

2024 Annual Report to the School Community

School Name: Sydenham - Hillside Primary School (3559)



- 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 28 March 2025 at 10:09 AM by Rosa Marchionda (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 28 March 2025 at 04:43 PM by Rosa Marchionda (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

Sydenham-Hillside Primary School is a large dual campus primary school located in South Western region of Melbourne and situated in the two local government areas of Brimbank and Melton. At the 2024 census the school's total enrolment was 1003 students, with the number of student enrolments declining from the previous year, indicating a reduction of 76 students from 2023. Sydenham Hillside Community caters for a culturally diverse student population. Of the student population, 34% were EAL (English as an Additional Language), a few Aboriginal and Torres Strait Islander (ATSI). The school's SFOE (Student Family Occupation) index is 0.3727 and band value is: Low- Medium. In 2024, the school's workforce comprised of a total of 83.5 staff. 56 teaching staff, 5 Principal Class, 3 Leading Teachers, 29.4 non-teaching staff including Educational Support staff and a Business Manager. All staff were allocated relevant duties to support improved learning outcomes and achieve goals set out in our Annual Implementation Plan. Sydenham Hillside continues to pride itself on setting high standards for students and staff. Our vision underpins the school's focus for educating our students for the future. 'Sydenham Hillside Primary School builds resilient, kind and inclusive individuals who value their education and empowers them to follow their life passions'. Our school values of Respect, Responsibility, Safety and Learning are an integral part to all learning programs at Sydenham Hillside Primary School. The values continue to be embedded in our daily interactions and the culture of the school. These values have been displayed, articulated and explicitly taught as a part of classroom practice and are recognised during school assemblies and promoted through the SWPBS token system. Our values are learning is putting in your best effort, being persistent and seeking assistance in your journey to achieving your goals, responsibility is taking ownership for all your learning choices and actions, respect is showing consideration for all people's rights, cultures feelings and wellbeing. Safety is looking after yourself, others and property by making the right decision. The school aims to cater for the needs, talents and interests of all students in a caring and stimulating environment, through allocated specialist programs, including Visual Art, Performing Art, PE and Japanese. The school is also involved in the High Ability program and tutoring as support programs provided by DET.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, our AIP focused on the implementation of Key Improvement Strategies related to the FISO 2.0 dimensions of Excellence in Teaching and Learning and Positive Climate for Learning. The school achieved this by: Excellence in Teaching and Learning, Embedding collaborative planning time structures into our timetable to support teacher collaboration with a focus on assessment, planning and differentiation (catering for a wide range of students needs within our teaching and learning programs), Establishing PLC inquiry cycles that support weekly

collaboration where teachers come prepared to actively engage in formative data analysis, curriculum planning and continuous development of content and curriculum knowledge through use of school based GVC and scope and sequence documents, Scheduling and implementing structured learning walks to gather real time data, with a focus on delivering a consistent Reading Instructional model, Providing targeted professional learning in small group instruction to build teacher capacity to implement the agreed instructional model, Providing targeted professional learning in the Big Ideas and development of the agreed Instructional model for Numeracy, Further developing the capacity of teachers to implement the schools agreed instructional model through coaching, observation and feedback, Consistent use of the guaranteed and viable reading curriculum, scope and sequence and development continuums that support an agreed understanding and approach to planning across the school. Continued engagement with DSSI leadership partners. The schools NAPLAN results once again reflected the hard work of our teaching staff and the commitment to working with DSSI partnership. We were pleased with how our school compared to the network as well as similar schools in Reading. Our numeracy results were similar to like schools in Year 3 and below in year 5. There will be an increased focus on improving Numeracy achievement in 2025. Teacher judgement of student achievement In English the School percentage of students at or above age expected standards is 82% compared to similar schools average of 83% for reading and viewing. School percentage of students at or above age expected standards in Mathematics is unavailable at the time of writing. Similar schools average is 83%. Student learning outcomes when measured against similar schools and State average: The school's percentage of Year 3 students NAPLAN Exceeding or strong in Reading was 62% compared with similar schools (64%). The school's percentage of Year 3 students NAPLAN Exceeding or strong in Numeracy (57%) compared with similar schools (57%). The school's percentage of Year 5 students NAPLAN Exceeding or strong in Reading was 70% compared with similar schools 70%. The school's percentage of Year 5 students NAPLAN Exceeding or strong in Numeracy (58%) exceeded similar schools (62%).

