

2024 Annual Report to the School Community

School Name: Simpson Primary School (4895)



- 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 31 March 2025 at 10:15 AM by Melissa Berry (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 31 March 2025 at 10:15 AM by Melissa Berry (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

Simpson Primary School is nestled on 17 hectares of bushland and open spaces in rural South West Victoria. With the motto "Enriching learning through opportunity," the school is dedicated to delivering high-quality education in a positive, supportive environment, helping all students reach their full potential.

As an active member of the Great South West Coast schools' network, Simpson Primary works alongside other local schools to offer a variety of opportunities for students. In 2024, our Year 6 leaders participated in the GSWC Student Leaders Congress at Deakin University, enhancing their leadership skills and connections.

In February 2024, the school had 56 students enrolled across three classes: Foundation/1, Year 2/3, and Year 4/5/6. Our team includes three classroom teachers, two part-time specialist teachers (PE, Auslan, Science), three part-time Education Support staff, one part-time Business Manager, and the Principal.

Many of our students are transported to school via bus from surrounding dairy farms, with about 25% of students living in the Simpson township. The Tutor Learning Initiative (TLI) program provided targeted support in literacy and numeracy for small groups during Terms 1-3, proving to be valuable for students needing additional help. Personalised teaching is supported through Individual Education Plans (IEPs), and we focus on active, curious learning where students are encouraged to both be supported and challenged.

In 2024, Simpson Primary was part of the Wimmera South West Numeracy and Literacy Community of Practices, offering extensive professional development opportunities for teachers.

Our school values—Co-operation, Acceptance, Respect, and Excellence—are integral to the culture of Simpson Primary. These values are reflected in classroom activities, community interactions, and the school's physical environment. The School Wide Positive Behaviours (SWPBs) program promotes positive student behaviours, with opportunities for students to take on leadership roles as House Captains and Junior School Councillors. We are also proud to have been awarded the Bronze Award for our outstanding implementation of the SWPBS program in 2024, further affirming our commitment to fostering a positive school culture.

We regularly participate in interschool activities, including athletics and sporting events, as well as transition days with nearby regional schools and kindergartens.

Simpson Primary School is committed to promoting physical, emotional, and cultural safety to enhance learning and support the wellbeing of all students and staff. We aim to provide enriching educational experiences that help everyone in our school community grow into the best versions of themselves.

Additionally, Foodbank Victoria's Breakfast Club Program is offered once a week to all students, with support from Saputo.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Simpson Primary School focused heavily on enhancing teaching and learning across the school. A major priority was fully integrating Literacy and Numeracy Instructional Models, with staff dedicating time to refining curriculum documentation. Many subjects now have clear Scope and Sequence documents, alongside corresponding unit planning.

The school continued to strengthen its Professional Learning Community (PLC) teams, embedding instructional models, planning documents, and improving literacy and numeracy teaching practices. Participation in the WSW Literacy Learning Community of Practices helped to implement a structured literacy approach for students in Prep to Year 6, supporting staff development.

As a result of these efforts, teacher judgments for 2024 showed that 92.0% of students were at or above expected levels in English, and 92.6% were at or above expected levels in Mathematics. This strong performance shows our students are surpassing their peers in similar schools in both English and Mathematics.

NAPLAN results for 2024 also demonstrated solid performance. In Year 3, 60% of students achieved strong or exceeding proficiency levels in Reading, and 80% in Numeracy, with a 2-year average of 62.5% in Reading and 68.8% in Numeracy. In Year 5, 50% of students achieved strong or exceeding proficiency in both Reading and Numeracy, with a 2-year average of 50% in Reading and 57.1% in Numeracy.

Two students received funding through the Program for Students with Disabilities (PSD), supported by regular Student Support Group (SSG) meetings. We also provided tailored support for other students who didn't qualify for PSD funding, through Individual Education Plans (IEPs), P-6 Language Support, and small-group interventions. The Tutor Learning Initiative (TLI) program provided additional support for literacy and numeracy in small groups during Terms 1-3.

Looking ahead, Simpson Primary will continue refining its PLC goals and aligning them with the Annual Implementation Plan (AIP) to further improve student outcomes.

