

2024 Annual Report to the School Community

School Name: Gaayip-Yagila Primary School (5579)



- 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 21 April 2025 at 11:41 AM by Cassandra Hoggins (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 24 April 2025 at 12:08 PM by Cassandra Hoggins (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

Gaayip-Yagila Primary School is a purpose-built, state-of-the-art educational facility that opened in 2021, located in the rapidly growing suburb of Mickleham in Melbourne's north. The school is positioned within a dynamic and expanding residential community, which continues to influence enrolment trends and school planning. In 2024, the opening of Yubup Primary School led to a decrease in enrolments from 1,089 students at the end of 2023 to 1,012 at the February census. This number remained steady throughout the year, concluding with 1,000 students. The school supports the enrolment of international students in partnership with the Department of Education's International Education Division, though it does not offer a home-stay program.

Gaayip-Yagila Primary School is committed to excellence and strives to empower students to become connected, engaged, and collaborative learners. Our vision is that every student experiences high-quality teaching in every lesson and takes an active role in their learning by co-constructing experiences targeted to their individual needs. Our students are supported to thrive academically, socially, and emotionally, while learning to value diversity and demonstrate respect for themselves, others, and their community, both locally and globally.

Our school values underpin all aspects of school life and culture:

- **We strive for excellence** – We exhibit personal, team and school pride, believe in ourselves and others, and always do our personal best.
- **We collaborate** – We share ideas, listen with open minds, and work together to help each other succeed.
- **We are respectful** – We value and celebrate diversity and uphold the safety and learning of everyone in our community.
- **We are kind** – We show kindness to ourselves, to others, and to the environment.

At the beginning of 2024, Gaayip-Yagila Primary School employed 86.9 FTE staff, including: Principal Class: 5.0 FTE, Learning Specialists: 9.0 FTE, Leading Teachers: 6.0 FTE, Teaching Staff: 46.7 FTE, Paraprofessionals (Permission to Teach): 2.0 FTE, Administration: 4.0 FTE, Support Staff: 14.2 FTE, Casual Relief Teachers: 6 (engaged on a term basis).

By the end of 2024, this decreased slightly to 82.8 FTE staff, comprised of: Principal Class: 5.0 FTE, Learning Specialists: 8.0 FTE, Leading Teachers: 6.0 FTE, Teaching Staff: 41.3 FTE, Paraprofessionals (Permission to Teach): 2.2 FTE, Administration: 3.6 FTE, Support Staff: 16.7 FTE, Casual Relief Teachers: 6.

Like many schools across the state, we continued to face significant staffing challenges throughout the year. Despite persistent recruitment efforts, including support from the Department of Education's Schools Workforce Initiatives Team, many teaching vacancies remained unfilled. To maintain continuity of learning, CRTs were employed on an incentive-based model each term, and members of the leadership team, including Principal Class, stepped into classrooms where necessary. In situations where CRTs were unavailable, intervention programs were paused or classes were split across the year level to ensure adequate student supervision.

Despite these challenges, our staff showed unwavering commitment to student wellbeing and learning. As we look ahead to 2025, we are proud to have retained all but two of our ongoing teaching staff, providing valuable stability for our school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, our school undertook a substantial renewal of our pedagogical model in Mathematics. We transitioned to an Explicit Direct Instruction approach, aligned with VTLM 2.0, which ensures lessons meet curriculum standards and respond to individual student needs through effective differentiation. To support this change, our professional learning program was enhanced: middle leaders received focused coaching and engaged in peer observations, underpinning a culture of continuous reflective practice. This investment in coaching was pivotal in embedding engagement norms and High Impact Teaching Strategies throughout lesson planning and delivery.

In literacy, programs such as Little Learners Love Literacy (LLLL) and Heggarty have been integrated to complement our core instructional framework, strengthening both our reading and phonics approaches. These initiatives, combined with collaborative planning processes and data-driven discussions drawn from our MOI and Essential Assessment Data, have resulted in improved student outcomes. Notably, the proportion of students achieving growth has increased markedly.

Overall, the strategic changes across both mathematics and literacy have not only boosted teaching capacity but are also reflected in improved student performance, laying a strong foundation for ongoing learning success.