Wellbeing

In 2024, the school continued to embed the SWPBS framework and had a dedicated focus on the Statewide Key Improvement strategy of "Effectively mobilise available resources to support student's wellbeing and mental health, especially the most vulnerable. The school achieved this by: Embedding and implementing the SWPBS framework in all year levels, Developing an action plan for reducing absences, Supporting students with emerging wellbeing needs, Connecting families to allied health and mental health services, Targeting support for at risk students, Employing a social worker to support students, families and staff, Providing professional learning pertaining to Individual Education Plans Student wellbeing outcomes when measured against similar schools- Sense of connectedness. The schools Performance Summary and measures against the targets set in our Annual Implementation Plan (AIP) and Strategic Plan indicate a slight reduction in positive responses to sense of connectedness and increase in managing bullying for 2024, 66% positive endorsement on the Sense of Connectedness factor - below similar school (75%), 62% positive endorsement on the Management of Bullying factor was compared with similar schools of (72%).

Engagement

In 2024, the school identified a need for a differentiated learning program that challenged students at their point of need, engaged students via purposeful delivery of the curriculum, and establishing an empowering environment that values the positive contributions of students. The school achieved this by: Student leadership opportunities such as school and vice captains, sports captains, SWPBS crew, and Junior school council to engage students to contribute ideas and student voice. Student academic programs included: Japanese extension classes, Virtual tutoring, and the High ability program- VHAP. Whole school events such as book week, education week, Easter hat parade, graduation and end of year concert, assemblies, incursions, excursions, whole school disco and camps (despite the challenges of booking availability). Ensuring high levels of connectedness to school by fostering an inclusive environment that is conducive to positive behaviours and effective engagement in learning by: Focussing on the promotion of school values and expected behaviours, re-establishing clear behaviour management expectations and strategies to support classrooms. Over the course of the year, the school identified and provided timely targeted interventions to at risk students by: Identifying trends in chronic student absenteeism and convening attendance support meetings as required, monitoring attendance data on Sentral, making contact with families regarding reason for absence. Average Number of student Absence days: The schools latest year absence data reflected students were absent an average of 22.6 days per year compared to 22.6 days in 2023. The common reasons for non-attendance included illness and extended family holiday.

Financial performance

Sydenham Hillside Primary School showed a net operating deficit of \$252,306 on the Annual Report portal, but a net operating surplus of \$158,671 on the Operating Statement Summary as of 19 March, 2025. Finance and School Council meetings were held every month and School Council members were provided with regular budget updates and relevant budgeting reports. Budgets are monitored regularly by the Business Manager, Principal and School Council. Our Equity funds of \$354,546.66 has continue to staff and resource our Literacy and Numeracy programs. Overseas fee paying students - \$52,130.94; Early Years Koorie Literacy & Numeracy Program - \$2,720. We were able to raise a significant amount of funds to support our school's mission and enhance the educational experience for our students. Mother's & Father's Day stalls and BBQs, the Colour Fun Run and the Disco. Totals for Sydenham Campus - \$11,293.80 & Hillside Campus - \$12492.23. We have been able to utilise the funds raised to purchase several items that will benefit our students. Some of the items that we have acquired include sporting equipment, fencing, tables, chairs and setting up our breakfast club at both campuses. Our biggest expenditure was Casual Relief Teachers and Relief Education Support Staff (Salaries & Allowances and Support Services) at a cost of \$1,042,902.38. This was due to the workforce shortage that is currently happening in schools. Our student enrolment numbers are down on 2024 figures by approximately 13 students. This will have an impact on our Student Resource Package (SRP) for 2025. We are looking at a much more reduced enrolment and will confirm the budget by the end of Term 1.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1,003 students were enrolled at this school in 2024, 467 female and 536 male.
34 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.
This school's SFOE band value is: **Low - Medium**

