

2024 Annual Report to the School Community

School Name: Quarry Hill Primary School (1165)



- 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 04 March 2025 at 09:54 AM by Anne Rochford (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 March 2025 at 12:02 PM by Anne Rochford (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

Situated close to the Bendigo CBD, Quarry Hill Primary School serves a well-established residential area. The school’s historic red brick building features a unique quadrangle design that provides easy access and encourages whole-school and between classroom interaction. The Department of Education and Training has determined that Quarry Hill Primary School should service a defined area due to accommodation constraints. The enrolment in 2024 was 326 students, 171 female and 155 males. 6% of our students have English as an additional language and 5% were Aboriginal or Torres Strait Islander. The school's SFOE band value is low-medium.

At Quarry Hill Primary School, wellbeing and learning are valued in equal measure. The school’s vision is, "Quarry Hill Primary School students are empowered to be engaged learners. Our community fosters a culture of respect and belonging." Our three core values are Kind, Curious and Brave. These values underpin much of the work of our School Strategic Plan and our Annual Implementation Plan. Ongoing modelling of our visions and values has been vital in promoting respectful interactions within our school community.

The 2024 staffing profile consisted of 1.0 Principal class, 1.0 Assistant Principal, 14 Classroom Teaching Staff (EFT) which includes a Leading Teacher (Teaching and Learning) and a Learning Specialist (Mathematics), and 4 Specialist Teachers (2.8 EFT) delivering Art, PE, Chinese, Library and Performing Arts. During 2024 our students with additional needs received individual and small group targeted support from our Learning Tutor (0.7 EFT) and 5 Education Support Staff. 1 Mental Health Leader (0.4 EFT) and 1 Wellbeing Worker (0.4 EFT) provided extra wellbeing support for students and families. The school offers a Before and After School Program operated by OSCH Club which also offers vacation care.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 our key improvement focus was to develop and embed a whole school approach to the teaching of Literacy and Numeracy Our key actions for 2024 were: *Refine and embed Instructional Models that include evidenced based high impact strategies. *Build staff capacity and knowledge to implement the Mathematics Victorian Curriculum 2.0 *Revise tiered frameworks that support inclusive practices across the school.

The Tutor Learning Initiative (TLI) continued in 2024 at a reduced level. We were able to continue the important work in providing identified students with the targeted learning support they needed to address the continued impacts of the COVID-19 pandemic. Our 2024 data

highlight a significant growth in the understanding of multiplication and division in the senior school. We attribute this to the staff professional learning relating to the big ideas in number, a mental maths scope and sequence and our instructional model which includes explicit direct instruction. In the Junior School the InitialLit program is fully embedded. This is an evidence-based Literacy initiative that has demonstrated exceptional effectiveness, as reflected in our data sets including Grade 3 NAPLAN results.

Teachers worked in Professional Learning Communities (PLC) designing and planning curriculum, analyzing student data and using inquiry sprints to share best practice and improve student outcomes.

A highlight in our Year 3 NAPLAN results was 81% of our students were in the exceeding or strong band for writing and no Year 3 students were identified as needing additional support.

The Victorian High-Ability Program (VHAP) for students in Years 5-8 was offered to identified students during 2024. They completed ten-week online courses in English and Mathematics via the Webex platform. The VHAP classroom gave students the opportunity to explore and express their ideas freely, make their own decisions about their work, be inspired and challenged by each other, gain confidence in their choices and abilities, and feel excited by their learning. Following on from the Victorian High-Ability Program, we decided to extend a similar opportunity to more of our student population by conducting a Gifted and Talented Master Class across different curriculum areas for students with the ability or potential to perform at levels significantly higher than their age peers. This included the Arts and Writing workshops with a visiting author.

Wellbeing

We know that students are more likely to reach their full potential if they feel a sense of belonging and connectedness and are able to learn in a safe and orderly learning environment. In 2024 our Wellbeing goal was to develop and embed a multi-tiered response to meet the needs of all students by effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable. Our key actions in the wellbeing space were: *Use the Schools' Mental Health Fund and Menu initiative to support student mental health and wellbeing with a focus on resilience. *Put strategies in place to improve cultural safety.

