

2024 Annual Report to the School Community

School Name: Geelong South Primary School (2143)



- 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 24 April 2025 at 12:03 PM by Leanne Dowling (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 24 April 2025 at 12:03 PM by Leanne Dowling (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

Geelong South Primary School, located on Wadawurrung land, has proudly served the community since 1879. As the only state primary school in Geelong's Central Business District, we foster an inclusive and supportive learning environment. Guided by the values of Kindness, Respect, and Integrity, we aim to create positive interactions, enriching learning experiences, and strong relationships. Our motto, "Aim High," reflects our dedication to academic excellence, personal growth, and community involvement.

In 2024, we enrolled 343 students, including those with English as an Additional Language (EAL), Aboriginal students, and a handful of international students. Our Student Family Occupation Education (SFOE) index stands at 0.1950, within the low band. Our school is supported by a dedicated staff of a Principal, Assistant Principal, 19 full-time teachers, 10 Education Support Staff (ESS), 2 administrative staff, and a Business Manager.

Our school blends modern and heritage facilities. The renovated heritage building houses the Library, Resource Centre, Artroom, and a double classroom. Additional classrooms are spread across two buildings, with an upstairs learning hub that encourages collaboration and innovation. Outdoor spaces include basketball and netball courts, ovals, vegetable gardens, and playgrounds, all used by students, families, and the local community. A new gymnasium, music room, OSHC facilities and an outdoor amphitheatre offer versatile spaces for learning, active play, and community events.

Geelong South Primary offers a comprehensive curriculum to meet the diverse needs of our students, including programs in STEM, Visual Arts, Music, Physical Education, Languages and a sister-school partnership. Our teaching is data-driven, ensuring that every student is challenged and supported. We use explicit teaching, small group instruction, and one-on-one opportunities to cater to individual needs.

We emphasize developing a growth mindset and creativity. Programs like Story Hubs, Little Scribes and Deakin University Science practicums provide authentic learning experiences. While extracurricular activities such as Instrumental Music, Marimba Band, Chess Club, and various camps and excursions support holistic development.

We believe strong community connections are key to student success. We engage families and the wider community through events like Learning Expos, Open Days, Conferences, Assemblies, and cultural celebrations. These include the Wadawurrung Welcome Ceremony, Arts and Music Festival, Grandparents and Special Friends Day, and Sports Days, fostering a sense of belonging and engagement.

The school also partners with local organizations like the Farmers Market and actively celebrates the Wadawurrung culture and Harmony Day with student-led Acknowledgments of Country and family gatherings.

Progress towards strategic goals, student outcomes and student engagement

Learning

Geelong South Primary School has made significant strides in improving student outcomes in literacy and numeracy. In 2024, professional development for staff focused on embedding explicit teaching practices, refining our numeracy instructional model, and implementing the Big 6 reading strategies. This work has been supported by literacy consultants, professional learning communities (PLCs), and targeted interventions for students requiring additional support. Further professional learning in mathematics was conducted with a Numeracy consultant which included demonstration lessons, workshops to support the new mathematics curriculum, teaching resources and a Maths Evening for families.

NAPLAN data for 2024 reveals strong academic achievement, particularly for Year 3 students, with a significant percentage of students performing at or above expected proficiency levels. Year 5 results also showed positive outcomes, particularly in Reading, with lower results in Mathematics. The school continues to focus on improving outcomes for students with low growth, and individual learning plans are in place to support these students.

Teacher judgements, supported by data from NAPLAN and the Victorian Curriculum, show that the majority of students are meeting or exceeding expectations in key areas such as reading and numeracy. For instance, in Year 3, 95% of students were at or above the expected standard in Reading, and 98% were at or above the expected standard in Numeracy. In Year 5, 93% of students were at or above the expected standard in Reading and 93% in Numeracy.

Wellbeing

At Geelong South Primary, we are deeply committed to the wellbeing of every student. Our culture is one of inclusivity, support, and respect for diversity. The school has implemented a range of wellbeing initiatives to ensure students feel safe, valued, and engaged. Our School Wide Positive Behaviour Support (SWPBS) framework underpins our approach to creating a positive school culture, with a focus on the values of Kindness, Respect, and Integrity.

