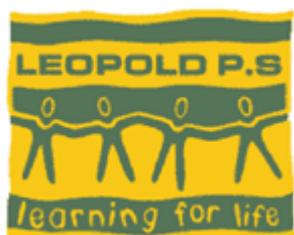


2024 Annual Report to the School Community

School Name: Leopold Primary School (1146)



- 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 05 April 2025 at 03:13 PM by Stuart Bott (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 05 April 2025 at 03:14 PM by Stuart Bott (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

Leopold Primary School is located on the Bellarine Peninsula, 12 kilometres from Geelong and approximately 90 kilometres south–west of the Melbourne Central Business District.

Leopold Primary School's Motto: "Learning For Life" espouses our vision: learning to know, learning to do, learning to be and learning to live together, equips our students with knowledge, skills and the disposition to actively embrace learning, leading all to become confident contributing member of both our school and the wider community. The values of our School community embraces are: Respect, Responsibility, Kindness and Honesty. These values ground our school community in all aspects of its day-to-day operations. Leopold Primary School has an enrolment of 877 students, with 20% of the student population attracting equity funding. There are 30 students on the Programs for Students with Disabilities or attract Level 3 Disability Inclusion funding. There are 30 koorie students enrolled at Leopold Primary School and we have a Cultural Inclusion coordinator that provides opportunities for our koorie students to get together regularly to conduct cultural activities, known as our Mok Burryn Group.

Our school has a main administration block, incorporating meeting rooms known as Karroong Ngiti (Meeting Together), Cultural Studies, Music and Art rooms, accompanied by a further seven additional teaching blocks. The beautiful and well maintained school grounds include the school oval, synthetic turf areas, four playgrounds, a bike track, Indigenous garden and a South East Asian garden. The Leopold Indoor Neighbourhood Centre (LINC) is housed within the school grounds and has a basketball court within the main sports hall, this space is also used for school assemblies. The LINC also holds a multifunction room that is used by the community for various sporting and community events. In 2024 we ran 40 classrooms of straight grades with an average of less than 22 students per class. The staffing profile of Leopold PS includes a Principal and 2.6 Assistant Principals, 56 (52.6 EFT) teachers, including 2.8 Learning Specialists, 35 (20.1 EFT) Education Support staff comprising of 18 classroom support staff, 4.6 office administration staff, a 1.0 MHiPs, a 0.4 Chaplain, a 0.4 Social Worker and 5 (2.4 EFT) in the Out of School Hours Care Program. The Tutoring funding employed 2 additional staff to support identified students learning needs. We also ran a high abilities program for over 40 grade 4-6 students throughout 2024, with extremely positive outcomes.

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

Students follow the Victoria Curriculum 2.0 including Physical Education, Visual Arts, Performing Arts, STEM and Cultural Studies as part of their specialist program.

The school runs its own accredited Out of School Hours Care Program, including a Holiday program and additional service provision is hosted at the school to support students with targeted needs.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Leopold Primary School focused on improving student learning by strengthening instructional practices, aligning teaching with the Victorian Curriculum 2.0, and using data to inform instruction. The school prioritised consistency through Professional Learning Community (PLC) cycles and embedded the Instructional Model across all curriculum areas.

Progress Towards Goals: The school refined assessment rubrics in reading, writing, and mathematics to ensure clear learning expectations. Cohort trackers were developed to monitor student progress, and teachers used data to set visible individual learning goals. Students actively engaged in goal-setting, using rubrics and Dynamic Reporting to track their progress and strive for improvement.

Learning Highlights

1. Embedding a Consistent Instructional Model
The school implemented a structured teaching approach across all subjects. PLC cycles supported staff in applying high-impact teaching strategies, ensuring consistency in classroom practices.
2. Multiple Exposures
The introduction of Daily Review in Mathematics and Spelling reinforced learning through repeated exposure, improving retention and deepening understanding across all year levels.
3. Curriculum Alignment and Goal-Setting
The school developed rubrics in reading, writing, and mathematics to provide clear learning progressions. Cohort trackers and assessment data helped create targeted learning plans, allowing students to set high expectations for their growth.

