

2024 Annual Report to the School Community

School Name: Tarneit Rise Primary School (8881)



- 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 02 April 2025 at 12:23 PM by Nadia Bettio (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 02 April 2025 at 12:23 PM by Nadia Bettio (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

Tarneit Rise Primary School is located in the Wyndham City Council LGA in the outer western suburbs of Melbourne, approximately 30 kilometres from the Melbourne Central Business District. The school was opened in 2018 for 209 prep–year 2 students. In 2024 the student enrolment was 1746 at census.

In its foundation year, the school worked with families, staff, and students to create its mission, vision, and values:

Mission: Creating citizens for the future: compassionate, curious, and strong.

Vision: We empower all students to achieve personal growth, experiencing high-quality education and the best community for learning. This will ensure all learners have the knowledge, skills and attitudes to become lifelong learners, shaping the world around them and believing that, with effort, great things can be achieved.

Values: Respect, Responsibility, Kindness, and Growth.

In 2024 the Student Family Occupation Education (SFOE) index was .3617 (low-medium).

The staff work within Professional Learning Communities (PLCs).

The school grounds include an indoor multi-purpose hall, three main buildings with central flexible learning spaces and a number of relocatable buildings. The grounds include three separate adventure playgrounds, two netball courts, and a FIFA-grade soccer pitch.

Building works were completed in 2023 including two additional double-storey relocatable buildings and the installation of an inclusive playground.

The staffing profile of Tarneit Rise Primary School in 2024 included a principal and 6.6 assistant principals, 106 full time equivalent teachers and 80 full-time equivalent Education Support (ES) staff. Overall, the school climate staff survey results were below state results.

The school continued to receive a positive endorsement from the parent community showing similar satisfaction compared to the state.

The school provides an approved curriculum framework differentiated to meet student needs.

The school provides an accredited Out of School Hours Care Program.

The school offers services including a well-being program supported by a social worker, three psychologist, three speech pathologists, an art therapist, and a community liaison officer. One staff completed their postgraduate study in inclusive education (Master of Learning Intervention) as a scholarships recipient through the Department of Education. Another staff member is completing this degree. This investment is building capability, skills, and knowledge of inclusive education to better support the needs of all students.

60-minute weekly specialist subjects are provided to all children in French, STEM, Physical Education, and Visual Arts and Performing Arts.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school proudly celebrates its diversity and multiculturalism. 89% of children speak a language other than English at home. The school attracts a dynamic, caring and innovative staff who work within a collaborative culture, creating a strong sense of community spirit and high expectations. The school proudly supports a Human Rights Approach to Diversity and Inclusion. Teaching at Tarneit Rise Primary School is explicit and designed using educational research and cognitive science. At Tarneit Rise Primary School we ensure our students achieve maximal time on task and we maximise what we do with that time. We build a reading brain in each student through explicit direct instruction, repetition, teacher fidelity, and time on task. We know teaching reading is not just about phonics but underpinned by phonics and phonological awareness, reading fluency, vocabulary and comprehension and our curriculum is organised so students can develop fluency in all components

In 2024 the school employed additional staff to provide literacy intervention for children – mainly in the early years. All literacy intervention staff are trained in MultiLit. In 2025 the school will train additional intervention staff in MacLit to provide tier 2 and 3 literacy intervention for children in grades 3 and 4. Oral language was a big focus for prep literacy instruction and intervention. Students achieved higher teacher judgment results in mathematics and English compared to those of similar schools and the state.

In NAPLAN the school achieved higher results in reading (years 3 and 5) compared to similar schools. The school achieved higher results in year 5 reading compared to the state results.

In NAPLAN the school achieved higher results in year 5 numeracy compared to state and similar schools.

