

2024 Annual Report to the School Community

School Name: Canadian Lead Primary School (5383)



- 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 27 March 2025 at 04:13 PM by Kay Willmott (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 07:23 PM by Kay Willmott (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

Canadian Lead Primary School's mission is to provide students with the best possible foundation in life through a high quality and well-rounded education alongside comprehensive wellbeing supports. Our vision is that *we develop every child's academic, personal and social potential in a safe, inclusive and supportive school environment. Our school is committed to developing strong literacy and numeracy skills for all students, as these lay the foundation for future learning and positive life outcomes.*

Our aim is for our students include:

- To be happy and kind.
- To be able to make good choices and a positive contribution to our school and the wider community.
- To maximize their academic potential so they have choice in their future endeavours.

These objectives are further supported by our school values of:

- Community: Helping each other, solving problems together, and contributing to our school community.
- Respect: Looking after ourselves, others, property and the world.
- Responsibility: Being reliable, accountable for the things we say and do, and taking care of the environment.

Canadian Lead Primary School's School expectations include:

- Be Kind,
- Be Safe,
- Be Honest,
- Be Positive,
- Be A Learner.

Our school is located in Ballarat East, approximately 3km from the centre of Ballarat.

Canadian Lead Primary School is a modern, well-resourced school with all classrooms and learning spaces within the one building, providing a sense of connection and community. The school was founded in the 1990's, following the merger of three local primary schools. Our school has 11 classrooms, an art room, a movement room, a sensory room, a large library, gymnasium, kitchen area (used for Breakfast Club and OSHC) and additional open communal spaces. Outdoor features include a soccer oval, football oval, basketball courts, vegetable gardens and three separate outdoor playground spaces. Enrolments have ranged from 210 - 225 over the past two years. Our SFOE is higher than average, indicating a level of disadvantage amongst some members of our school community. We are proud of our diversity and inclusive school community. The CLPS staffing profile includes two principal class officers, one Learning Specialist, 12.8 (EFT) class teachers and 15.4 (EFT) education support staff. In 2024 the school was organised into 4 units, comprising of 2 Foundation classes, 3 Year 1/2 Classes, 3 Year 3/4 Classes and 2 Year 5/6 Classes. Specialist programs were offered in the areas of Health (one semester), Visual Arts,

Performing Arts (one semester), PE and Chinese Language.

Our school is a welcoming and inclusive community. Our dedicated staff work collaboratively to provide quality and engaging classroom, wellbeing, specialist, and extra-curricular programs. Teachers and parents and carers work together to ensure the very best outcomes for our students, so they experience success at school and in life. We are committed to a high level of academic achievement for our students, with an equal focus on wellbeing and social support so that all students reach their potential.

The programs of, and teaching in, Canadian Lead Primary School will support and promote the principals and practices of Australian democracy including a commitment to: an elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 CLPS has continued to focus strongly on the foundational skills of reading, writing, spelling and mathematics for all students. This sustained and relentless focus on ensuring high quality instruction in every classroom every day has resulted in strong and cumulative progress.

In reviewing NAPLAN data in year 3 and year 5 in both Reading and Numeracy, there has been a noticeable uptick in the 2024 performance when comparing 2024 CLPS performance data to the 2 year average performance (for CLPS). In this data the percentage of students in the Strong and Exceeding bands CLPS is compared to other similar schools and schools from across the state. Performance in 2024 was stronger than that of similar schools and when compared to schools across the state in both Reading and Numeracy domains for Year 3 students and Year 5 Numeracy results. The Year 5 Reading results are similar to the results of similar schools and somewhat lower when compared against the performance of schools across the state.

In reviewing the aggregated teacher judgement data, the performance in English and Maths does not seem as strong. This paints quite a different picture to the performance evidenced in NAPLAN. In reviewing this discrepancy consideration has been given to cohort variability, and enabled a review of the school wide assessment schedule and moderation practices.