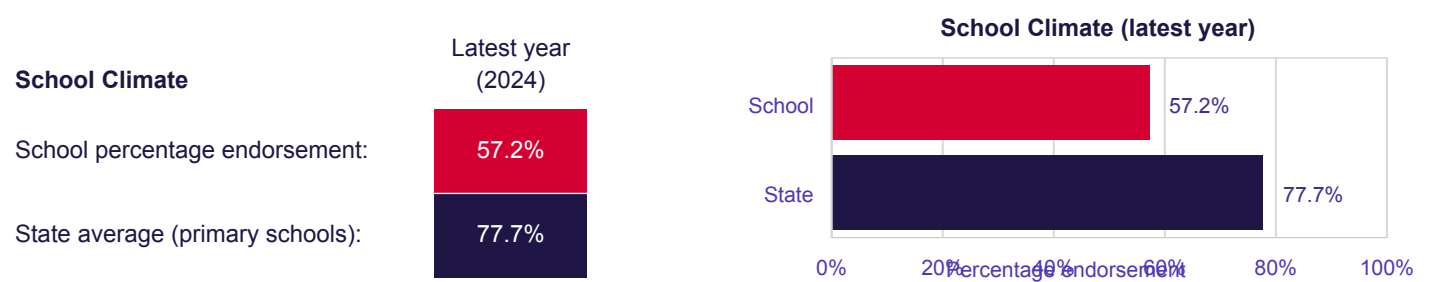
Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