Wellbeing

In 2024, our commitment to improving student and staff wellbeing was evident through the ongoing refinement and expansion of our School-Wide Positive Behaviour Support (SWPBS) framework. A dedicated vertical SWPBS Team was established, comprising the Principal Class members, a Wellbeing Leading Teacher, teaching staff, including Student Managers from various year levels, and our Education Support staff. Our SWPBS team met regularly to align our practices and ensure that expected behaviours were consistently modelled across all learning and playground spaces.

Building on this strong foundation, our wellbeing initiatives were further bolstered through the integration of data-informed practices. Regular learning walks and feedback sessions using the Data Wise protocol ensured that wellbeing materials and positive behaviour frameworks were visibly and effectively implemented schoolwide. Moreover, the SWPBS Team facilitated the SAS survey with all staff, using the outcomes to review priority areas and develop a forward-looking Action Plan for 2025.

In addition, the Mental Health and Wellbeing Leading Teacher developed a Scope and Sequence linked to both the Victorian Curriculum and current Department of Education initiatives, thereby embedding social skills education as a foundation for further growth.

A further highlight was the comprehensive professional learning provided throughout the year. Staff benefited from both external and internal training sessions that focused on evidence-based practices in positive behaviour support. Notably, Dan Petro led a Student Free Day, where practical strategies were demonstrated in strengthening relationships, preventing and managing crisis situations, and using effective reinforcement and direction techniques. His subsequent classroom observations and one-on-one feedback sessions with staff were well received, fostering a supportive environment for both teachers and students.

These coordinated efforts, coupled with refined behaviour documentation systems transitioning to Xuno in 2025, have not only supported improved practice but have also paved the way for a more positive, inclusive school culture, ensuring that the wellbeing of our community continues to be a top priority.

Engagement

Gaayip-Yagila Primary School has built on a strong foundation of engagement in 2024, ensuring that student attendance and wider community involvement remain key enablers of both academic success and wellbeing. The implementation of communication flow charts for attendance and wellbeing has streamlined engagement with both staff and families, ensuring that every stakeholder is informed and involved.

Our continuous monitoring of student attendance has yielded encouraging improvements, with a growing number of students now meeting the 95% attendance benchmark and a reduction in those attending below 70%. This success is attributable to targeted interventions such as regular attendance at Department of Education drop-in sessions to seek advice, as well as proactive communication with families - particularly when attendance falls below 80%. As a result, our average number of days absent per student decreased from 26.1 in 2023 to 23.1 in 2024, positioning Gaayip-Yagila Primary School ahead of similar schools in this area.

A significant highlight of the year was our strategic focus on Aboriginal and Torres Strait Islander engagement. Following on from our learning at SPPIKE in 2023 we pursued and were successful in gaining a grant to support our wellbeing team in implementing an engagement program with our Aboriginal and Torres Strait Islander students. Our Koorie students led a collaborative project, creating a school possum skin cloak and participating in dance and storytelling sessions. These initiatives have deepened cultural pride and strengthened respectful community partnerships.

Equally impactful was the "Maths Mania" event during Education Week, where students, parents, and teachers came together to enjoy interactive mathematics games. This celebration not only reinforced engagement in this area of the curriculum but also fostered a sense of community across our school.

Our commitment to inclusion remains steadfast. Through tiered supports within our multi-tiered system of support, enhanced individual learning plans, and regular Student Support Group meetings, we have provided tailored assistance to vulnerable students.

These initiatives, underpinned by evidence-based strategies and ongoing review of attendance and engagement data, have collectively contributed to a more connected, responsive, and vibrant school community.

Other highlights from the school year

In addition to strong academic and wellbeing progress, 2024 was filled with vibrant events and celebrations that strengthened our school community and student engagement. A standout moment was our Kinect2Dance evening, where students showcased their creativity and movement skills in an energetic and joyful performance for families. The event highlighted not only the confidence of our students but also their enthusiasm for the arts and physical education.

Other highlights throughout the year included Harmony Day celebrations, our inaugural Hat Parade, Colour Run in conjunction with Holi, Book Week dress-ups, education week open classrooms, interschool sports participation, and our Foundation Teddy Bear Picnic - all of which contributed to a sense of belonging and pride across the school. These events, supported by our staff and families, continue to reflect our commitment to fostering a connected and inclusive school culture.