Supporting the strong performance in the area of Learning include

- Staff retention - In 2024, all classroom teachers were retained
- Ongoing mentoring and coaching programs
- Continued work with experts in their fields
- Consistent expectations around classroom environment, explicit teaching of routines, consistency of instructional practices throughout the school, high quality yet distributed planning models for staff to draw upon
- Consistent Scope and Sequence documents that provide opportunities for review, as well as building new knowledge

- Opportunities for teaching teams to reflect and plan together
- Tutoring and Intervention programs
- Effective PLC inquiry cycles to continue to refine curriculum, instruction and assessment approaches
- Each teaching team (unit) has designed learning programs where fluid grouping across the home rooms, enables more targeted teaching providing both challenge and acceleration, alongside support and consolidation.

Throughout 2024, 3 staff have attended the 5 days of professional learning to support the MTSS Pilot in the SWVR. CLPS has drawn upon the 4-step problem solving process (as a component of MTSS) to strengthen the inquiries carried out as a PLC. PLCs have continued to identify and respond to student outcome data in regular cycles throughout the year. In addition to working as a PLC in teaching teams, in the second half of the year explored working as literacy and numeracy teams.

Wellbeing

In 2024 our student perception surveys continue to be below the level of similar schools and well below state performance indicators. When the 2024 CLPS data is compared to the 4 year average in the domains of sense of connectedness and management of bullying, this too shows a declining trajectory of performance in these areas.

In 2024, through the use of Mental Health Fund Menu and local funds, a range of programs were implemented

- At a Whole school level - a renewed focus on SWPBS program commenced, CLPS express (an approach to classroom management), whole school rules, weekly class meetings, Resilience Rights and Respectful Relationships (RRRR) program was implemented each week and the Bully Stoppers program.
- Tier 2 wellbeing supports - included programs facilitated by an ES staff member additional wellbeing training to facilitate programs to support at risk students such as; Brave (a program that focuses on building resilience), Secret Agents Society (for ASD students or those with ASD tendencies), Best of Friends (social skills program) and Seasons for Growth (for students who have experienced a significant loss)
- Our Year 5/6 students - School focused Youth Service programs (Iron Champions and Creative Therapies), programs provided by Ardoch Foundation, and the Reach program
- Our school based OT, continued weekly visits, providing expertise at SSG meetings, providing advice and programming for students and professional learning for staff
- Resourcing of a Movement Room for students who may require breaks from the classroom to maintain a regulated state for learning
- Consideration around Yard Duty - which saw a number of Clubs or increased supervision in the yard during breaks

Performance in 2024 may have been negatively influenced due to

- the impact of a small number of high profile students who required extensive and

individualised supports to maintain safety of self and others at school (many of these students were also participants in the Alternative Education Program (AEP))

- larger than ideal senior classes
- changes to staffing the AEP (Alternative Education Program)

Engagement

In 2024 a continued focus on promoting school attendance and engagement was planned and implemented.

Additional data sets evidence similar attendance rates in 2024 when compared to 2023 data, which was better than 2022 attendance. The CLPS attendance rate for 2024 was similar to that of similar schools.

To support learning about the MTSS approach, the MTSS team, worked through the 4-step problem solving process to better understand the supports or interventions that may be required to increase attendance rates across the school. Throughout this inquiry a number of components to attendance were surfaced. Staff, parents/carers and students were all aware of the school based goal related to attendance (10 days or less), end of term acknowledgements for students that were 'on track' with their attendance goal. Some parents were unaware that their child would be considered at risk based upon attendance thresholds.