At Quarry Hill Primary School we implement a broad range of wellbeing initiatives to support students' sense of connectedness and feelings of safety. During 2024 we continued to use the Mental Health Initiative to strengthen the delivery of our existing programs including the Berry Street Educational Model, Dogs in Schools program and Respectful Relationships. Our school dog Ferdi visited classes on a much-reduced time fraction after developing epilepsy, however we introduced Lulu, a miniature poodle, to our dogs in School Program. In 2024 we continued the Westmead Feelings program which is a tier 2 social and emotional learning intervention focusing on the development of social skills. Quarry Hill Primary School partners with community organisations to strengthen our approach to wellbeing including the Beyond Blue schools' program, BeYou, to support our whole school approach to mental health as well as Bendigo Community Health and CatholicCare to deliver workshops for parents and classroom programs. We are participants in the Victorian Government Healthy Schools Achievement Program. By the end of 2024 we had successfully met all the targets in the health priority areas in the Achievement Program after beginning in 2023. In 2024 we successfully completed the areas of Safe Environments, Smoking, Vaping, Alcohol and Other Drugs and Sexual Health and

Wellbeing. We believe the strong positive endorsement by students of their connectedness to school and how we manage bullying is a result of our broad range of wellbeing programs.

Engagement

Regular school attendance is improving after a marked decrease post COVID-19. There is increased collaboration between school, families and services as we work diligently on lifting student attendance. Staff have been assigned key roles to connect regularly with students and encourage them to be actively involved in classroom and school life. Connection to school and engagement is supported through the teaching of explicit structures, routines and expectations. To further support those finding it difficult to attend school individual attendance plans have been created with the student's input. These plans include goals and strategies to support transition into the classroom. Our school wellbeing dog is a great assist in many plans.

Other work done to create positive links included: - Creating 'Student Snapshots' providing information about students' interests and how they like to learn. These have been particularly supportive for our casual relief staff to quickly get to know students in a classroom and to support consistency with adjustments and accommodations.

Holding catch-up sessions with last year's teacher throughout the year. It is vital our students are reminded of the strong connection they with the previous year's teacher and classmates.

Having our Wellbeing Worker make strong and regular connections with families to support student attendance. Connecting families with support services is a real strength of our Wellbeing Worker.

We have developed a student voice process where students can provide feedback to their teachers about their learning and the teacher's teaching. We use the PIVOT platform to do this. Our Student Voice Action Team has an authentic role in analysing data and sharing this with parents.

Other highlights from the school year

In 2024, our school took significant steps to engage our multicultural community and support the development of First Nations leaders. One of our key initiatives was the creation of a multicultural garden, designed to include herbs and vegetables that reflect the diverse backgrounds of our school families. We invited families to contribute ideas and guidance on what to plant, and our Grade 6 students took the lead in planting the seedlings. The produce was later harvested and used in our kitchen garden program, bringing the community together through food and shared experiences. The gardens also completed the development of our outdoor learning space. Additionally, we welcomed members of the Karen community to our school to share their experiences as refugees and the opportunities they have found since arriving in Bendigo. They also provided traditional Karen food for our students to enjoy, fostering cultural appreciation and understanding. For our First Nations students, we created meaningful opportunities to connect with their culture. A local Aboriginal artist visited to teach our Grade 6 students about Aboriginal art, and all First Nations students from Prep to Grade 6 participated in creating their own Aboriginal rock art. We also supported aspiring First Nations leaders for 2026 by working with our First Nations Coordinators to develop their leadership speeches. Through this process, they

learned about influential First Nations leaders and how they have used their voices to inspire and empower others. These initiatives reflect our ongoing commitment to inclusivity, cultural celebration, and leadership development within our school community.

Other highlights for 2024 include:

Strengthening our community building process which included significant response to activities such as the Easter Raffle, the Mother's Day Stall, the Father's Day Breakfast, Book Week Dress Up Day to name just a few. Building on our community partnership with The Old Church on the Hill by having students both star in and be an audience for their production of A Christmas Carol. Increasing the use of the Eco Shed in our bushland space with the weekly 'Cuppa and Chat' hosted by our Parents and Friends Association.