Strong Student Achievement and Growth

- Grade 3 “Strong & Exceeding” Results:
 - 86.32% for reading.
 - 77.86% for writing.
 - 80.33% for mathematics.
- Grade 5 “Strong & Exceeding” Results:
 - 63.02% for reading.
 - 68.73% for writing.
 - 61.87% for mathematics.
- Grade 5 High Growth:
 - 23% in reading, above the network and similar school average.
 - 28% in mathematics, exceeding similar schools, the network, and the state.

A school-wide writing investigation led a greater focus on syntax and whole-text moderation using rubrics, ensuring consistent assessment practices and clearer pathways for student improvement.

Leopold Primary School remains committed to fostering high expectations, strong student engagement, and data-driven teaching to support every student in reaching their full potential.

Wellbeing

Throughout 2024 the Inclusive Connection Team commenced the formal implementation of Tier 1 implementation of SWPBS and continued their work in leading the development of the Social and Emotional Learning Curriculum by linking all the previous work with Respectful Relationships and BSEM. Students continued to respond to this work in the SEL curriculum as the ATSS data suggests they feel safer than they did in 2023. Leopold Primary School staff worked to create an inclusive environment with greater focus on tier 2 and 3 instruction to support differentiation and the Disability Inclusion model. Cultural Inclusion practices continued with inclusion in planning curriculum and First Nations students participating in a Mokburryn Club, to discuss culture, country and their heritage. School Values were revisited as part of the refinement of the School Values Matrix and students who demonstrated these values were celebrated, with awards and recognition both in grade level assembly and the newsletters and digital platform, Compass. We continued with the Leopold Legend Award, for one student at each grade level at the end of the term that demonstrated our values not just in school but also in the community. Teachers reinforced school values both in and out of the classroom, creating a positive, supportive approach to managing behaviours. All the work done in 2024 was supported with improved Student survey data, with the management of bullying response result recorded at 85.9%. This result was above the average of similar schools (73.2%) and state average (75.5%). Students also indicated their connection to school was strong with a 86% positive response; this being above similar schools (73.3%) and state (76.8%). In 2025, Leopold Primary School will continue our work on School Wide Positive Behaviour Support program to strengthen our school values and support structures supported by decisions made with data / evidence.

Engagement

Student Engagement encompasses a wide range of factors, including student attendance, and student voice and agency. Leopold continues to implement the engagement domain within both the School Wide Positive Behaviour Strategies and the agreed whole-school instructional model. As such, our educators incorporate into their practice student engagement within learning and wellbeing. The impact of this is demonstrated in the 2024 Attitude to School Survey, particularly in the student voice and agency category. Students in grades 4-6 have shown a 74% positive endorsement (an increase from the 2023 result of 71%), which, on average, is 11% higher than that of similar schools and 7% above the state average. This marks a continued positive trajectory for Leopold Primary School. This achievement is also mirrored in the Parent Opinion Survey in the same category, with an 84.8% positive endorsement, with our school averaging higher than both similar and state averages. Additionally, our attendance rate has seen an encouraging increase due to the strategies implemented as part of our 2024 Annual Implementation Plan (AIP), with attendance remaining below Similar and State School averages. Priorities in our 2025 AIP include

a continued focus on attendance, concentrating on further strategies to increase and maintain attendance rates, with progress being tracked and monitored. Furthermore, the 2025 AIP encapsulates our journey in School-Wide Positive Behaviours, promoting student voice and agency, and enhancing community collaboration.

Financial performance

Leopold Primary School have continued to maintain a sound financial position throughout 2024. The 2023-2027 School Strategic Plan, along with 2024 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and priorities.

A co-contribution of \$60,000 was committed by the School Council to supplement grants of \$55,000 sought locally to provide a new senior play area, refurbish the bike track, upgrade the Outside School Hours Care building and create a new classroom for the increase in student enrollment.

Future planning and strategic budgeting along with grant applications, will give Leopold Primary School the ability to continue providing the school community with a high-quality learning environment.

**For more detailed information regarding our school please visit our website at
<https://www.leopold.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 877 students were enrolled at this school in 2024, 411 female and 465 male.

2 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).