In 2024, we further refined our SWPBS framework by publishing a visual matrix of expected behaviours, which is reinforced through school-wide programs such as 'Starting Right' and 'Step Up.' The wellbeing team worked closely with students, staff, and families to provide targeted support for students with additional needs. The Disability Inclusion initiative has been instrumental in enhancing engagement and learning for students with diverse needs and was supported by the employment of a Disability and Inclusion Leader.

In addition to academic support and student wellbeing, the school has a strong focus on student mental health. The Mental Health in Schools initiative assists in providing tiered supports for students' wellbeing and health needs. Our commitment to staff development and the role of the wellbeing leader in this area ensures that teachers are equipped with the knowledge and skills to identify and address student wellbeing and health needs.

Engagement

The school recognizes the importance of regular school attendance for academic success. In 2024, the overall absence average was 20.6. The wellbeing and inclusion leaders developed an Attendance Flowchart, supporting proactive communication with parents to address attendance concerns. The school's attendance team works closely with families, providing resources and support to ensure students are engaged and attending school regularly.

The wellbeing team and office administration implemented 'welcoming morning cards' to replace late passes for students coming into school in the mornings. These positive affirmations have helped students to enter classrooms, feeling welcomed and connected.

Geelong South Primary strives to ensure that every student feels connected and included in the school community. Harmony Day, cultural experiences and shared community events support a positive and engaging learning environment where students and families feel valued and supported.

First Nations students shared indigenous history and perspectives using stories and artefacts to share language and traditional practices within and across classrooms. KESO educators were an essential component in strengthening connection and genuine engagement. A group of teachers participated in Walk on Country in the local area and developed a flowchart of current and future engagement activities. Opportunities to incorporate culture, language and indigenous perspectives continues to be a school community priority.

In 2024 the Attitudes to School Survey the measures for:

- Sense of Connectedness was 86%, with similar schools 77%
- Inclusion was 93% with similar schools 89%
- Respect for Diversity was 81% with similar schools 77%.

Other highlights from the school year

Professional Learning Communities (PLC) Coaching Initiative:

The PLC coaching initiative provided training and a structured framework for teams to critically assess their programs, teaching strategies, and student learning outcomes. Through coaching during PLC meetings, support from leaders and the Learning Specialist, staff work together with clarity, consistency, and commitment to shared goals and strategies, ensuring a unified approach to teaching and learning.

Partnership with the 100 Story Building:

This innovative writing project helped enhance students' confidence and creativity by encouraging idea generation, risk-taking, and amplifying their voices through imaginative storytelling. Students regularly shared their published stories with peers and the broader school community, enriching the learning experiences for all involved.

The Koorie Education Curriculum Clusters Initiative:

Professional development and the development of a school-based curriculum have expanded staff

connections and confidence to develop curriculum using cultural experiences, storytelling and community engagement. By building partnerships with Registered Aboriginal Parties and First Nations families, the school has gained invaluable insights into history, and shared experiences. Staff members from all areas of the school collaborated with Koorie Education Support Officers (KESOs) and families to develop a curriculum project, which will be presented at a statewide forum next year.

First Nations Gatherings:

Fortnightly First Nations gathering sessions for students have become a valuable time for connection, storytelling, and shared experiences. Additionally, Yarning Circles, held each term with families, KESOs, and staff, offer a platform for further dialogue. Student-led projects focus on sharing language, artefacts, and stories at school community events, promoting cultural pride and engagement.

Financial performance

The school has successfully managed all available resources throughout the year to meet student learning, engagement, and wellbeing priorities, and concluded 2024 with a small deficit of \$9,856.00. Extra staffing and resources were engaged through the Tier 3 Disability Inclusion program to provide targeted student supports and interventions.

Last year the school continued to significantly invest in infrastructure, by including wall linings in the new gymnasium, and refurbishing the upstairs Learning Hub and adjoining classrooms into an inviting and inclusive learning area for all students.

