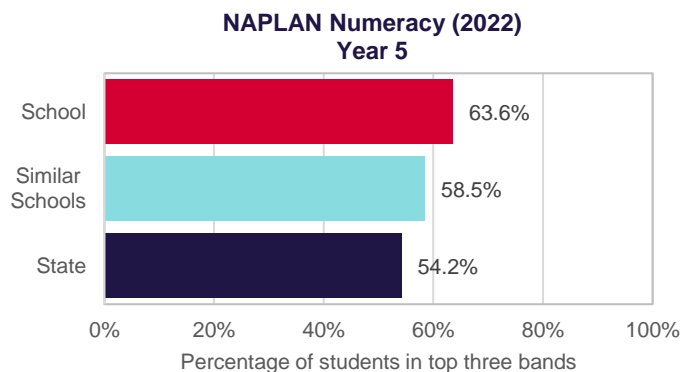
63.6%

Similar Schools average:

58.5%

State average:

54.2%



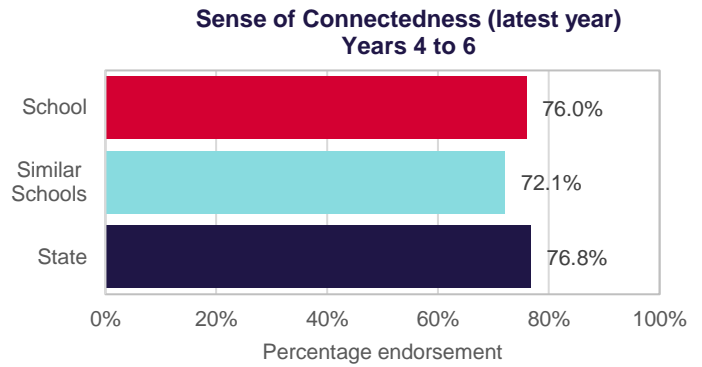
## WELLBEING

**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).

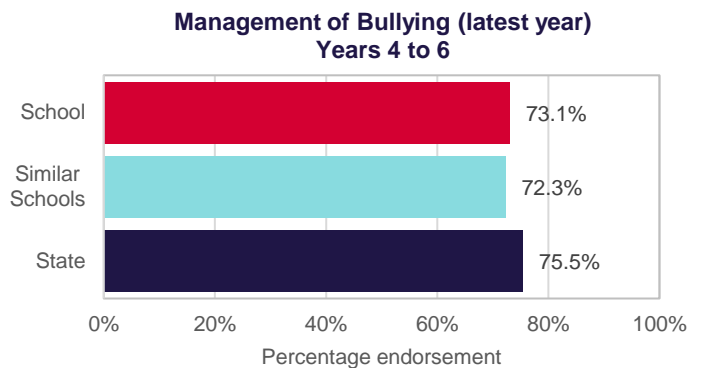
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	76.0%	81.1%
Similar Schools average:	72.1%	73.6%
State average:	76.8%	77.9%



### 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:	73.1%	81.3%
Similar Schools average:	72.3%	73.7%
State average:	75.5%	76.3%



## ENGAGEMENT

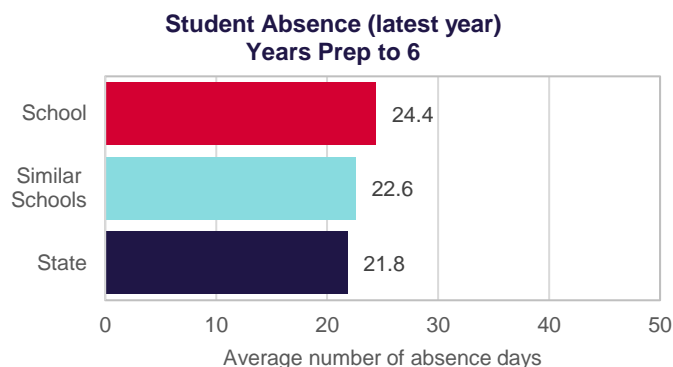
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.4	20.4
Similar Schools average:	22.6	20.3
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%	90%	81%	89%	92%	89%	85%

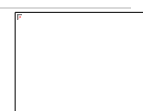


# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,905,235
Government Provided DET Grants	\$436,196
Government Grants Commonwealth	\$4,550
Government Grants State	\$0
Revenue Other	\$30,916
Locally Raised Funds	\$83,869
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,460,765</b>
Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$6,444
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$6,444</b>
Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,718,851
Adjustments	\$0
Books & Publications	\$9,980
Camps/Excursions/Activities	\$36,736
Communication Costs	\$1,802
Consumables	\$40,672
Miscellaneous Expense <sup>3</sup>	\$12,091
Professional Development	\$9,858
Equipment/Maintenance/Hire	\$101,066
Property Services	\$132,619
Salaries & Allowances <sup>4</sup>	\$73,854
Support Services	\$42,523
Trading & Fundraising	\$8,605
Motor Vehicle Expenses	\$6,004
Travel & Subsistence	\$0
Utilities	\$21,349
<b>Total Operating Expenditure</b>	<b>\$2,216,011</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$244,753</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$249,820
Official Account	\$15,632
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$265,451</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$91,946
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,841
School Based Programs	\$151,067
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,364
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$84,788
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$337,006</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.*