Another significant milestone in 2024 was the completion of our capital works project, which has enhanced our learning environment and facilities in readiness for the 2025 school year. These upgrades will support the continued growth of our school and ensure students and staff have access to high-quality, modern spaces for teaching and learning.

Financial performance

Gaayip-Yagila Primary School is very pleased with its financial performance in 2023. DET's Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to particular program budgets. The 2024 Annual Implementation Plan (AIP), provided School Council with the relevant structure necessary to prioritise and support the school's curriculum and programs. Our school enrolment remained steady throughout the year, which provided greater financial security in delivering the goals set out in the AIP.

The Financial Performance Summary reports an end of year Operating Surplus of \$1,236,149. This surplus occurred mainly due to a shortage in staffing and difficulty in recruiting, which is an ongoing issue across the state. Gaayip-Yagila Primary School was also fortunate to be granted Capital Works funding of \$11.2 million in the 2022-2023 Victorian State Budget, works commenced early in 2023 and concluded in October 2024. Grants associated with the Capital Works project were received in 2024 and are forecasted to be full expended in early 2025. The Financial Commitments Summary of this report provides an overview to this spending (\$500,000) and in addition funds held for future development of the school's grounds (\$700,000).

In 2024, Gaayip-Yagila Primary School Council had the following contracts and agreements:

- TheirCare (Out of School Hours Care provider) \$150,000 (included an enrolment bonus of \$20,000)

- Soccajoeys (Sports training) \$4,800
- Merrifield Panthers (Sports training) \$10,800

The following additional grants were received beyond the Student Resource Package (SRP):

- Sporting Schools Grant \$7,200. Funding to run additional sports programs and purchasing of equipment to sport the delivery of curriculum.
- Establishment Funds \$243,731. To assist the purchase of equipment and furniture for the Capital Works building.

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 1,012 students were enrolled at this school in 2024, 499 female and 513 male.

62 percent of students had English as an additional language and 2 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).

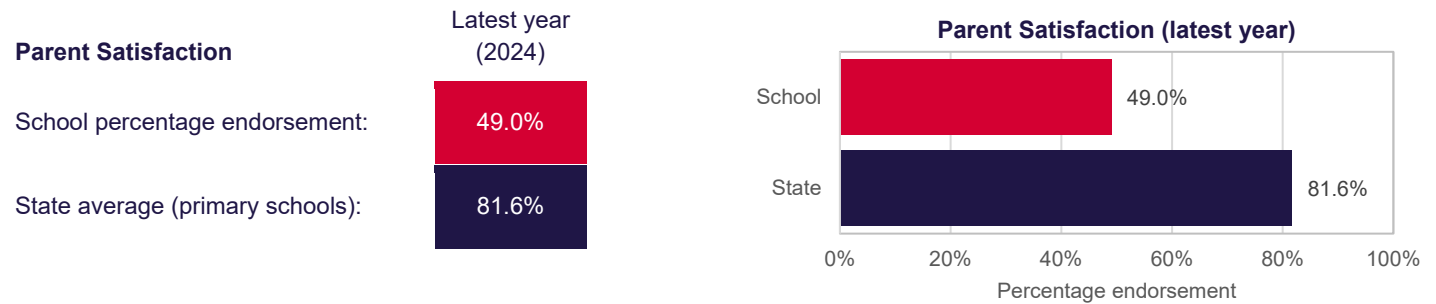
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