Geelong South Primary School families and local community groups continue to support the educational opportunities and resources available to all students through a range of fundraising activities.

**For more detailed information regarding our school please visit our website at
www.gsps.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 346 students were enrolled at this school in 2024, 163 female and 182 male.

8 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).

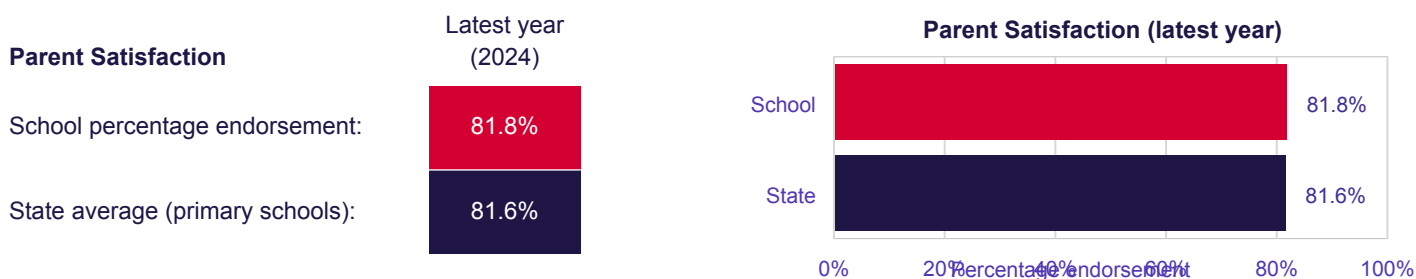
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

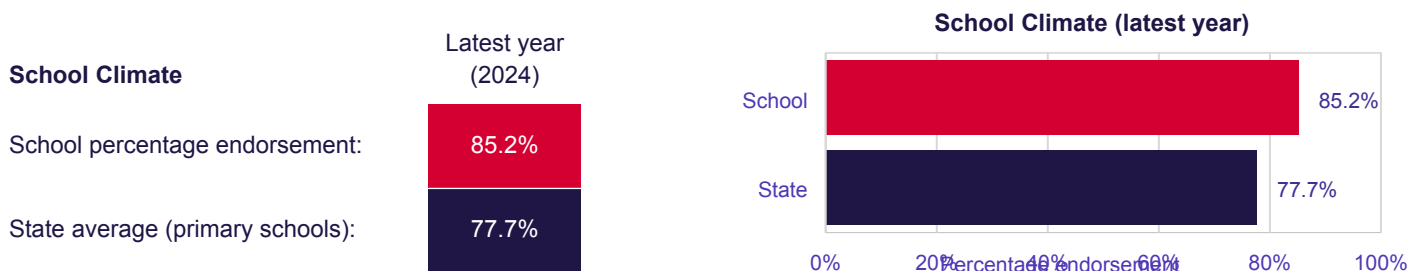


School Staff Survey

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**

Latest year
(2024)

School percentage of students at or above age expected standards:

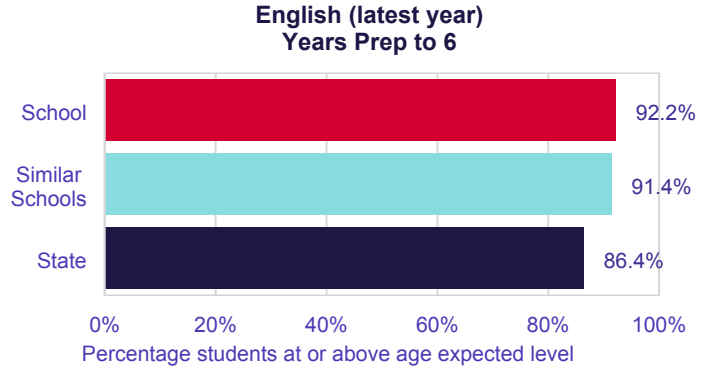
92.2%

Similar Schools average:

91.4%

State average:

86.4%



**Mathematics
Years Prep to 6**

Latest year
(2024)