A major highlight for 2024 was receiving a 'High' rating in the School Performance Report for both learning and wellbeing, reflecting our commitment to supporting students' academic and personal growth.

Wellbeing

In 2024, Simpson Primary School continued to strengthen its student wellbeing initiatives, focusing on the Respectful Relationships program and the explicit teaching of C.A.R.E. We also further embedded the School Wide Positive Behaviour Support (SWPBS) initiative, aligning with our core values of Co-operation, Acceptance, Respect, and Excellence.

The school worked closely with the SWPBS coach to enhance Classroom Systems, while linking

and implementing the Respectful Relationships (RR) curriculum weekly. This has contributed to a structured and consistent approach to student wellbeing. We are proud to have received the Bronze Award for our outstanding implementation of SWPBS in 2024, further demonstrating our commitment to fostering a positive school culture.

Student connectedness data from 2024 shows both strengths and areas to work on. In Years 4-6, 88.2% of students reported a strong sense of connectedness, above the average for similar schools. Over the past 4 years, 93.1% of students consistently reported feeling connected.

The management of bullying data also reveals successes and areas for growth. In Years 4-6, 86.3% of students felt a strong sense of connectedness, above the average for similar schools. Over the last 4 years, 90.5% of students have reported strong connectedness.

Community partnerships are a key aspect of our wellbeing approach. Collaborations with local organizations such as the Simpson Community Centre, Lion's Club, Men's Shed, Local Playgroup, Local Sporting Clubs, and Timboon and District Healthcare services provide a range of health and welfare programs. Simpson Primary School also values family involvement, supported by the Parents Association, School Council, and excursions/incursions when possible.

A major highlight for 2024 was receiving a 'High' rating in the School Performance Report for both learning and wellbeing, reflecting our ongoing commitment to supporting the academic and personal growth of all students.

Engagement

Simpson Primary School has continued to foster a strong culture of student engagement, with student attendance remaining a top priority in 2024. Attendance was closely monitored through the school's management system, Compass, which sent automatic SMS notifications to parents when students were absent without explanation.

As a key indicator of engagement, student attendance data for 2024 revealed that our average absence rate for Prep to Year 6 students was significantly higher than the average for similar schools and the state. Our 4-year attendance average was slightly above that of comparable schools. The most common reasons for non-attendance included student illness and extended family holidays.

P-6 Average Absence Days – 2024:

- Simpson PS: 29.2
- Similar Schools: 18.9
- State: 17.2

Late arrivals and regular attendance still require further intervention, and we continue to work closely with families to address these issues. Attendance rates were monitored throughout the year, with the importance of regular school attendance emphasised in newsletters, Compass posts, and whole-school assemblies. Teachers and leadership followed up on consecutive days of unexplained absences.

To address non-attendance, the school developed individual plans with families and implemented return-to-school strategies for specific students. We also referred cases to the Regional Attendance Officer and collaborated with them to engage families and resolve attendance

concerns.

Simpson Primary School is committed to supporting both students and families to ensure consistent school attendance.

Looking ahead to 2025, refining attendance monitoring processes will remain a key focus.

Other highlights from the school year

In 2024, Simpson Primary School students had the opportunity to engage in a variety of enriching experiences. They participated in the GSWC Student Leaders Congress day at Deakin University and were involved in the Victorian High Abilities Program (VHAP). Students also took part in transition days and sessions with Simpson & District Kindergarten, Timboon P-12 School, and Cobden Technical School, fostering strong connections with local schools. Additionally, they attended the Sovereign Hill Costumed School camp, providing a unique historical experience, and participated in various sporting events, including the Athletic Sports day with Timboon P-12 School, District Sports day, Tri-Sports, Winter Sports, and Hoop Time Basketball.

Simpson Primary School also invited local community groups into the school to engage with students. These included Timboon Ambulance, Simpson CERT, Simpson CFA, Simpson Lion's Club, and MIXX FM radio, allowing students to learn about community services and local organisations. Furthermore, students attended an 8-week Swimming program at Bluewater Fitness in Colac, enhancing their aquatic skills and promoting water safety. A notable addition to the school was the installation of a Gaga Pit, funded through the Junior School Council's fundraising efforts, providing students with a fun and engaging outdoor activity. Additionally, students led a meaningful community ANZAC Day service, honouring the contributions of those who served in the military. These activities and improvements have provided students with valuable learning opportunities and helped strengthen their connections to the community.