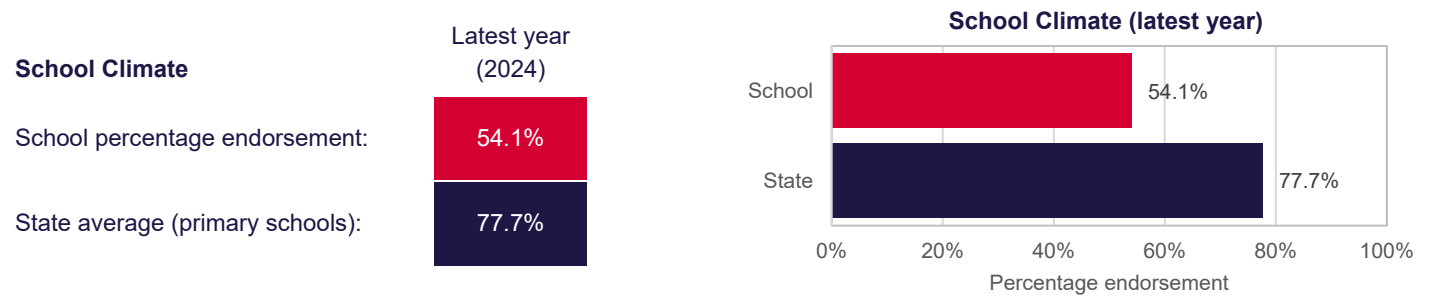


School Staff Survey

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.

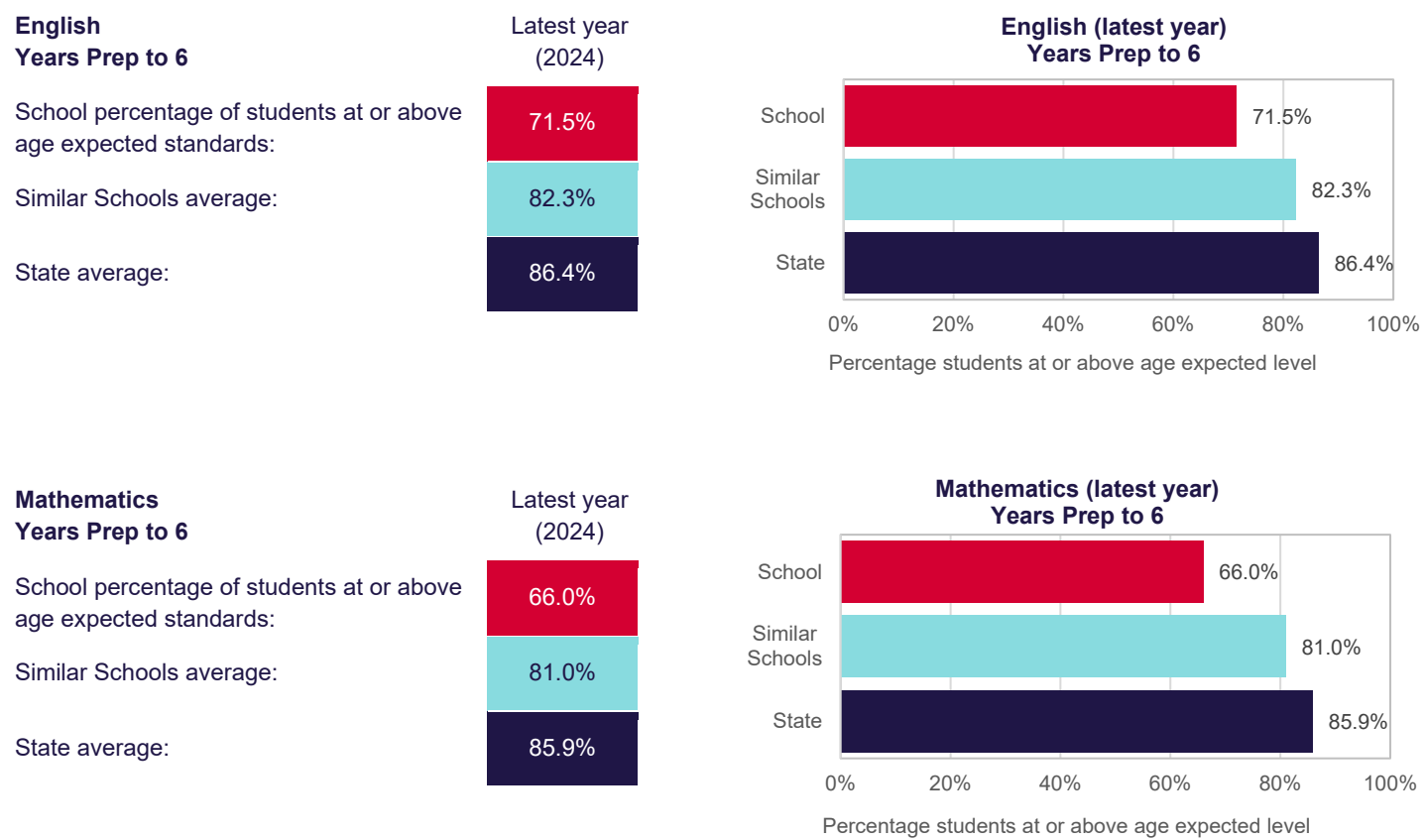


LEARNING

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.