School percentage of students at or above age expected standards:

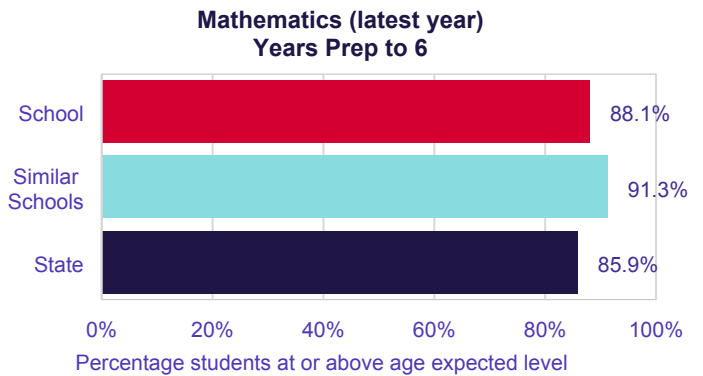
88.1%

Similar Schools average:

91.3%

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.

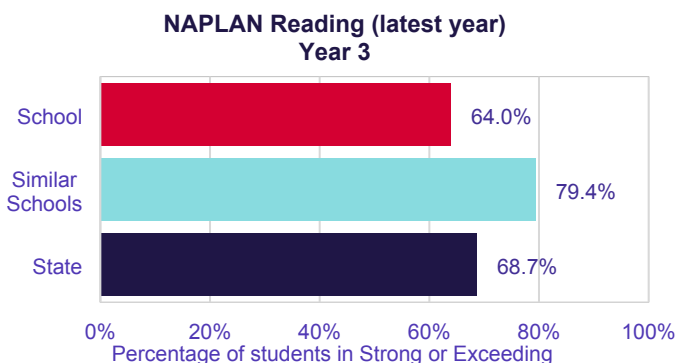
NAPLAN

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.

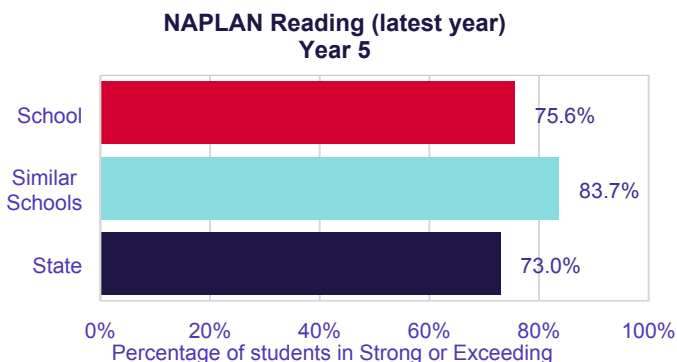
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.0%	65.3%
Similar Schools average:	79.4%	79.5%
State average:	68.7%	69.2%



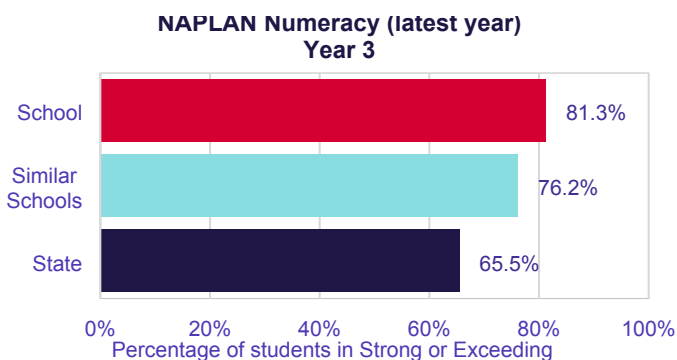
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.6%	81.4%
Similar Schools average:	83.7%	85.6%
State average:	73.0%	75.0%