In NAPLAN, the school achieved similar results in year 3 numeracy compared to similar schools and lower results compared to the state

In 2024 the school will undertake whole school professional learning in explicit direct instruction and will implement InitialLit tier one instruction in English (F-2) and introduce the Explicit Maths Program (F-2)

Wellbeing

A high percentage of positive responses were received by years 4-6 students in the Attitudes to School Survey for a sense of connectedness and management of bullying. The results were higher compared to similar schools and the state average. In 2024 the student leadership team analysed the responses to the Attitudes to School Survey and ran 'data dives' with students to unpack the data further. As a result of the forums, the school ran the Upstander project with students in years 4-6. The school collects data via a Social and Emotional Wellbeing survey each term. In 2024 the survey showed over 90% of children had positive responses. This survey is embedded in the assessment schedule and means the school can collect and track wellbeing data

for all children from prep - year 6. Children who did not show positive attitudes were identified by name and provided intervention (wellbeing) supports.

The school strengthened its wellbeing team in 2024 to be able to offer more wellbeing support to children and to strengthen community connections, including the employment of a Mental Health and Wellbeing Leader.

Engagement

In 2024 the average number of absence days per student was 22.3, which was slightly better than the previous year and like that of similar schools. The average number of absence days per student was higher than that of the state. Average attendance for individual cohorts ranged between 88% to 90%. Years 4 and 5 had the highest attendance of 90%. The school was disappointed by these results. The school aimed to have over 90% attendance in each year level and had a strong focus on attendance over the year. This will continue to be a focus in 2025. There was a clear link with students who did not make expected growth and whose attendance was below 80%. The impact of prolonged absence on learning and social and emotional growth is clearly articulated to families (and staff), particularly around extended family holidays. Extended overseas holidays are a particular challenge for the school. Due to the continued rapid increase of school enrolments and staffing (over 25% of new staff), it is critical that the school continues to have a strong focus on engagement, wellbeing, and inclusion so we have consistent and inclusive approaches to engagement, wellbeing and behaviour management guidelines.

The school worked closely with its Pasifika families in 2024 to build engagement and attendance levels in this cohort.

Other highlights from the school year

The school also offers several before/after school extracurricular programs including:

Soccer Club

Instrumental music

Chess Coaching

Choir

French Club

STEM Club

Running Club

Drama Club

Breakfast Club

The school caters for high-ability learners through the Challenge and Enrichment Series, Victorian High Ability program, Maths Olympiad and the Student Leadership program. The school has a Marrung Champion who monitors attendance for indigenous students, supports staff to include cultural perspectives in the curriculum, supports transitions for indigenous students across the school as required, coordinates Student Support Group meetings and the writing of Individual Education Plans for indigenous students.

Financial performance

2024 saw Tarneit Rise begin the year with 1746 students (February Census) and end with 1710 students on the August census. Equity funding is determined by the August census data. Tarneit Rise received \$237,855.96. Tarneit Rise received donations to the building and library fund in 2024 in which donations are tax deductible and parents can voluntarily donate to. In the school building fund, we received \$47,069.00 and in the library fund, we received \$47,342.50. There was a lot of work completed throughout the year including landscaping, netball/basketball court resurfacing, cricket pitch and net installation, bouldering playgrounds, imaginative sandpit play and soft fall rubber matting in the playgrounds. Tarneit Rise Primary School began the school year with a credit surplus of \$5,659,930.00. Tarneit Rise Primary School finished 2023 with a credit surplus of \$3,624,892.00 (Carry forward from 2023) and \$884,156.00 (current). This surplus will be used to further develop the ICT equipment, grounds, and facilities for our school.

The school received grants for the following:

- Swimming in schools
- Student excellence Program
- Tutor Learning Initiative
- Mental Health in Primary Schools
- Schools Mental Health Fund

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 1,723 students were enrolled at this school in 2024, 800 female and 923 male.

82 percent of students had English as an additional language and 1 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).