Financial performance

Simpson Primary School maintained a strong financial position at the end of 2024, with total operating revenue of \$1,071,529, finishing the year with a surplus. We made sure that budget allocations were directed towards supporting our students, programs, resources, and staff professional development. We continued to invest in new resources to enhance all learning areas and programs, with a particular focus on staff professional learning in Numeracy and Literacy, specifically structured literacy. The resources purchased for professional learning were carefully aligned with our School Strategic Plan and 2024 Annual Implementation Plan (AIP) goals and targets.

All funds received from the Department or raised by the school were either expended or committed to future years to support educational outcomes and operational needs, in line with Department policies, School Council approvals, and the intended purposes for which funding was provided. Bushfire Preparedness and Maintenance funding of \$24,915.95 enabled tree works and other fire prevention measures to be completed around the school.

Additionally, equity funding and the Tutor Learning Initiative (TLI) funding, along with the

introduction of Tier 2 Disability Inclusion (DI) funding, played a crucial role in providing targeted support for students through teacher aides and structured intervention programs. This funding also laid the foundation for the full rollout of DI in 2025. Overall, Simpson Primary School is in a good financial position, ensuring resources are well allocated to continue supporting student success.

**For more detailed information regarding our school please visit our website at
<https://www.simpsonps.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 56 students were enrolled at this school in 2024, 22 female and 34 male.

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

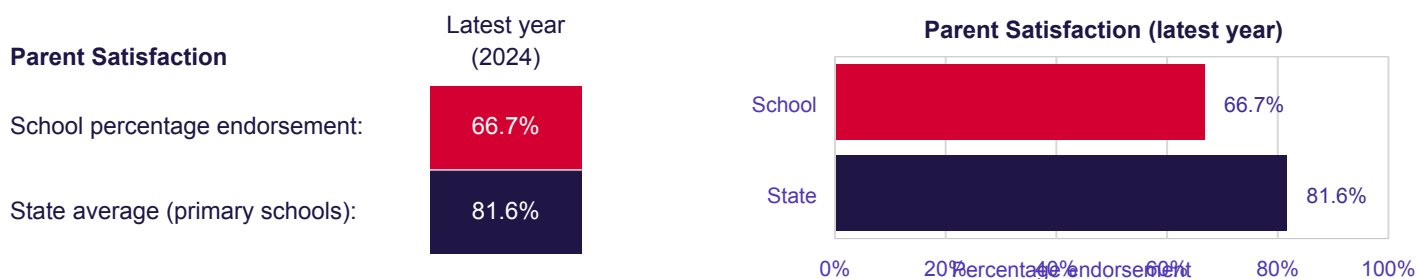
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

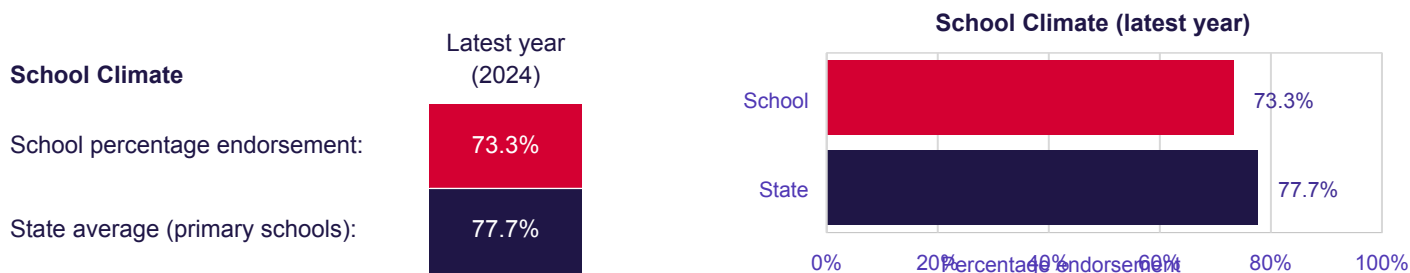


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2024)