Our school production, Countdown, was well received by all generations of the Quarry Hill Community. The sold-out production at Ulumbarra Theatre highlighted how our performing arts program includes every child in the school.

Financial performance

The school continued to operate on a sound financial basis in 2024 with the number of student enrolments slightly increasing to that of previous year, reflecting an additional classroom. As a general summary the schools operating statement (excluding Staffing Resource funding) is detailed as: Revenue \$720, 475 Expenses \$863,435 Deficit \$142,960. The deficit primarily as a result of the final expenditures relating to outdoor learning space (commenced 2022). In reviewing our operating statement on a general basis, the primary source of income was from Student Resource Package (SRP) of which is our government allocated funds and is predominately based upon student enrolments. Outside of this we also received grant funding of \$70,000.00 of which was utilised to support our "out of school hours" and "school holiday" care programs for students. Other grants received were as follows: \$3,150.00 Sporting in schools (assist with sporting equipment, transport costs to events) \$24,858.00 Readiness for bush fire season. Operating expenses were well maintained during the year to being within budget estimates with a primary exception being the overspend in our Casual Relief Teacher payments as we continued to support the teaching staff and students during a number of absences (COVID still impacting).

**For more detailed information regarding our school please visit our website at
<https://www.quarryhillps.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

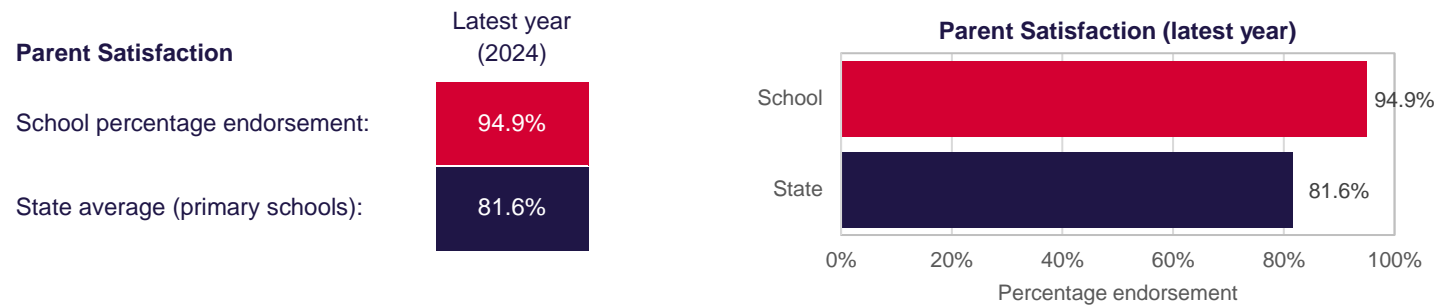
A total of 327 students were enrolled at this school in 2024, 171 female and 155 male.
6 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

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**

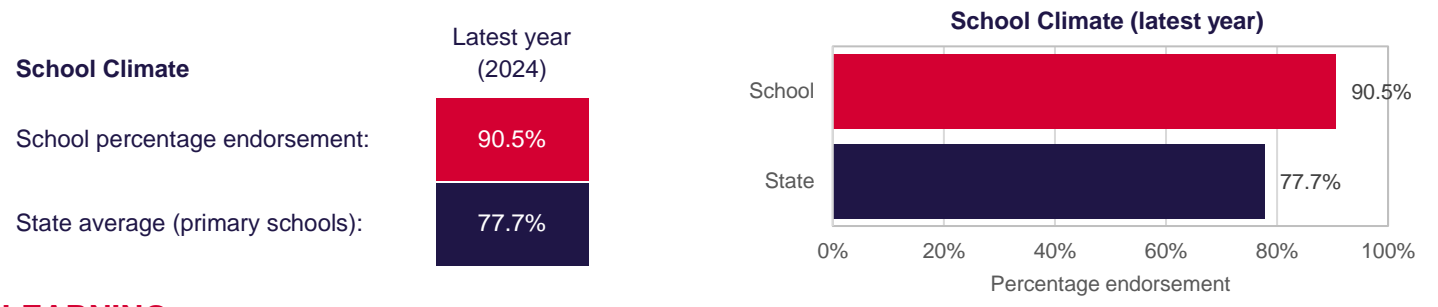
Parent Satisfaction Summary

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:

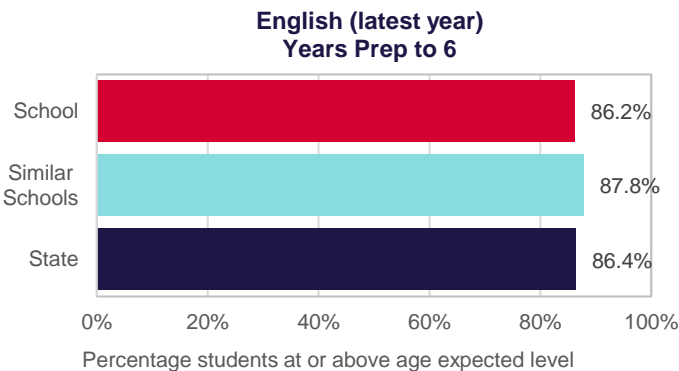
86.2%

Similar Schools average:

87.8%

State average:

86.4%



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

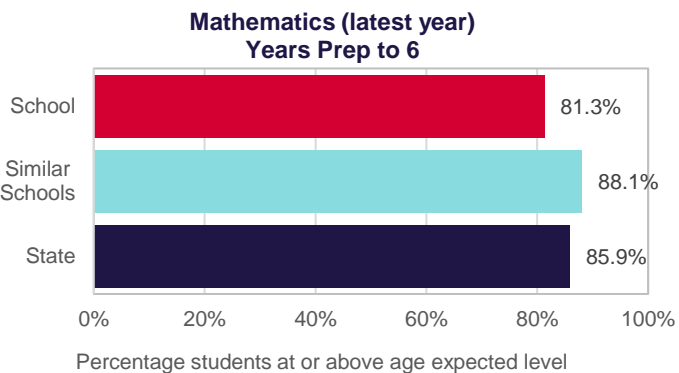
81.3%

Similar Schools average:

88.1%

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.

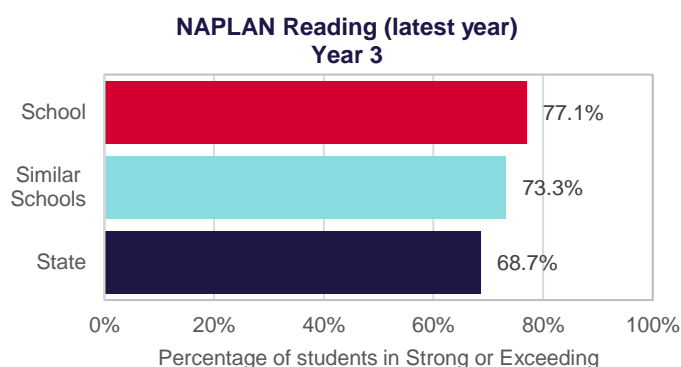
NAPLAN

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.

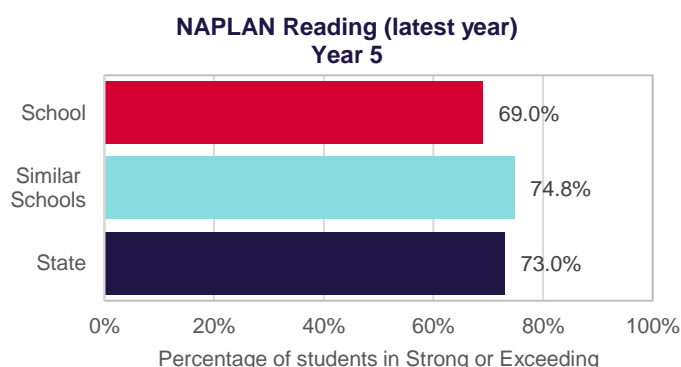
Reading Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 77.1% | 77.3% |
| Similar Schools average: | 73.3% | 73.2% |
| State average: | 68.7% | 69.2% |