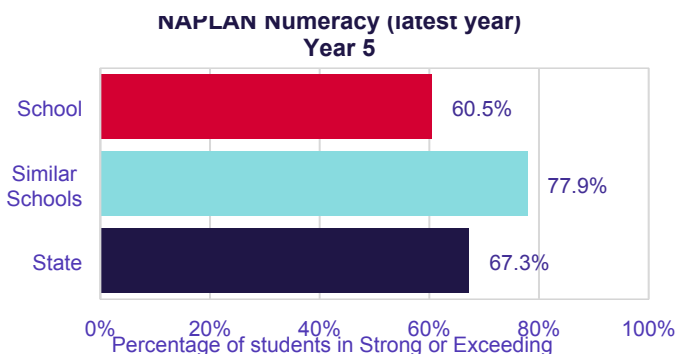
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.3%	76.0%
Similar Schools average:	76.2%	77.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.5%	69.7%
Similar Schools average:	77.9%	77.8%
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:

77.8%

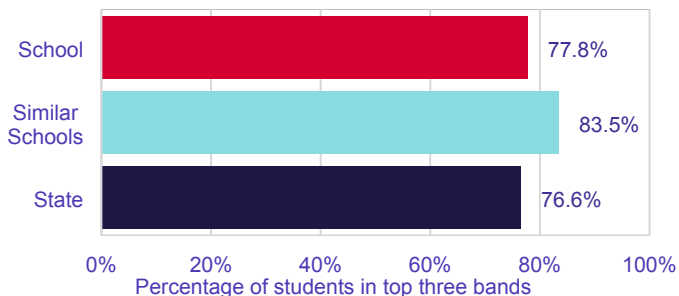
Similar Schools average:

83.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

82.4%

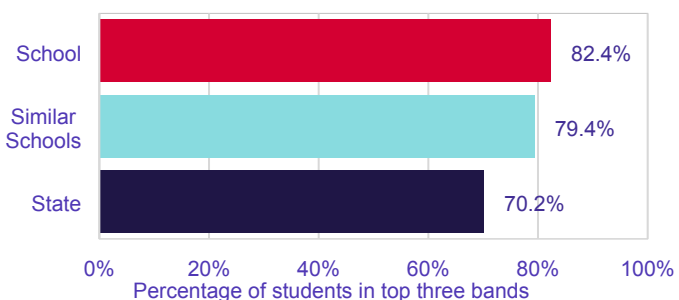
Similar Schools average:

79.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

68.9%

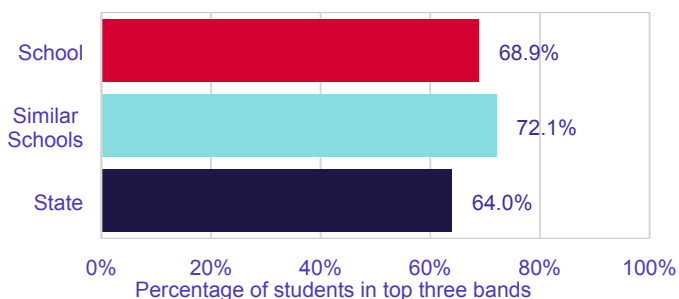
Similar Schools average:

72.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

48.5%

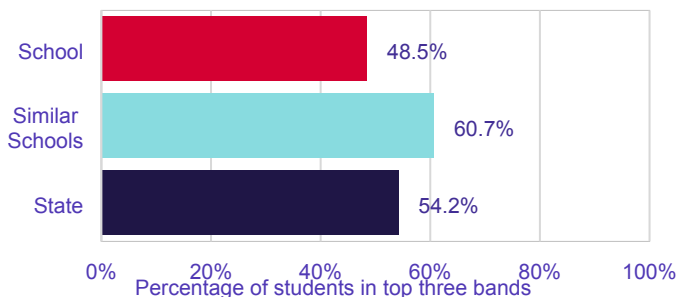
Similar Schools average:

60.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

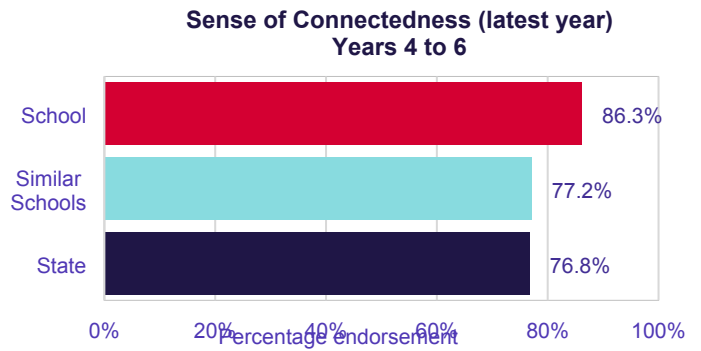
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	86.3%	87.2%
Similar Schools average:	77.2%	77.1%
State average:	76.8%	77.9%

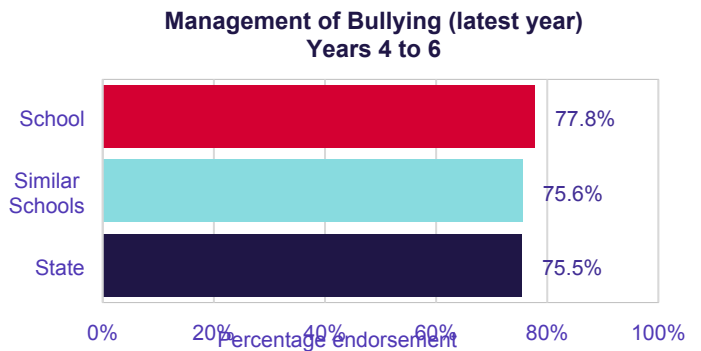


Student Attitudes to School – Management of Bullying

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:	77.8%	83.5%
Similar Schools average:	75.6%	76.0%
State average:	75.5%	76.3%



ENGAGEMENT

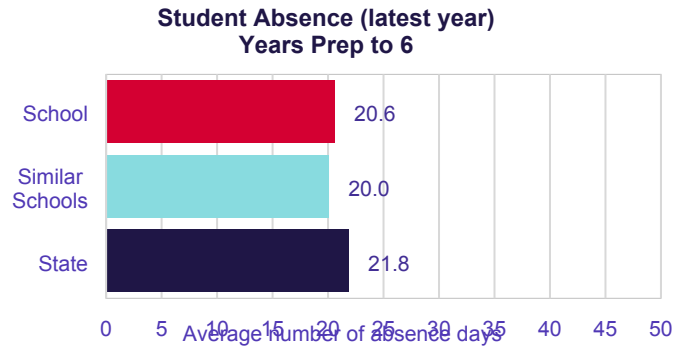
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.6	18.4
Similar Schools average:	20.0	18.1
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):	89%	91%	91%	90%	89%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,512,204
Government Provided DET Grants	\$411,547
Government Grants Commonwealth	\$12,683
Government Grants State	\$0
Revenue Other	\$26,585
Locally Raised Funds	\$283,348
Capital Grants	\$0
Total Operating Revenue	\$4,246,367

Equity ¹	Actual
Equity (Social Disadvantage)	\$36,406
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$36,406

Expenditure	Actual
Student Resource Package ²	\$3,555,804
Adjustments	\$0
Books & Publications	\$13,371
Camps/Excursions/Activities	\$121,419
Communication Costs	\$9,293
Consumables	\$72,688
Miscellaneous Expense ³	\$21,160
Professional Development	\$32,801
Equipment/Maintenance/Hire	\$70,096
Property Services	\$240,071
Salaries & Allowances ⁴	\$229,227
Support Services	\$46,293
Trading & Fundraising	\$9,835
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,232
Total Operating Expenditure	\$4,448,289
Net Operating Surplus/-Deficit	(\$201,922)
Asset Acquisitions	\$13,045

- (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	\$179,433
Official Account	\$24,621
Other Accounts	\$31,955
Total Funds Available	\$236,010

Financial Commitments	Actual
Operating Reserve	\$148,748
Other Recurrent Expenditure	\$355
Provision Accounts	\$0
Funds Received in Advance	\$91,742
School Based Programs	\$8,133
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$645
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$19,058
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$268,680

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.