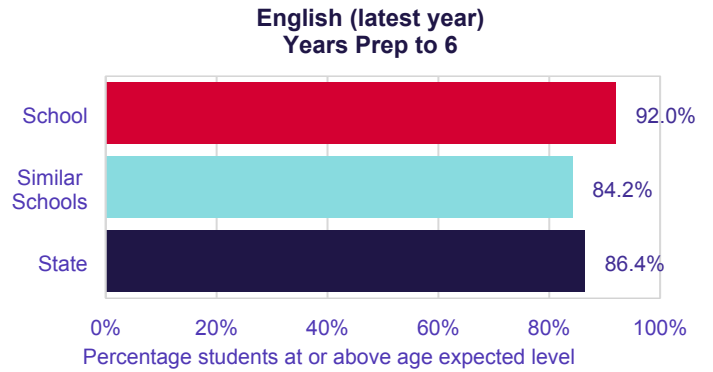
92.0%

Similar Schools average:

84.2%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

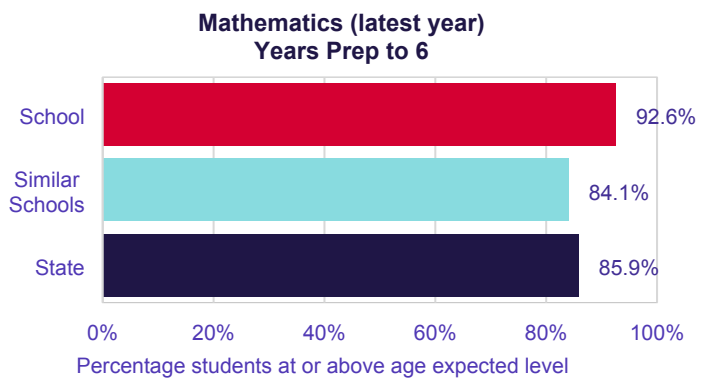
92.6%

Similar Schools average:

84.1%

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.

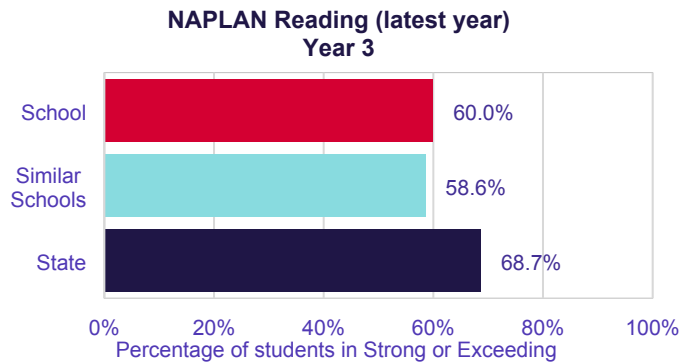
NAPLAN

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.

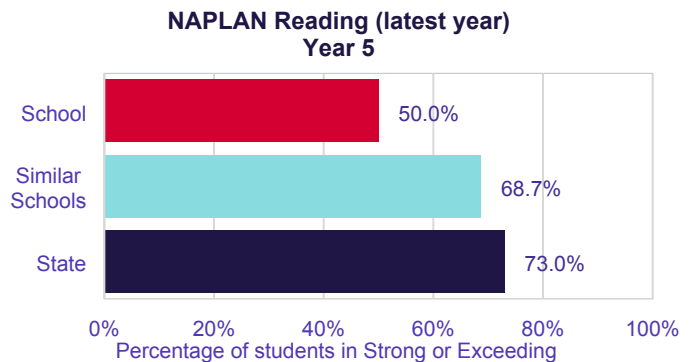
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	62.5%
Similar Schools average:	58.6%	57.2%
State average:	68.7%	69.2%



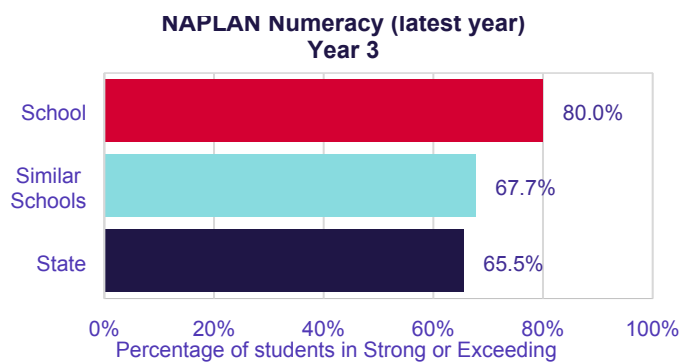
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	50.0%
Similar Schools average:	68.7%	70.3%
State average:	73.0%	75.0%