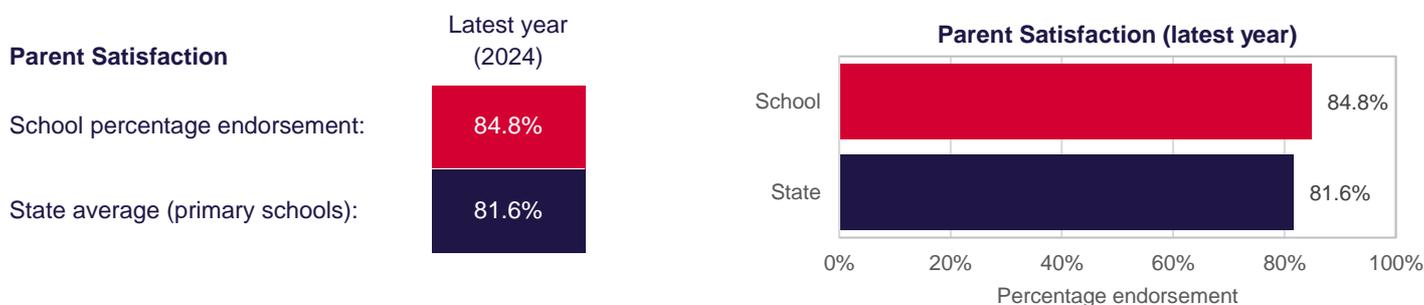
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

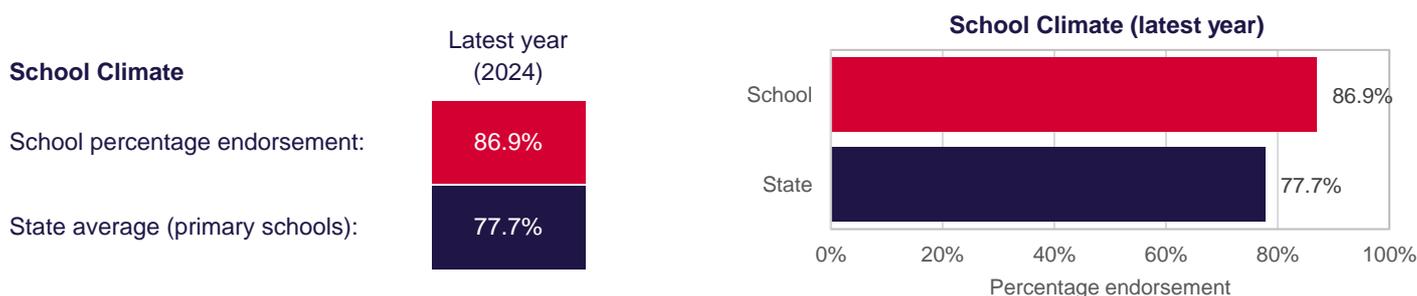


School Staff Survey

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.

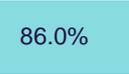
**English
Years Prep to 6**

Latest year
(2024)

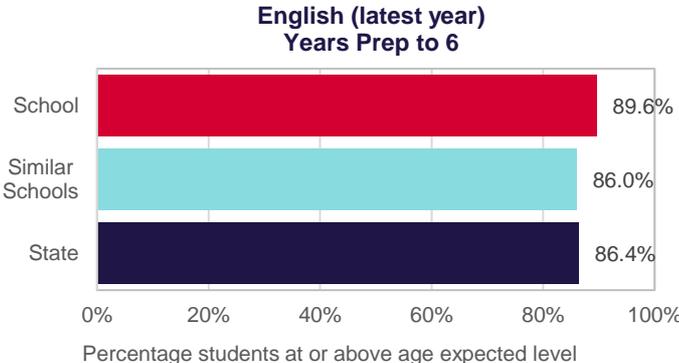
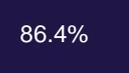
School percentage of students at or above age expected standards:



Similar Schools average:



State average:



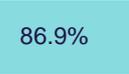
**Mathematics
Years Prep to 6**

Latest year
(2024)

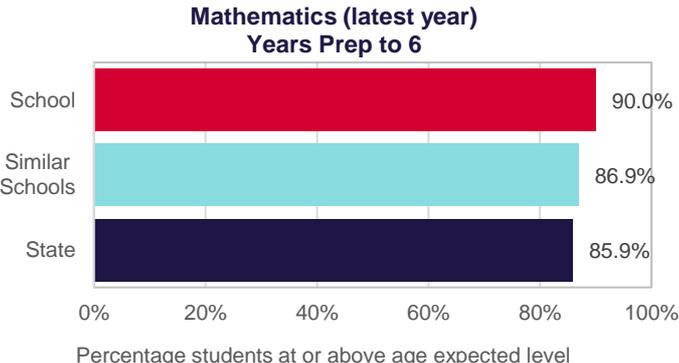
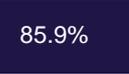
School percentage of students at or above age expected standards:



Similar Schools average:



State average:



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.