A number of procedural adjustments were made towards the middle of the year with regards to attendance expectations, processes and monitoring systems. This included

- students and parents using the Compass Kiosk to sign in when late
- parents using the Kiosk to sign out students when they are leaving early
- documented expectations with regards to students who were attending under a reduced timetable (recording as educational absence on Compass)
- automatic notifications being sent to parents when students are absent (unexplained)
- communication in the newsletter regarding expectations around attendance
- attendance/absences included in the semester reports along with expectations
- Compass 'Pulse' set up to identify and track students at risk of not meeting attendance expectations
- highlighting to parents that they can report absences via Compass
- some grades had attendance goals for their class (number of days all students were present)

Ongoing supports to promote engagement of students and their families include

- breakfast club daily
- uniform support
- modified programs including reduced timetable to promote full engagement and enable families to work with linked professionals

- family events each term
- family attendance at Assemblies
- linked professionals being able to books spaces in the school to conduct assessments and therapeutic work

Financial performance

In 2024 our Government Provided DE grants included the Outside School Hours Care (OSHC) grant; an additional year of the Professional Learning Community Link School funding (used for professional learning for staff and release for our Link School Leader); tutoring funding; additional funding for Tier 2 supports (this was spent on our Occupational Therapist and a Disability Inclusion coordinator); mental health funding (used for a wellbeing staff member and program training/resources); and additional funding for students with disabilities. Over 2024 we invested equity funds (credit and cash) on focus areas identified in our Annual Implementation Plan goals and targets, including building teacher capacity, targeted professional learning, and additional resources, with the majority of the funding going towards additional staffing. Program for Students with Disabilities and Disability Inclusion funding was used to support learning goals for those students, as identified in their Individual Education Plans.

The final 2024 budget in the Annual Report shows a net operating surplus, mainly due to Disability Inclusion funding coming through in Term 4. A Department Strategic Financial Management Advisor supports CLPS to ensure all funds are maximised and used effectively. Additional funds are being set aside for some grounds projects, to revitalise the exterior of our school. The school Principal, Leadership Team, Business Manager and Finance Committee have maintained a strategic focus on successfully utilising all funds to enhance student and school outcomes.

**For more detailed information regarding our school please visit our website at
<https://www.clps.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 210 students were enrolled at this school in 2024, 101 female and 109 male.

NDP percent of students had English as an additional language and 13 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).

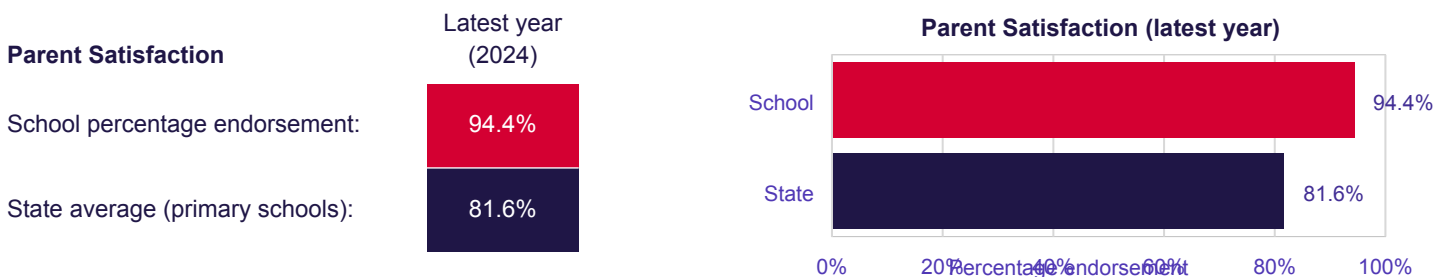
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

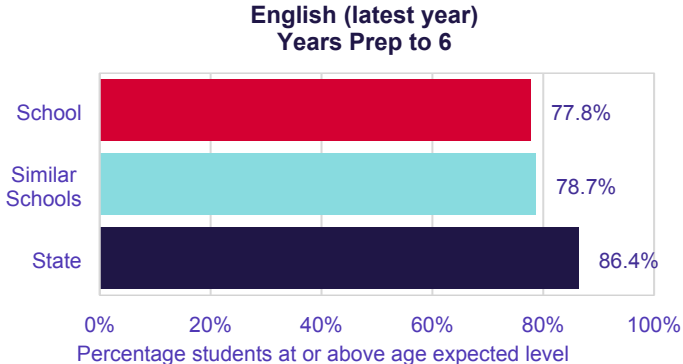
77.8%

Similar Schools average:

78.7%

State average:

86.4%



**Mathematics
Years Prep to 6**

Latest year
(2024)

School percentage of students at or above age expected standards:

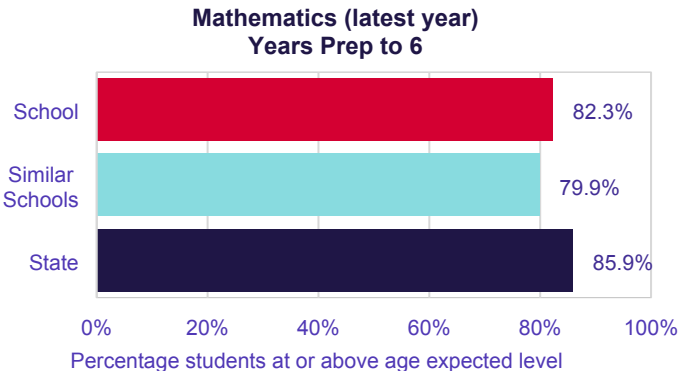
82.3%

Similar Schools average:

79.9%

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.

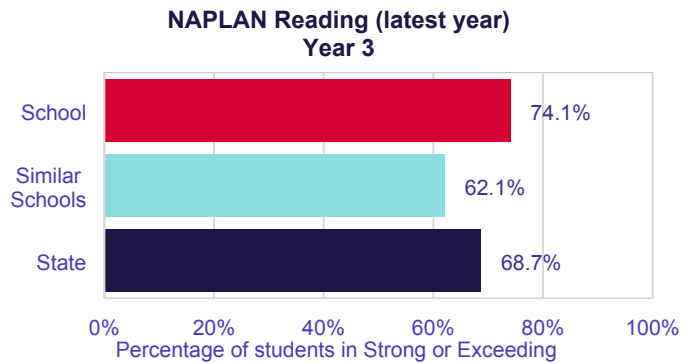
NAPLAN

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.

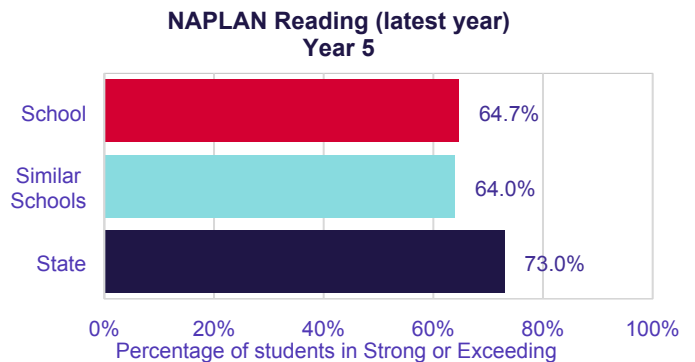
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.1%	65.6%
Similar Schools average:	62.1%	63.0%
State average:	68.7%	69.2%



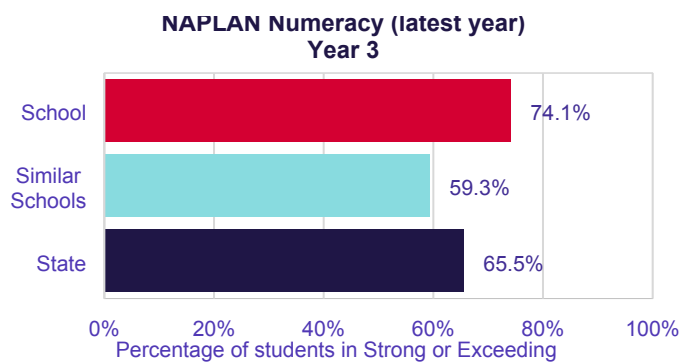
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.7%	62.1%
Similar Schools average:	64.0%	66.7%
State average:	73.0%	75.0%