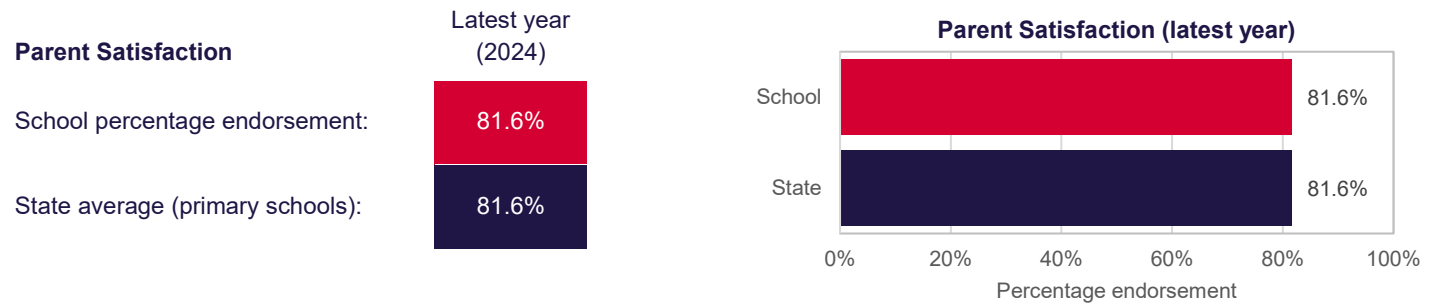
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

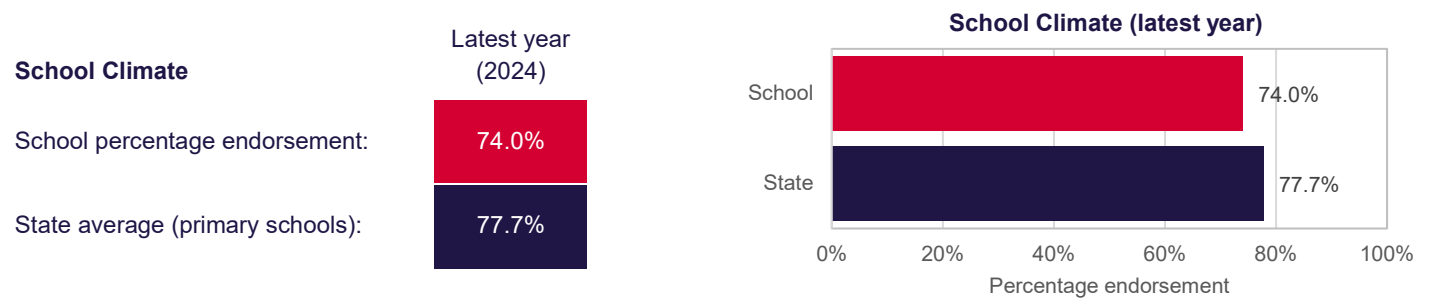


School Staff Survey

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.



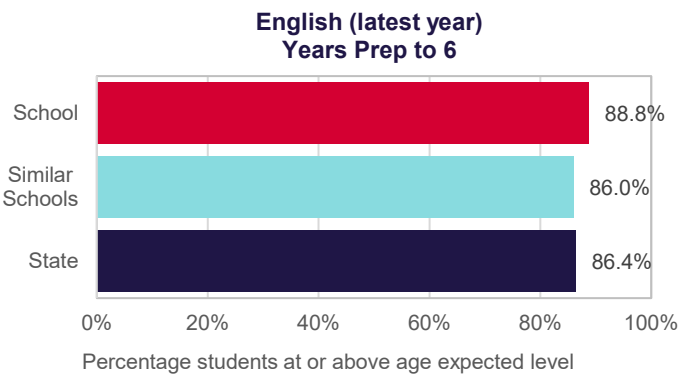
LEARNING

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.

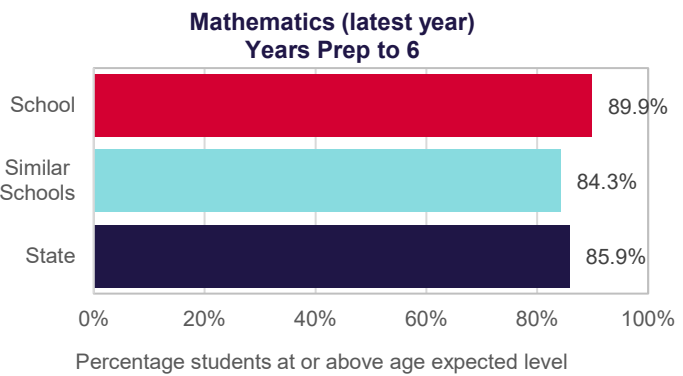
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.8%
Similar Schools average:	86.0%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.9%
Similar Schools average:	84.3%
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.