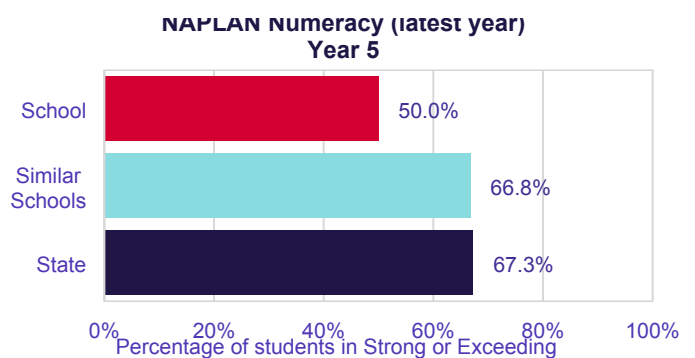
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	68.8%
Similar Schools average:	67.7%	64.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	57.1%
Similar Schools average:	66.8%	63.7%
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:

85.7%

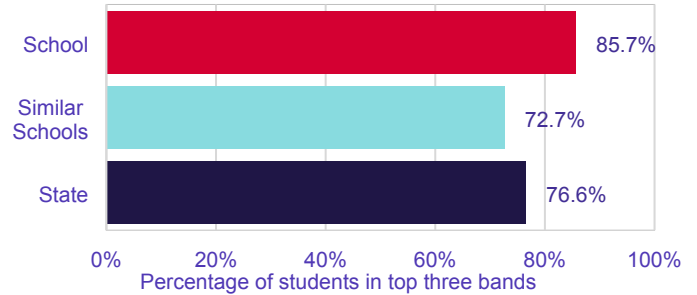
Similar Schools average:

72.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

66.7%

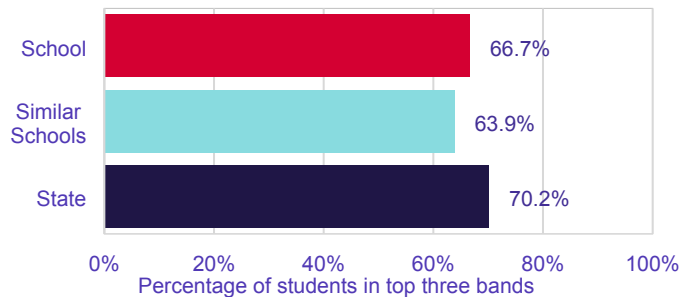
Similar Schools average:

63.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

57.1%

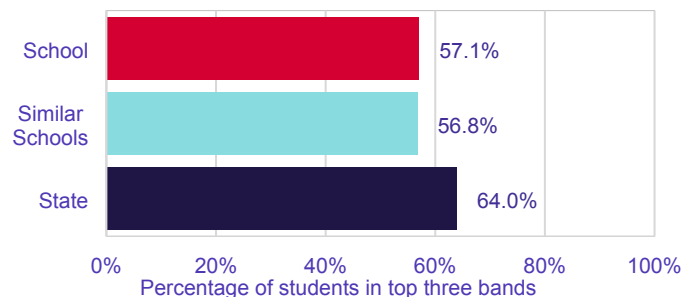
Similar Schools average:

56.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

33.3%

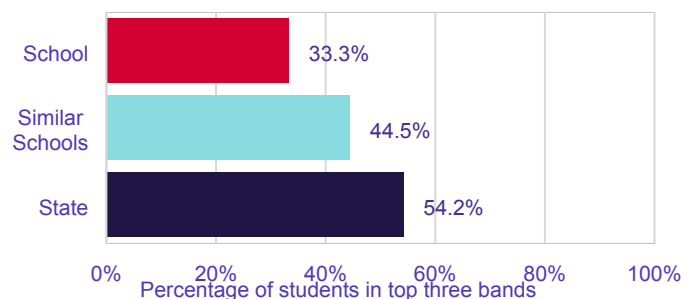
Similar Schools average:

44.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



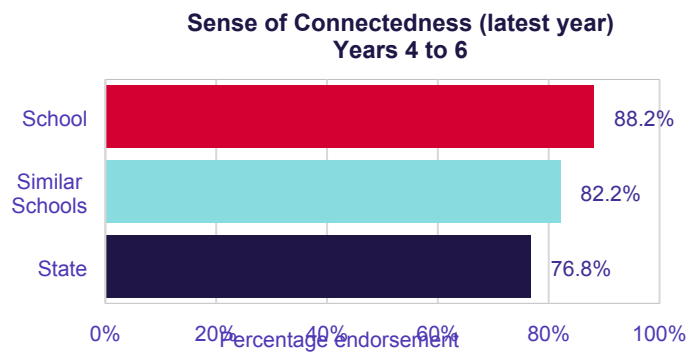
WELLBEING

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).

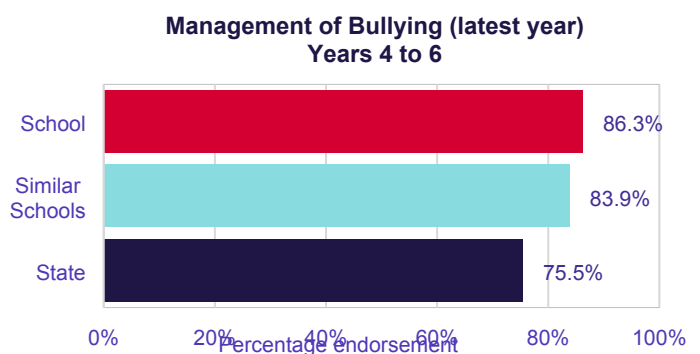
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	88.2%	93.1%
Similar Schools average:	82.2%	81.9%
State average:	76.8%	77.9%



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:	86.3%	90.5%
Similar Schools average:	83.9%	83.3%
State average:	75.5%	76.3%



ENGAGEMENT

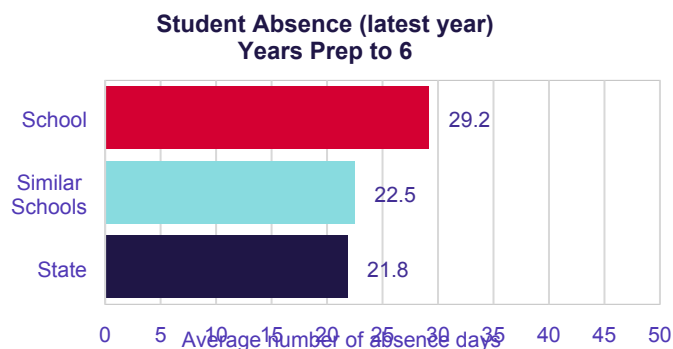
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	29.2	23.9
Similar Schools average:	22.5	21.3
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):	89%	89%	91%	83%	91%	85%	73%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$792,781
Government Provided DET Grants	\$194,130
Government Grants Commonwealth	\$4,450
Government Grants State	\$0
Revenue Other	\$32,378
Locally Raised Funds	\$47,790
Capital Grants	\$0
Total Operating Revenue	\$1,071,529

Equity ¹	Actual
Equity (Social Disadvantage)	\$48,567
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$48,567

Expenditure	Actual
Student Resource Package ²	\$798,320
Adjustments	\$0
Books & Publications	\$3,098
Camps/Excursions/Activities	\$21,811
Communication Costs	\$2,593
Consumables	\$10,651
Miscellaneous Expense ³	\$6,933
Professional Development	\$8,298
Equipment/Maintenance/Hire	\$11,615
Property Services	\$97,073
Salaries & Allowances ⁴	\$19,432
Support Services	\$9,154
Trading & Fundraising	\$5,910
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,609
Total Operating Expenditure	\$1,013,496
Net Operating Surplus/-Deficit	\$58,033
Asset Acquisitions	\$14,900

- (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	\$471,251
Official Account	\$16,486
Other Accounts	\$0
Total Funds Available	\$487,737

Financial Commitments	Actual
Operating Reserve	\$35,923
Other Recurrent Expenditure	\$20,448
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$6,640
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	\$5,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$68,011

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.