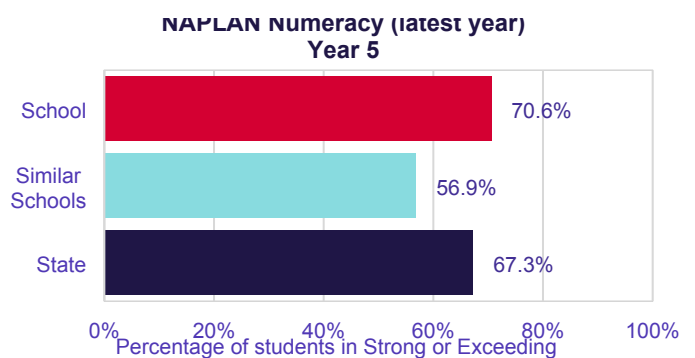
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.1%	65.6%
Similar Schools average:	59.3%	59.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.6%	63.8%
Similar Schools average:	56.9%	55.3%
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:

69.7%

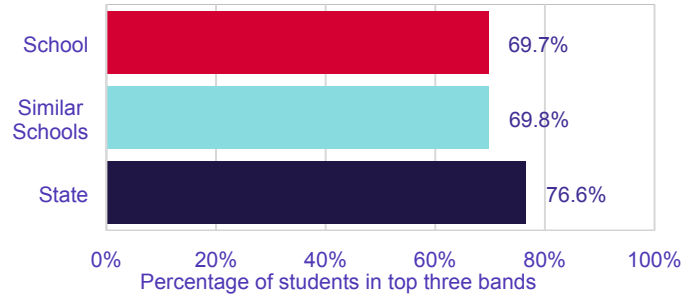
Similar Schools average:

69.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

70.4%

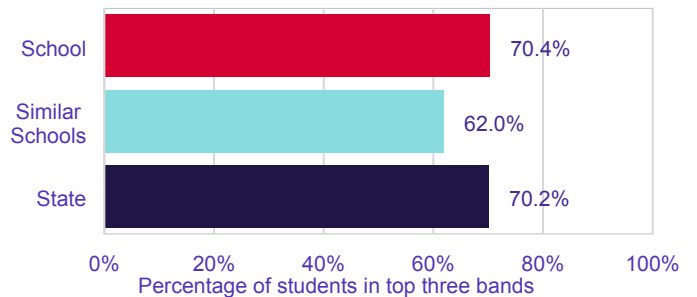
Similar Schools average:

62.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

54.5%

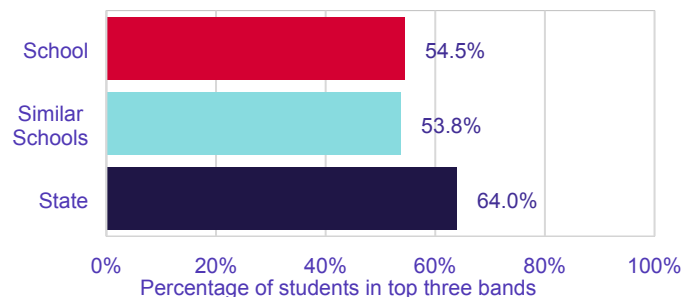
Similar Schools average:

53.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

39.3%

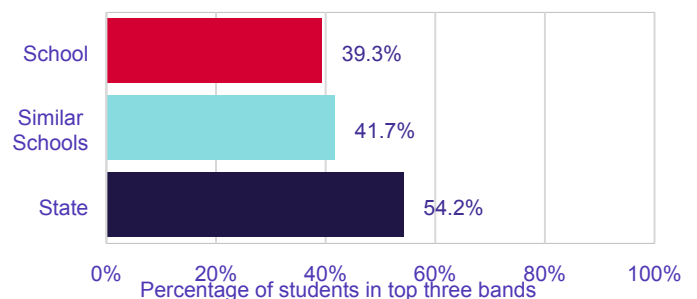
Similar Schools average:

41.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



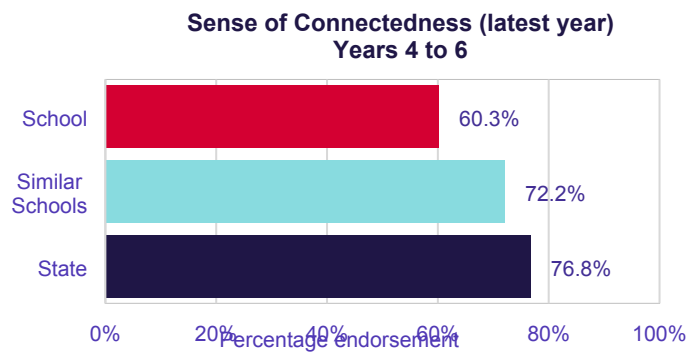
WELLBEING

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).