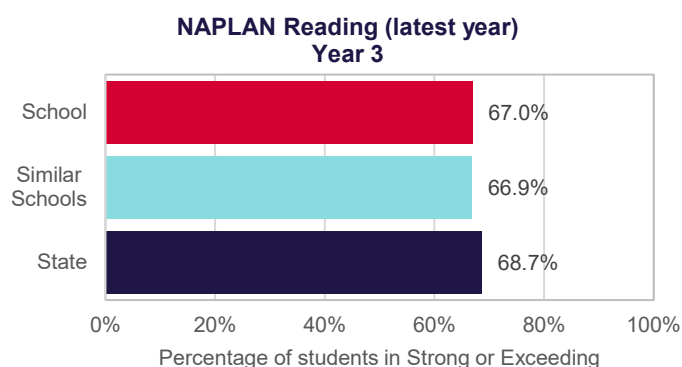
NAPLAN

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.

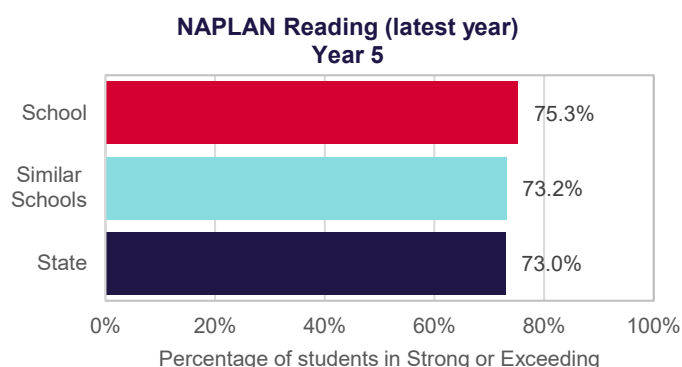
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.0%	67.7%
Similar Schools average:	66.9%	67.4%
State average:	68.7%	69.2%



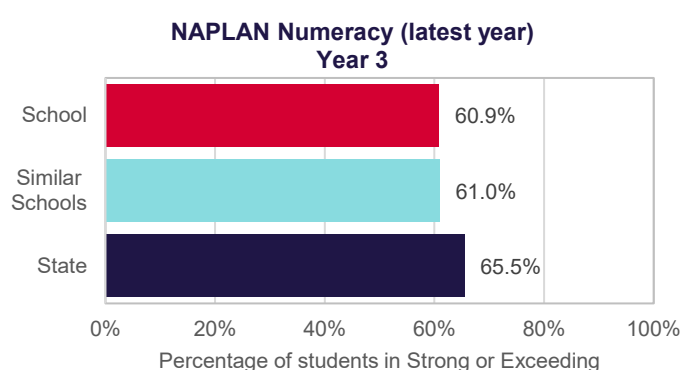
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.3%	75.1%
Similar Schools average:	73.2%	74.7%
State average:	73.0%	75.0%



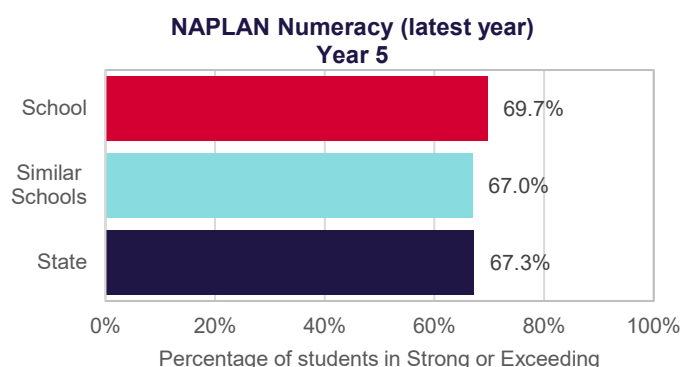
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.9%	63.2%
Similar Schools average:	61.0%	62.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.7%	69.0%
Similar Schools average:	67.0%	66.8%
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:

81.6%

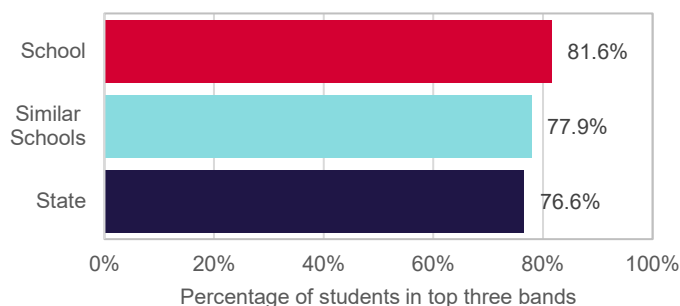
Similar Schools average:

77.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

74.1%

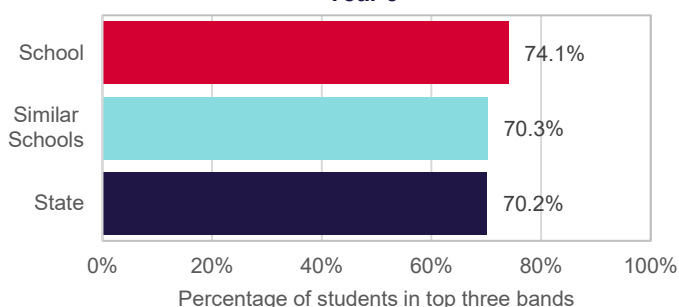
Similar Schools average:

70.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

63.2%

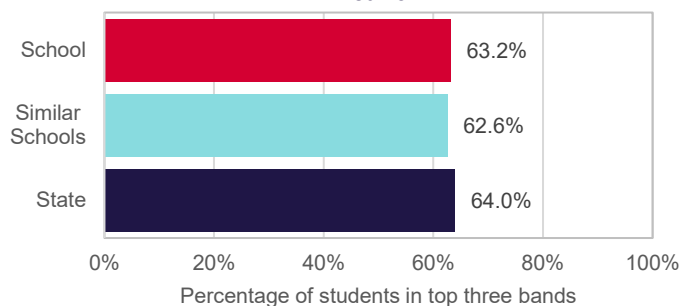
Similar Schools average:

62.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

57.5%

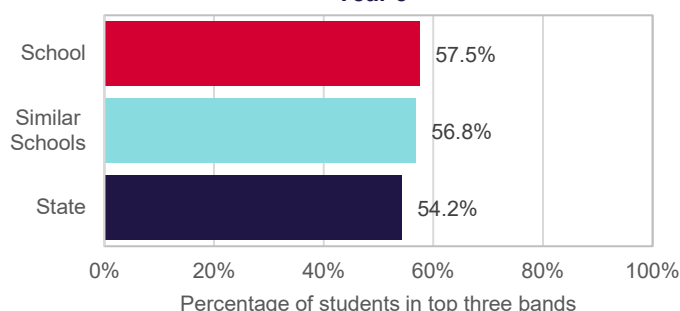
Similar Schools average:

56.8%

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.

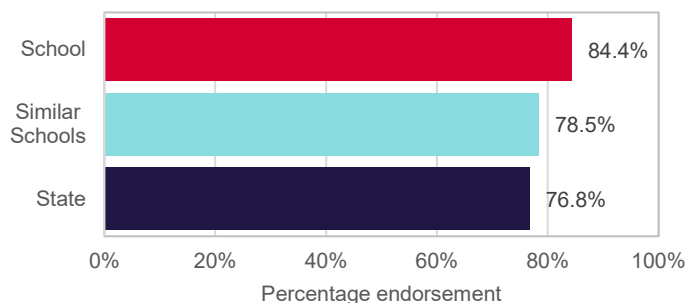
Student Attitudes to School – Sense of Connectedness

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	84.4%	84.2%
Similar Schools average:	78.5%	80.3%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