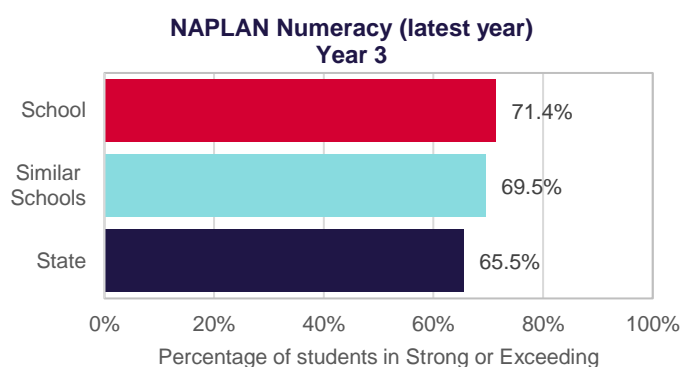
Reading Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 69.0% | 82.3% |
| Similar Schools average: | 74.8% | 77.9% |
| State average: | 73.0% | 75.0% |



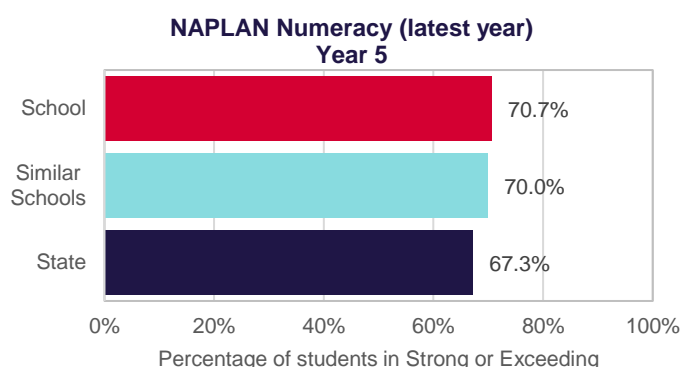
Numeracy Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 71.4% | 69.7% |
| Similar Schools average: | 69.5% | 69.6% |
| State average: | 65.5% | 66.4% |



Numeracy Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 70.7% | 75.5% |
| Similar Schools average: | 70.0% | 70.7% |
| 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:

72.5%

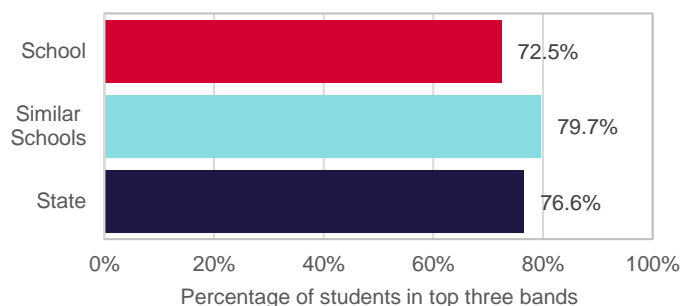
Similar Schools average:

79.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

72.7%

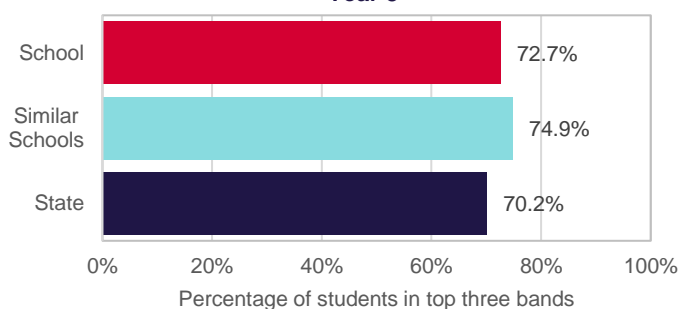
Similar Schools average:

74.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

74.4%

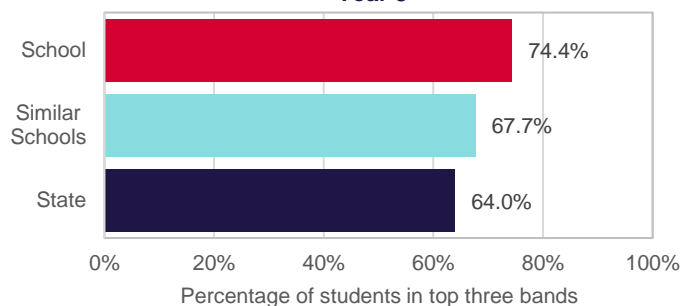
Similar Schools average:

67.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

66.7%

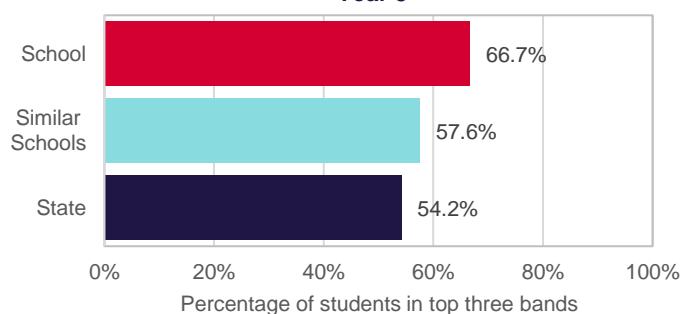
Similar Schools average:

57.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

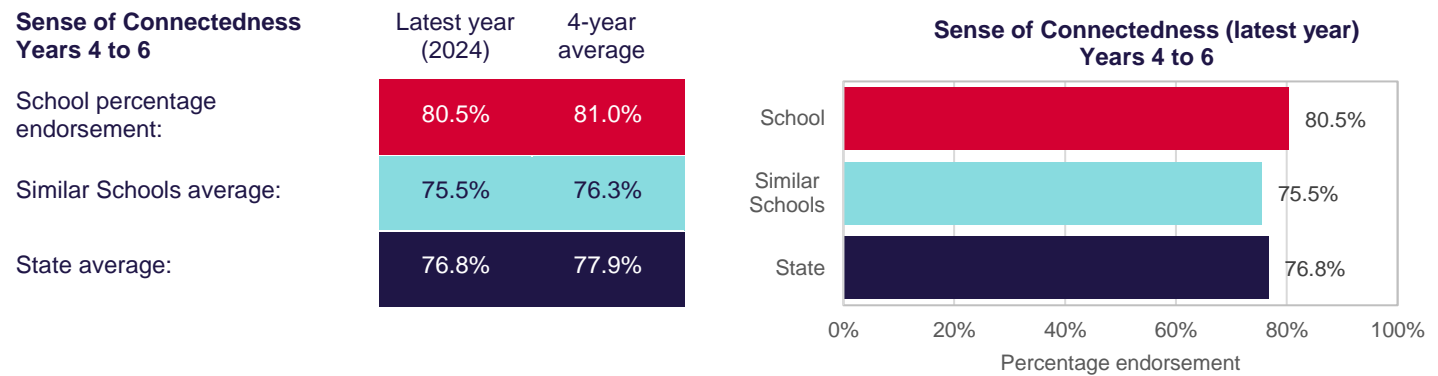


WELLBEING

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.

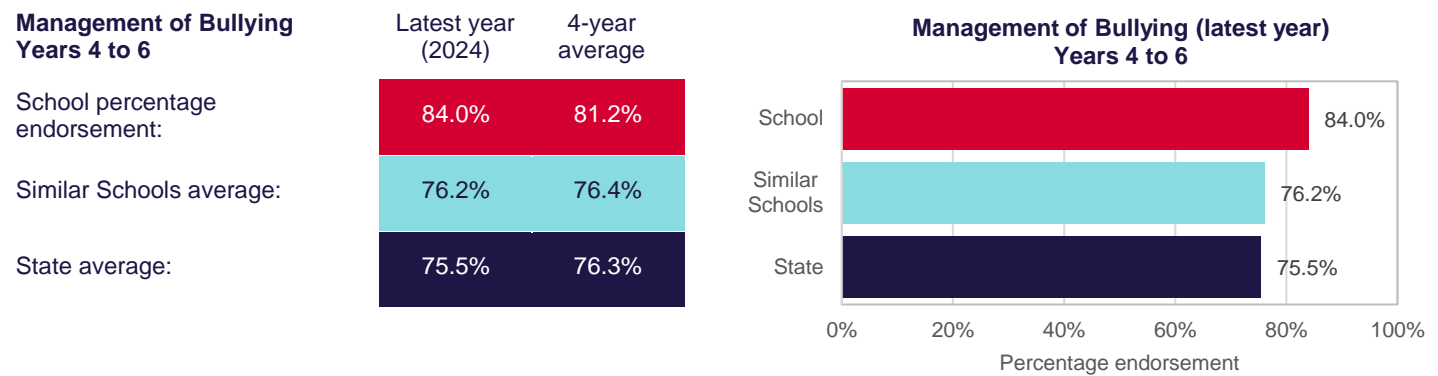
Student Attitudes to School – Sense of Connectedness