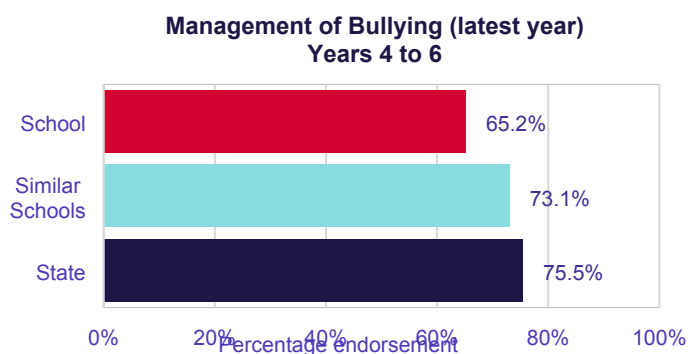
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	60.3%	70.7%
Similar Schools average:	72.2%	74.2%
State average:	76.8%	77.9%



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:	65.2%	73.5%
Similar Schools average:	73.1%	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.

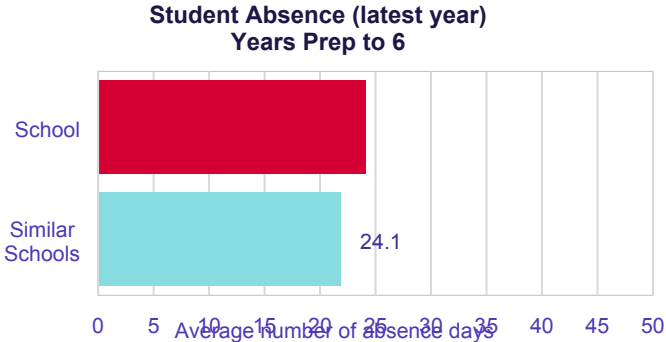
Student Absence Years Prep to 6

School average number of absence days:

Similar Schools average:

State average:

	Latest year (2024)	4-year average
School average number of absence days:	NDA	NDA
Similar Schools average:	24.1	22.3
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):	NDA	NDA	NDA	NDA	NDA	NDA	NDA

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,161,792
Government Provided DET Grants	\$606,926
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$38,586
Locally Raised Funds	\$45,644
Capital Grants	\$0
Total Operating Revenue	\$3,852,948

Equity ¹	Actual
Equity (Social Disadvantage)	\$239,885
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$239,885

Expenditure	Actual
Student Resource Package ²	\$3,074,457
Adjustments	\$0
Books & Publications	\$3,205
Camps/Excursions/Activities	\$48,386
Communication Costs	\$4,295
Consumables	\$78,391
Miscellaneous Expense ³	\$17,518
Professional Development	\$44,649
Equipment/Maintenance/Hire	\$23,780
Property Services	\$157,782
Salaries & Allowances ⁴	\$202,944
Support Services	\$39,398
Trading & Fundraising	\$29,528
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,091
Utilities	\$28,922
Total Operating Expenditure	\$3,754,345
Net Operating Surplus/-Deficit	\$98,603
Asset Acquisitions	\$135,705

- (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	\$95,306
Official Account	\$38,893
Other Accounts	\$0
Total Funds Available	\$134,199

Financial Commitments	Actual
Operating Reserve	\$114,132
Other Recurrent Expenditure	\$2,653
Provision Accounts	\$3,895
Funds Received in Advance	\$0
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	\$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	\$120,681

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.