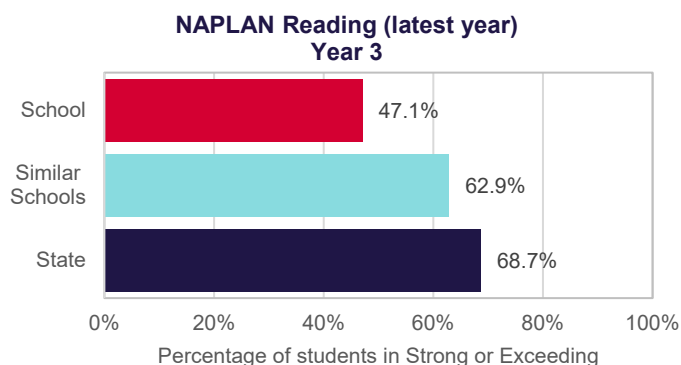
NAPLAN

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.

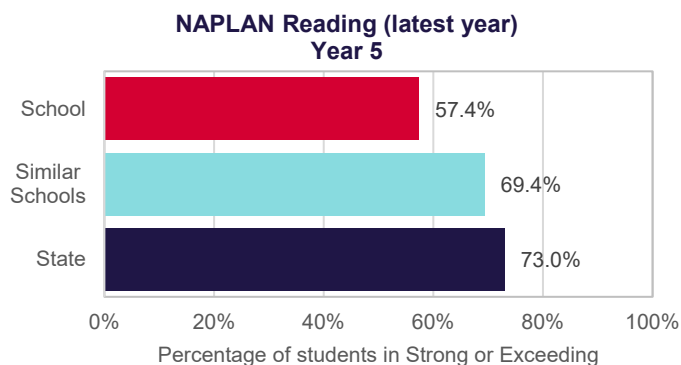
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.1%	51.2%
Similar Schools average:	62.9%	62.9%
State average:	68.7%	69.2%



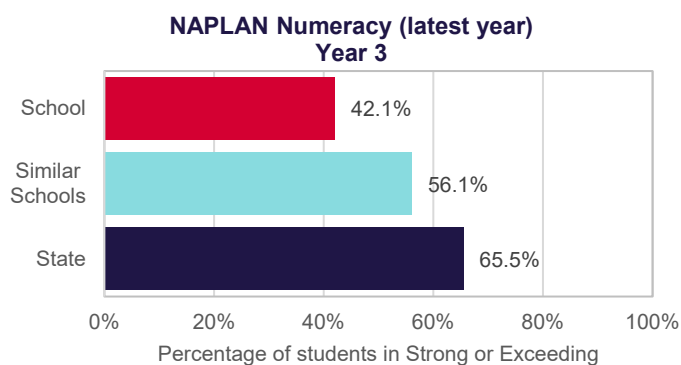
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.4%	58.1%
Similar Schools average:	69.4%	71.6%
State average:	73.0%	75.0%



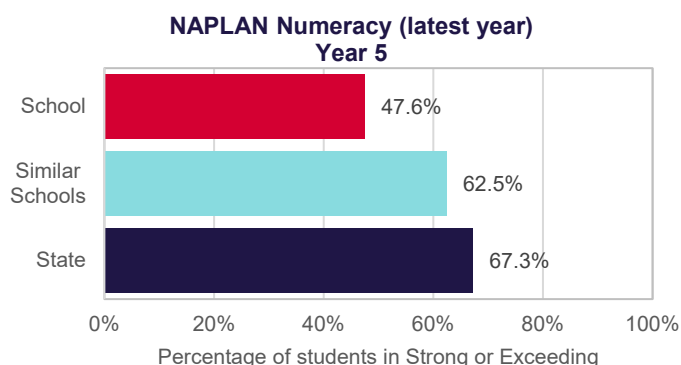
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.1%	45.1%
Similar Schools average:	56.1%	57.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.6%	50.7%
Similar Schools average:	62.5%	62.6%
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:

58.1%

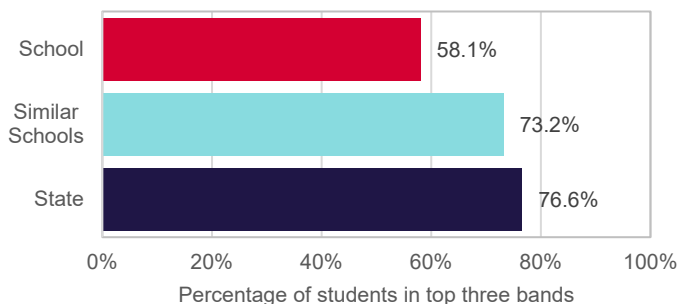
Similar Schools average:

73.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

59.4%

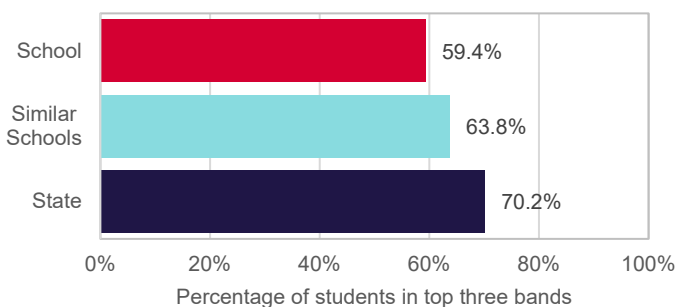
Similar Schools average:

63.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

40.5%

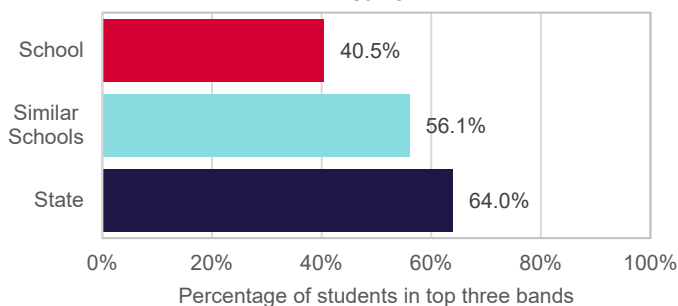
Similar Schools average:

56.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

35.4%

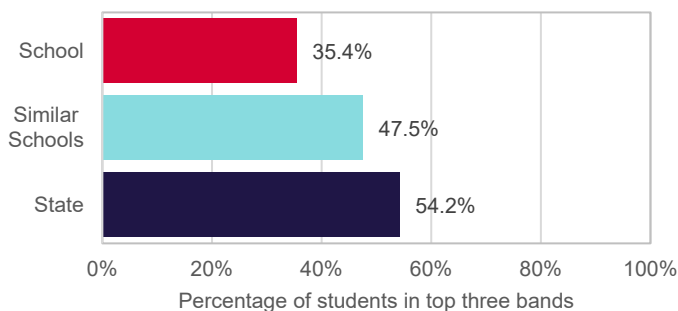
Similar Schools average:

47.5%

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.

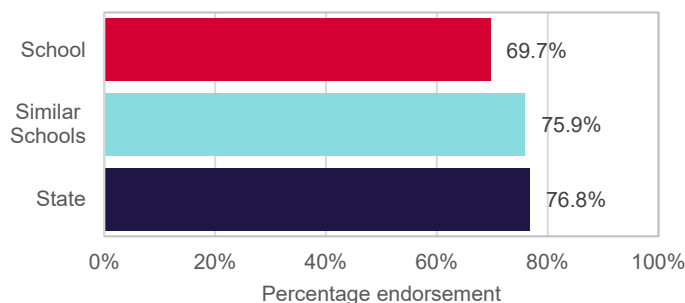
Student Attitudes to School – Sense of Connectedness