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).

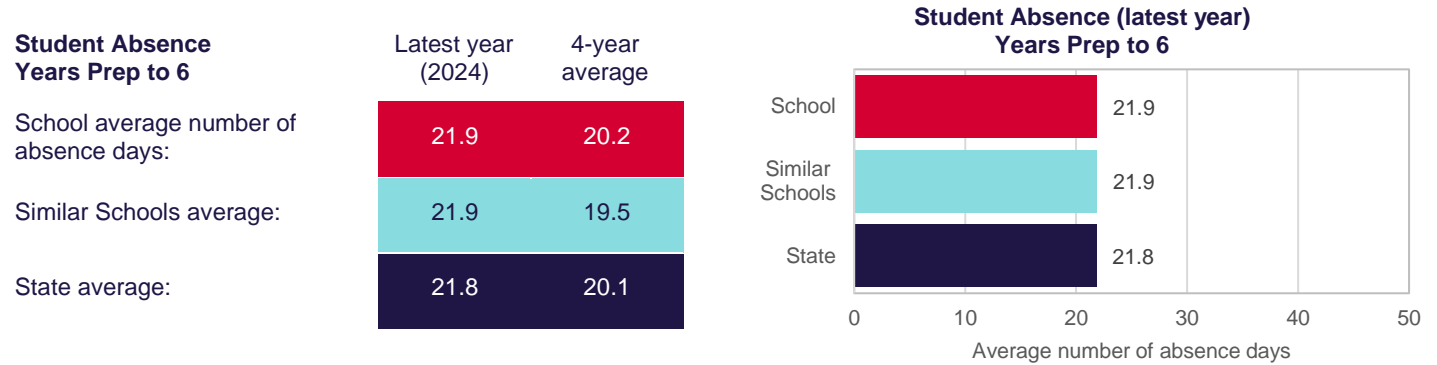


ENGAGEMENT

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): | 91% | 90% | 90% | 89% | 86% | 88% | 88% |



Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,146,399 |
| Government Provided DET Grants | \$522,143 |
| Government Grants Commonwealth | \$3,150 |
| Government Grants State | \$24,858 |
| Revenue Other | (\$26,146) |
| Locally Raised Funds | \$182,379 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,852,783 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$58,896 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$58,896 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,099,072 |
| Adjustments | \$0 |
| Books & Publications | \$6,994 |
| Camps/Excursions/Activities | \$85,255 |
| Communication Costs | \$5,187 |
| Consumables | \$56,555 |
| Miscellaneous Expense ³ | \$9,741 |
| Professional Development | \$19,948 |
| Equipment/Maintenance/Hire | \$53,513 |
| Property Services | \$242,077 |
| Salaries & Allowances ⁴ | \$219,480 |
| Support Services | \$24,227 |
| Trading & Fundraising | \$69,110 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$27,772 |
| Total Operating Expenditure | \$3,918,931 |
| Net Operating Surplus/-Deficit | (\$66,148) |
| Asset Acquisitions | \$30,765 |

- (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 | \$429,611 |
| Official Account | \$17,506 |
| Other Accounts | \$0 |
| Total Funds Available | \$447,116 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$138,778 |
| Other Recurrent Expenditure | \$2,874 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$131,788 |
| School Based Programs | \$10,000 |
| Beneficiary/Memorial Accounts | \$8,400 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$4,000 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$20,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$50,000 |
| Asset/Equipment Replacement > 12 months | \$15,000 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$50,000 |
| Total Financial Commitments | \$430,840 |

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.