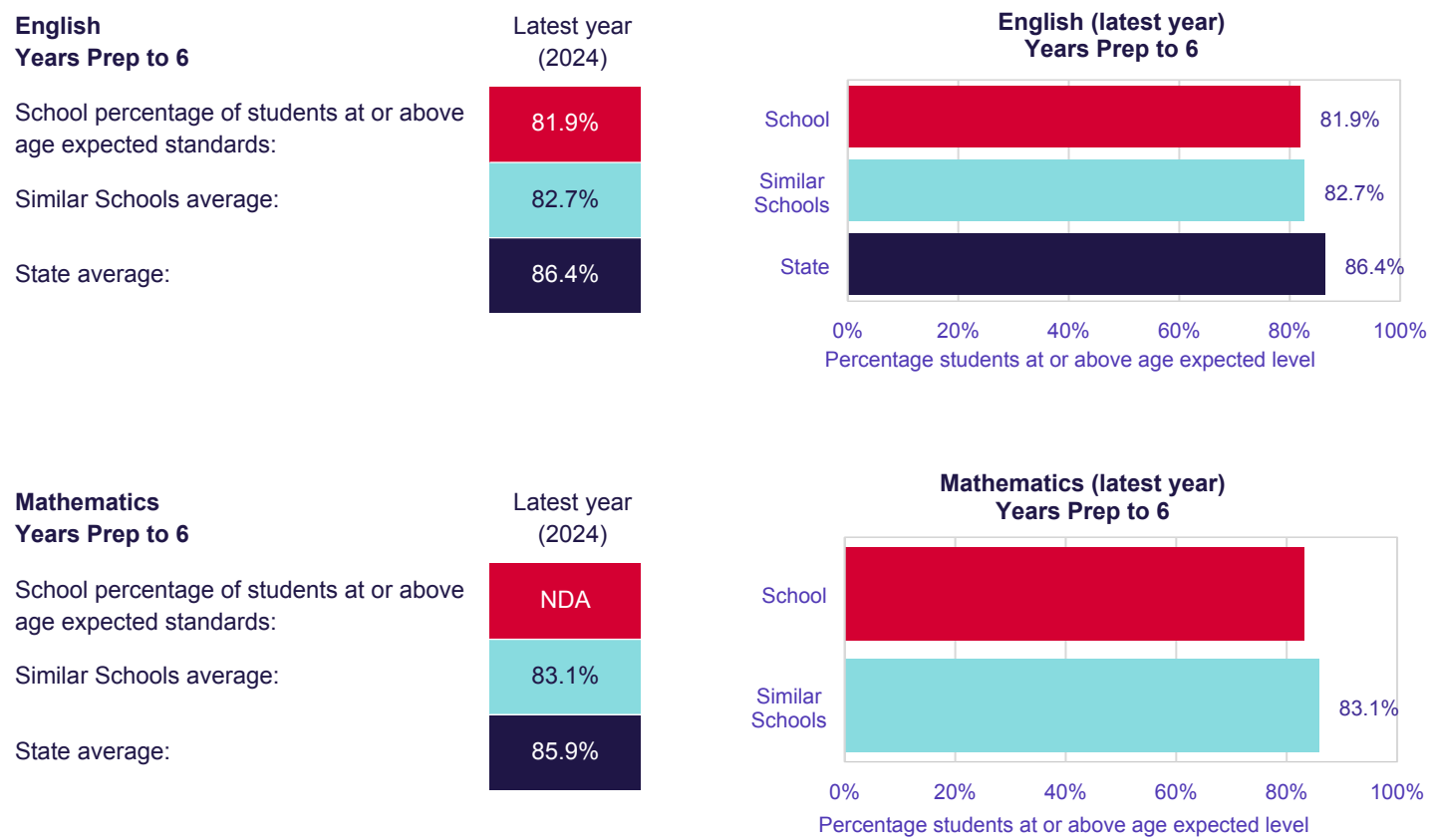


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



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

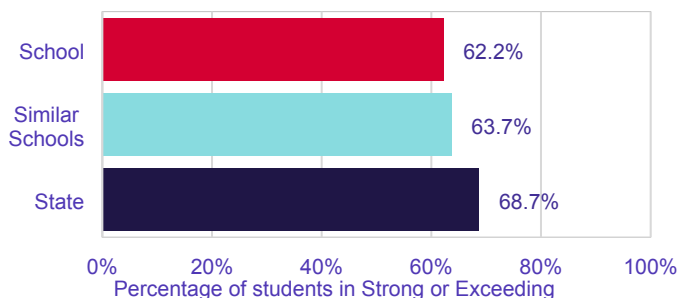
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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:	62.2%	64.3%
Similar Schools average:	63.7%	64.2%
State average:	68.7%	69.2%

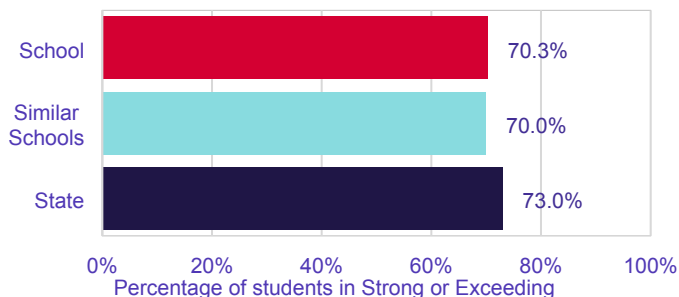
NAPLAN Reading (latest year) Year 3



Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.3%	71.9%
Similar Schools average:	70.0%	71.9%
State average:	73.0%	75.0%

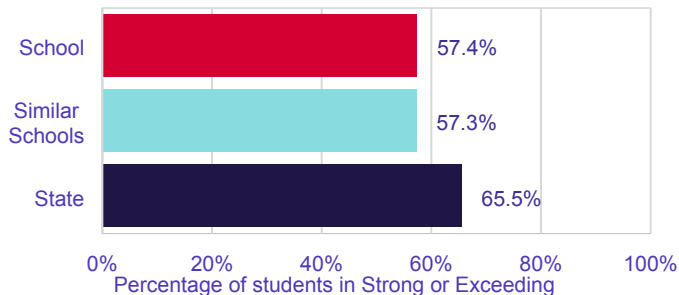
NAPLAN Reading (latest year) Year 5



Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.4%	58.4%
Similar Schools average:	57.3%	59.1%
State average:	65.5%	66.4%

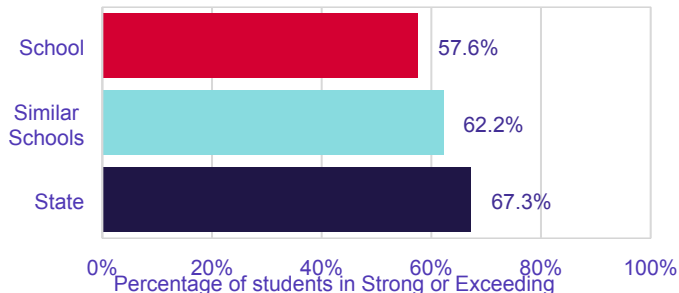
NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.6%	60.1%
Similar Schools average:	62.2%	62.5%
State average:	67.3%	67.6%

NAPLAN Numeracy (latest year) Year 5



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:

79.5%

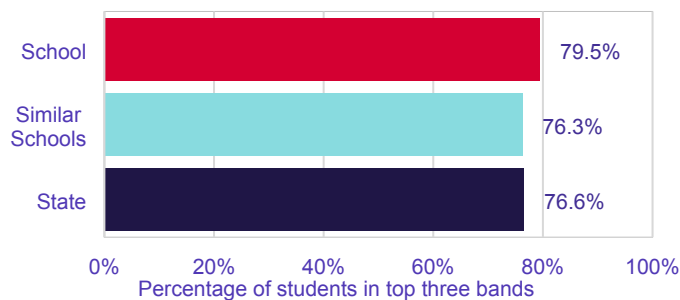
Similar Schools average:

76.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

68.8%

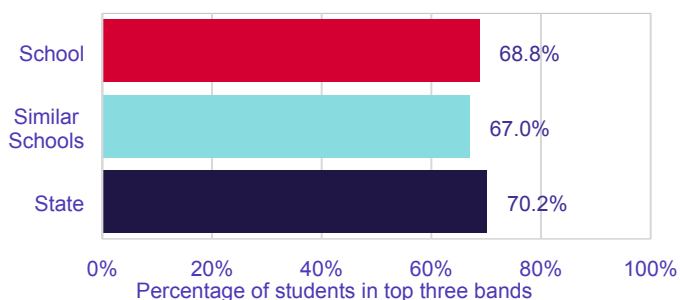
Similar Schools average:

67.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

59.1%

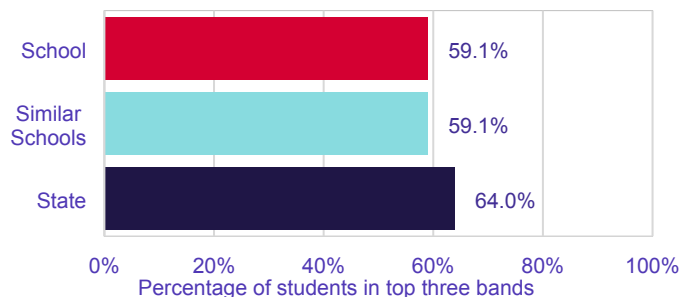
Similar Schools average:

59.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

49.0%

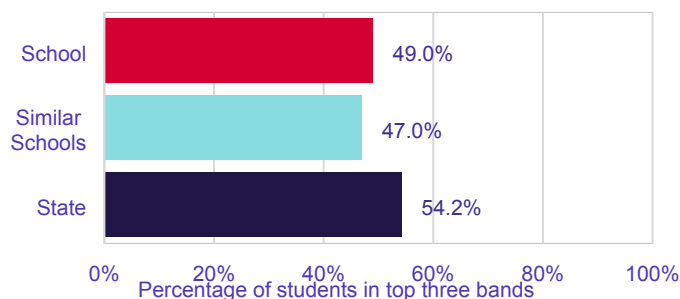
Similar Schools average:

47.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

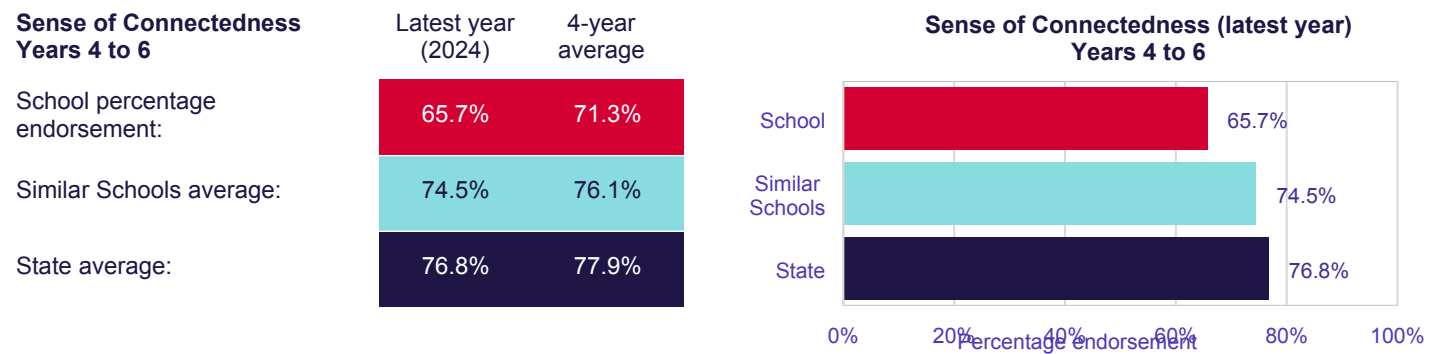


WELLBEING

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.