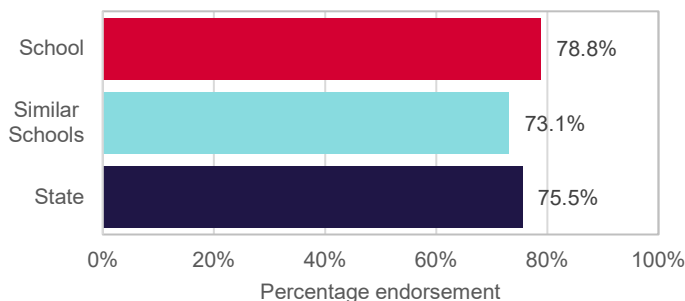
Student Attitudes to School – Management of Bullying

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:	78.8%	78.7%
Similar Schools average:	73.1%	74.8%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

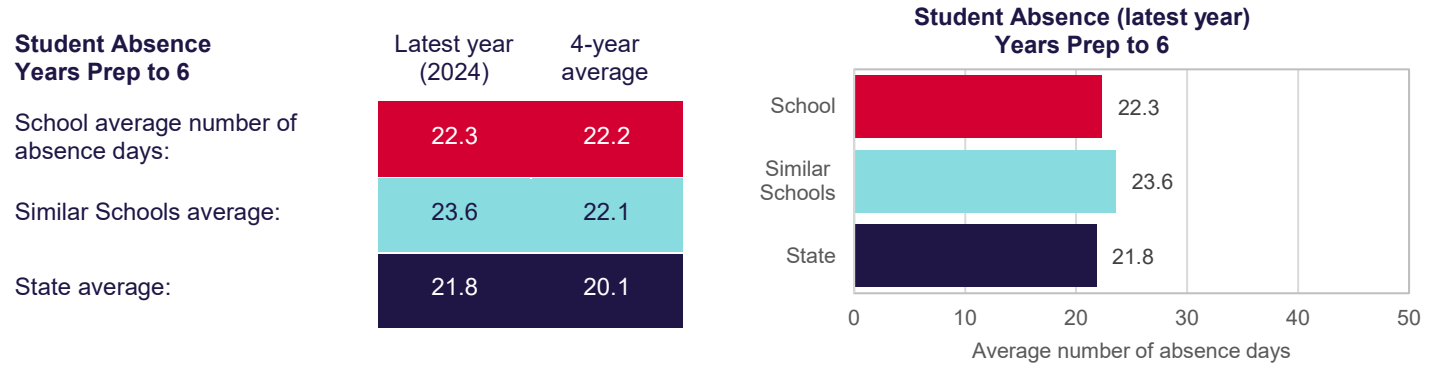


ENGAGEMENT

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):	88%	88%	88%	89%	90%	90%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$19,606,545
Government Provided DET Grants	\$4,318,198
Government Grants Commonwealth	\$71,421
Government Grants State	\$0
Revenue Other	\$153,831
Locally Raised Funds	\$778,449
Capital Grants	\$0
Total Operating Revenue	\$24,928,443

Equity ¹	Actual
Equity (Social Disadvantage)	\$314,148
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$314,148

Expenditure	Actual
Student Resource Package ²	\$17,895,389
Adjustments	\$0
Books & Publications	\$27,462
Camps/Excursions/Activities	\$290,559
Communication Costs	\$6,685
Consumables	\$752,098
Miscellaneous Expense ³	\$40,900
Professional Development	\$138,607
Equipment/Maintenance/Hire	\$233,280
Property Services	\$457,024
Salaries & Allowances ⁴	\$582,744
Support Services	\$686,012
Trading & Fundraising	\$38,384
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$88,558
Total Operating Expenditure	\$21,237,703
Net Operating Surplus/-Deficit	\$3,690,740
Asset Acquisitions	\$770,805

- (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	\$3,184,200
Official Account	\$283,240
Other Accounts	\$294,192
Total Funds Available	\$3,761,633

Financial Commitments	Actual
Operating Reserve	\$557,052
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$430,267
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$800
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	\$988,119

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.