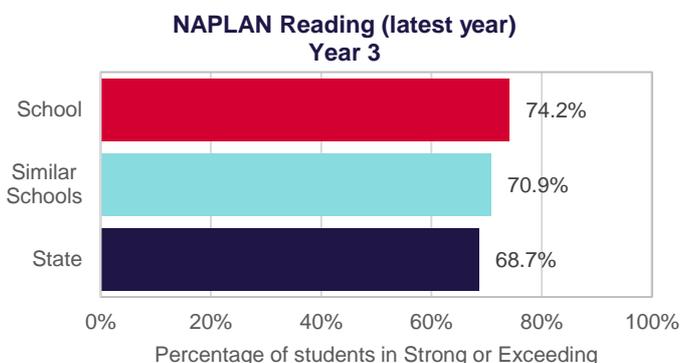
NAPLAN

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.

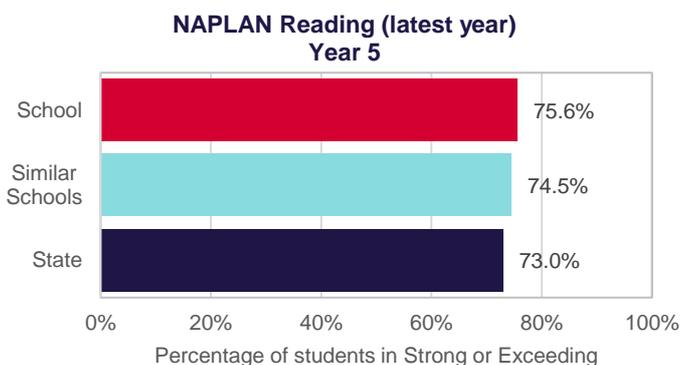
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.2%	78.0%
Similar Schools average:	70.9%	71.0%
State average:	68.7%	69.2%



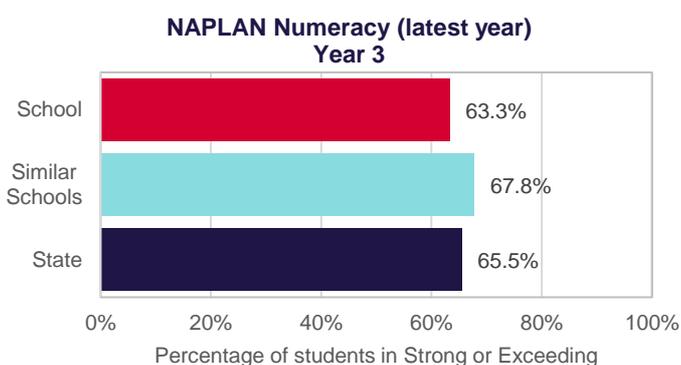
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.6%	74.1%
Similar Schools average:	74.5%	76.0%
State average:	73.0%	75.0%



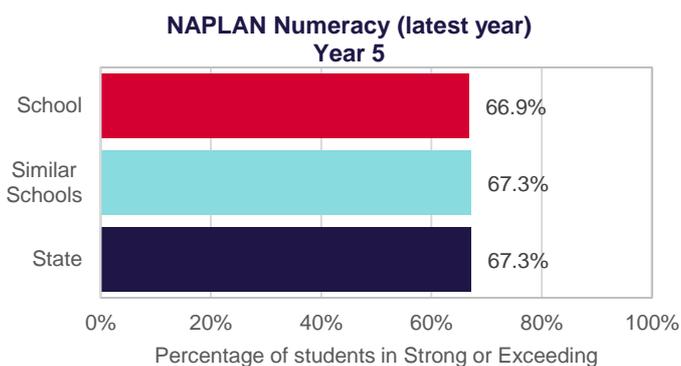
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.3%	67.3%
Similar Schools average:	67.8%	68.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.9%	66.2%
Similar Schools average:	67.3%	67.1%
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:

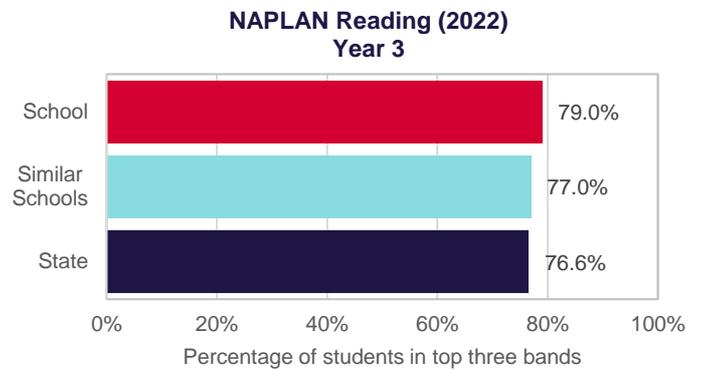
79.0%

Similar Schools average:

77.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

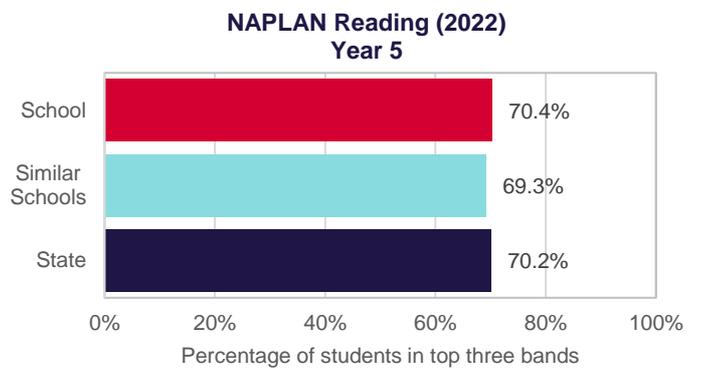
70.4%

Similar Schools average:

69.3%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

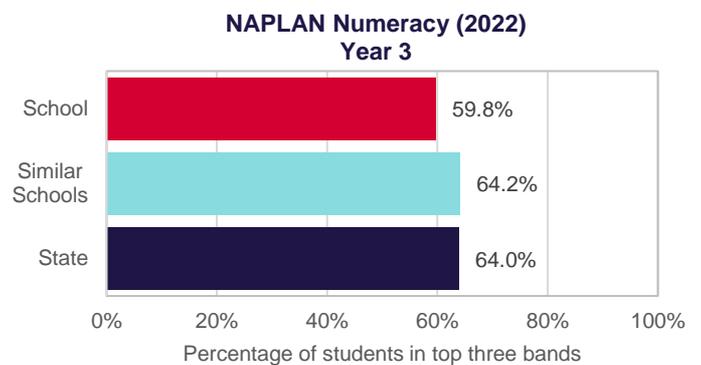
59.8%

Similar Schools average:

64.2%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

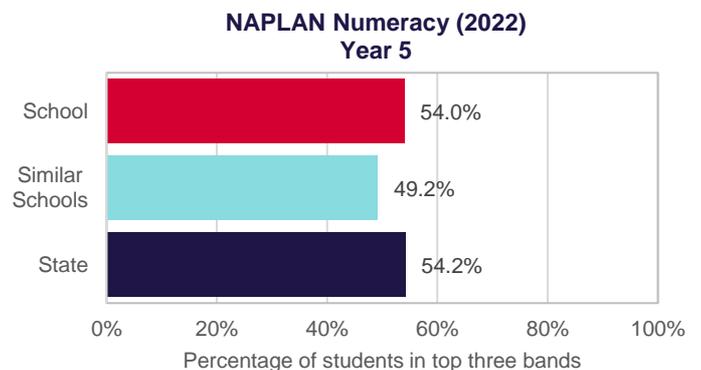
54.0%

Similar Schools average:

49.2%

State average:

54.2%



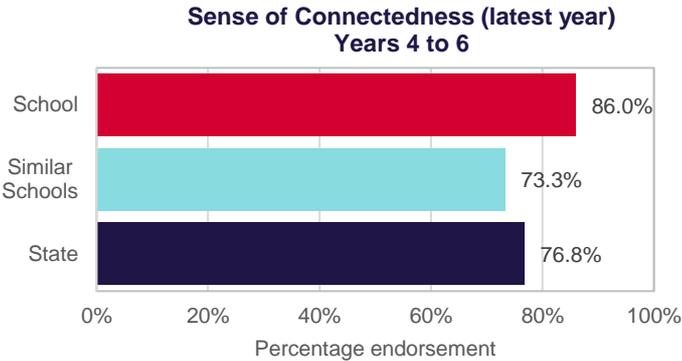
WELLBEING

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).

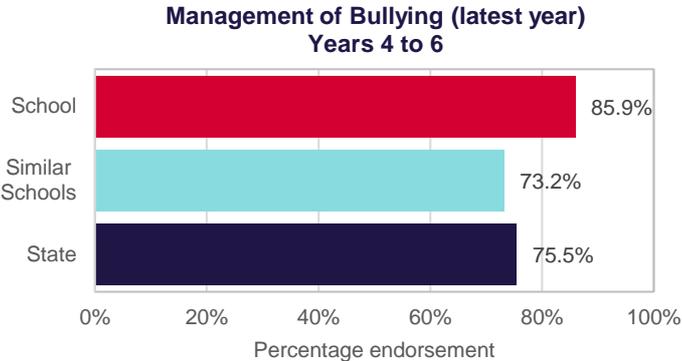
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	86.0%	84.0%
Similar Schools average:	73.3%	76.2%
State average:	76.8%	77.9%



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:	85.9%	81.3%
Similar Schools average:	73.2%	75.5%
State average:	75.5%	76.3%



ENGAGEMENT

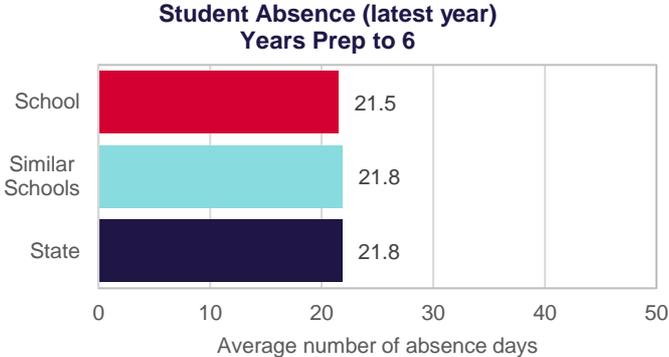
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.5	20.9
Similar Schools average:	21.8	19.9
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%	91%	89%	90%	88%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,968,515
Government Provided DET Grants	\$1,112,059
Government Grants Commonwealth	\$330,537
Government Grants State	\$4,810
Revenue Other	\$64,883
Locally Raised Funds	\$721,613
Capital Grants	\$0
Total Operating Revenue	\$11,202,417

Equity ¹	Actual
Equity (Social Disadvantage)	\$220,380
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$220,380

Expenditure	Actual
Student Resource Package ²	\$9,080,521
Adjustments	\$0
Books & Publications	\$15,965
Camps/Excursions/Activities	\$333,070
Communication Costs	\$6,177
Consumables	\$213,559
Miscellaneous Expense ³	\$14,656
Professional Development	\$30,537
Equipment/Maintenance/Hire	\$121,267
Property Services	\$325,771
Salaries & Allowances ⁴	\$641,161
Support Services	\$45,569
Trading & Fundraising	\$90,700
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$95,317
Total Operating Expenditure	\$11,014,268
Net Operating Surplus/-Deficit	\$188,148
Asset Acquisitions	\$158,110

- (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	\$1,291,443
Official Account	\$58,171
Other Accounts	\$29,951
Total Funds Available	\$1,379,565

Financial Commitments	Actual
Operating Reserve	\$326,452
Other Recurrent Expenditure	\$4,122
Provision Accounts	\$3,000
Funds Received in Advance	\$0
School Based Programs	\$58,221
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,857
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$99,923
Maintenance - Buildings/Grounds < 12 months	\$132,303
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$29,951
Total Financial Commitments	\$676,829

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.