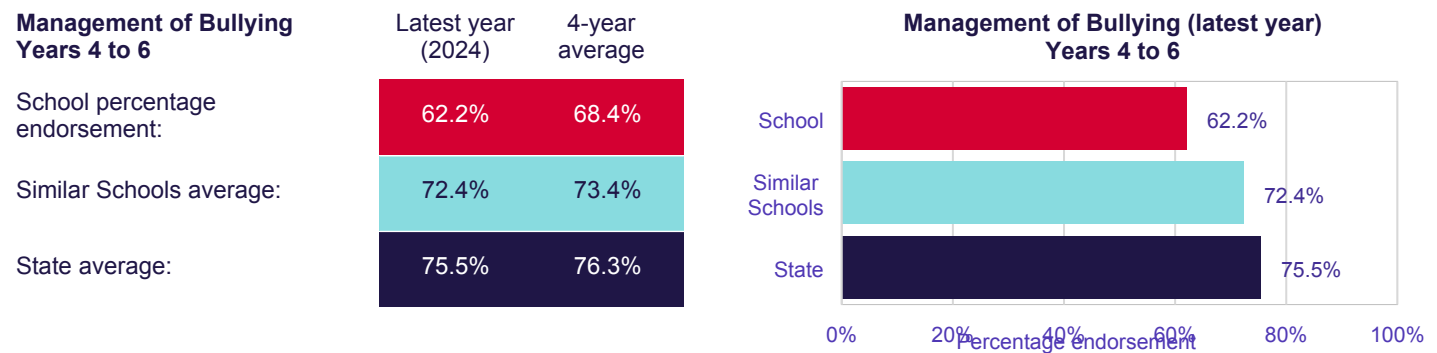
Student Attitudes to School – Sense of Connectedness

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).



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).

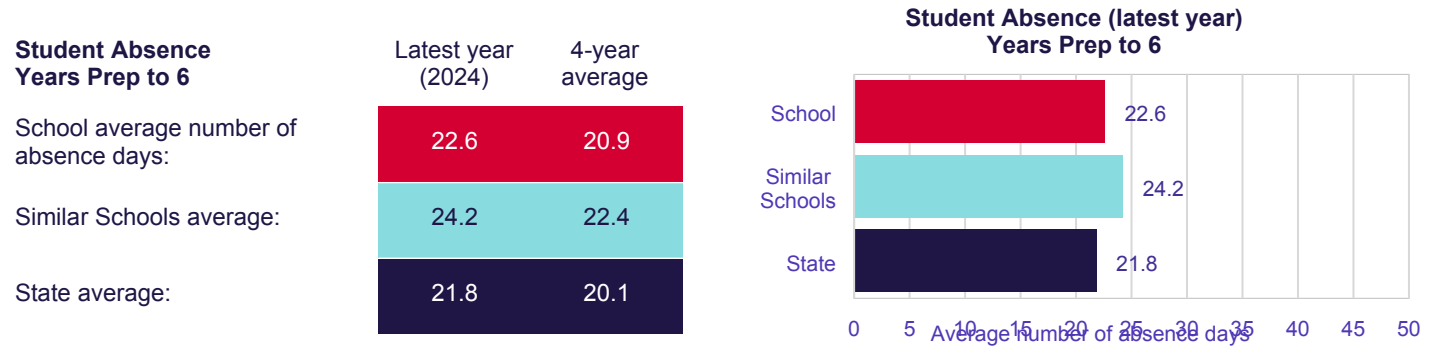


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	88%	88%	89%	88%	88%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$11,067,389
Government Provided DET Grants	\$1,443,728
Government Grants Commonwealth	\$38,528
Government Grants State	\$0
Revenue Other	\$78,140
Locally Raised Funds	\$404,832
Capital Grants	\$0
Total Operating Revenue	\$13,032,617

Equity ¹	Actual
Equity (Social Disadvantage)	\$354,457
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$354,457

Expenditure	Actual
Student Resource Package ²	\$10,938,321
Adjustments	\$0
Books & Publications	\$20,635
Camps/Excursions/Activities	\$189,983
Communication Costs	\$11,442
Consumables	\$184,796
Miscellaneous Expense ³	\$30,784
Professional Development	\$32,998
Equipment/Maintenance/Hire	\$211,380
Property Services	\$355,424
Salaries & Allowances ⁴	\$384,470
Support Services	\$770,122
Trading & Fundraising	\$42,293
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$86
Utilities	\$112,128
Total Operating Expenditure	\$13,284,923
Net Operating Surplus/-Deficit	(\$252,306)
Asset Acquisitions	\$148,660

- (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	\$956,290
Official Account	\$78,814
Other Accounts	\$0
Total Funds Available	\$1,035,104

Financial Commitments	Actual
Operating Reserve	\$391,161
Other Recurrent Expenditure	\$10,934
Provision Accounts	\$0
Funds Received in Advance	\$474,477
School Based Programs	\$167,767
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$21,845
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	\$1,066,184

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.