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:	69.7%	73.6%
Similar Schools average:	75.9%	77.6%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



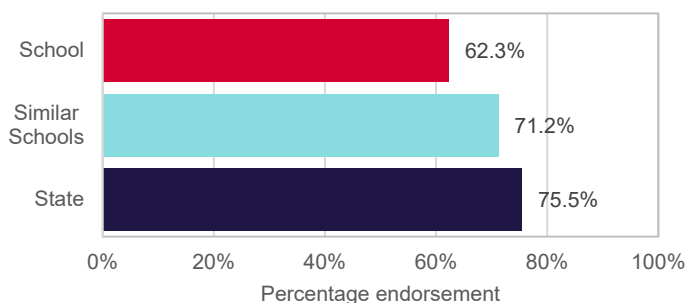
Student Attitudes to School – Management of Bullying

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:	62.3%	66.1%
Similar Schools average:	71.2%	72.6%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

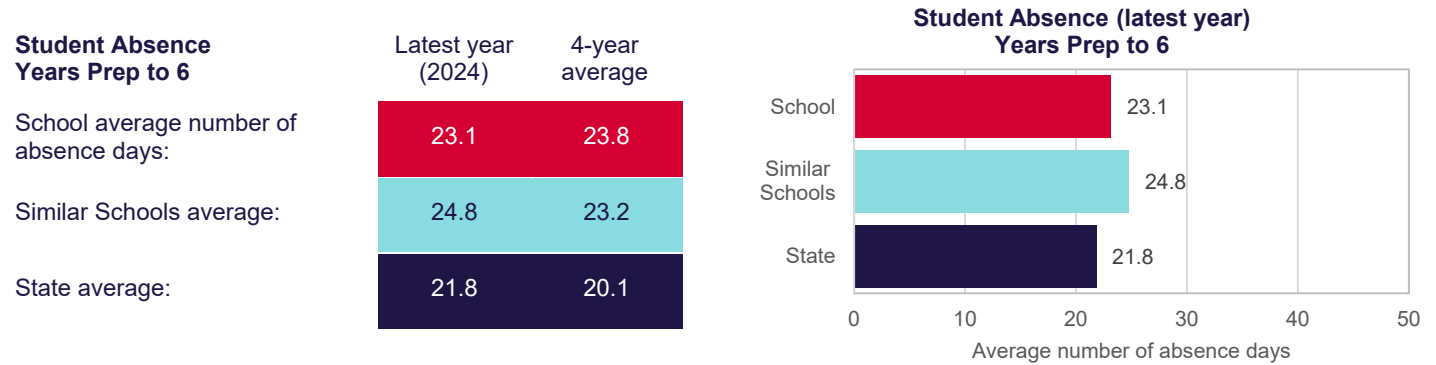


ENGAGEMENT

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):	88%	88%	88%	89%	89%	88%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$11,157,511
Government Provided DET Grants	\$1,639,851
Government Grants Commonwealth	\$36,625
Government Grants State	\$0
Revenue Other	\$95,692
Locally Raised Funds	\$319,105
Capital Grants	\$0
Total Operating Revenue	\$13,248,785

Equity ¹	Actual
Equity (Social Disadvantage)	\$281,467
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$281,467

Expenditure	Actual
Student Resource Package ²	\$9,662,067
Adjustments	\$0
Books & Publications	\$5,352
Camps/Excursions/Activities	\$93,354
Communication Costs	\$6,282
Consumables	\$242,666
Miscellaneous Expense ³	\$36,332
Professional Development	\$41,223
Equipment/Maintenance/Hire	\$541,010
Property Services	\$139,883
Salaries & Allowances ⁴	\$299,259
Support Services	\$807,036
Trading & Fundraising	\$27,100
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$111,073
Total Operating Expenditure	\$12,012,636
Net Operating Surplus/-Deficit	\$1,236,149
Asset Acquisitions	\$26,614

- (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 17 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	\$1,978,175
Official Account	\$285,812
Other Accounts	\$0
Total Funds Available	\$2,263,987

Financial Commitments	Actual
Operating Reserve	\$393,991
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$607,032
School Based Programs	\$0
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	\$500,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$700,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,201,023

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.