

# 2024 Annual Report to the School Community

School Name: Linton Primary School (0880)



- 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 April 2025 at 11:03 AM by Stuart Robinson (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 04 April 2025 at 11:03 AM by Stuart Robinson (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

Linton Primary School is a small rural school located in the township of Linton, 30 km southwest of Ballarat on 1.5 acres of grounds with birdlife and native vegetation within and beyond the school.

17 students were enrolled during 2024. The school completed a review during 2024, celebrating achievements of the past strategic plan and reorienting the school for the future.

The staffing profile is currently 3 teaching staff (including a teaching Principal) as well as part-time ES staff and Chaplain supporting student learning and wellbeing. The school has a business manager who supports administration at 0.3. Specialist subjects offered are Art, PE, Auslan & Digitech. The school is also serviced by a MARC library van. Students have access to 1:1 use of iPads and Notebooks.

Teachers and parents work hard to provide students with learning opportunities away from the school such as yearly camps, termly excursions and sporting opportunities through specialist coaching. The school is very well supported by our parent body and other local community groups.

The school values are Respect, Responsibility, and Pride. The core curriculum delivered was the Victorian Curriculum F-10.

Linton Primary School's mission is to develop in its students, a sense of purpose and belonging, an understanding of the importance of taking responsibility for their own learning and a set of values and skills that will enable them to become successful citizens in the community to which they belong.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

The primary focus of Linton Primary School is on Literacy and Numeracy. These skills are reinforced through various specialist areas including Auslan, Art, Digital Technologies and Integrated Studies (Mappen).

The key focus of the 2024 AIP was to develop staff data literacy to identify those students requiring additional support and integrate this into various PLC cycles.

Teacher Judgement of student achievement against the Victorian Curriculum showed **63.9%** of students working at or above age expected standards in **English**. In **Mathematics**, **54.2%** of students were working at or above age expected level.

Both of these figures were a decrease from 2023 and also significantly below the state and similar school averages.

### Key highlights related to Learning:

- PLC - staff engaging in rigorous reflection of individual and team practice to support student learning
- Implementation of student goal setting so students know what their next steps are to progress their learning
- Writing moderation sessions with neighbouring schools, building on collegial practice across schools and teachers's ability to confidently and accurately identify student learning needs of all students

## Wellbeing

A focus during 2024 was strengthening both communication about wellbeing needs as well as the relationships of peers through group learning activities.

Pleasingly, our **Sense of Connectedness** data from the Student Attitudes to School Survey rose to **78.3%** (above the state average) from 66.7% in 2023.

Wellbeing data also improved in the Student Attitudes to School survey - **Management of Bullying** where students indicated a positive response of **88.9%** (above the Similar Schools average - 84.4% and State average - 75.5%).

### Key highlights related to Wellbeing:

- Various opportunities for at risk students to participate in Tier 2 interventions (Art Therapy)
- PRIDE program - ES staff led program to build on connections with the school and staff
- Student Chaplain/ Wellbeing Officer - providing opportunities for students to have conversations away from the classroom learning space
- Implementation of The Resilience Project with a big focus on GEM chats and incorporating these into daily classroom practice

## Engagement

Student attendance data showed an **average number of absence days of 22.4 in 2024** - below the similar schools average, but above the state average. This was a significant increase on the average absence days in 2023 - 16.7. As a school we have seen an upward trend in the number of absence days with significant illness being the major reason.

### Key Engagement highlights:

- Student voice and agency focus groups led by student leaders - allowing all students to have input to the running of school events and learning
- 'Wheelie Wednesday' building on active travel and recreation initiatives

- Termly excursions and extracurricular activities - highlights being trips to the Ballarat Regional Art Gallery and shared incursions with Cape Clear Primary School

## Other highlights from the school year

- Students participated in termly excursions and incursions, utilising local resources like the Ballarat Regional Art Gallery.
- A highlight of the year is our end of year concert and awards night, where students showcase learning and various performances.
- The school built on community connections with groups such as the Linton Men's Shed and Golden Plains Shire Council. Students organised and led a community event at the Dr Vera statue celebrating their involvement in the tiles for the project and building community awareness.
- Students and staff ran and joined in many other community events, students ran an ANZAC Day ceremony, participated in a Homeless food drive and again joined in Clean up Australia Day efforts around the town.

## Financial performance

Linton Primary School maintained a sound financial position throughout 2024. The AIP continued to provide the framework for allocation of funds to support school programs and priorities. The Financial Performance and Position Report shows an end of year surplus. This occurred through increased funding through a range of programs. Equity Funding was again used to support student learning and make students feel connected. The employment of ES staff to assist with learning and wellbeing support for all students remains a priority.

Sporting Schools grants were received, supporting the implementation of key sporting programs throughout the year, especially Swimming.

Bushfire Preparedness funds were received to enable works around the school grounds, making the surrounds bushfire safe.

Fundraising initiatives ran by parents included a Pie Drive and various end of term activities for students which was well supported by the community.

OSH Club ran for the first semester, enabled via the OSHC establishment grant. During the second semester this service was not able to be provided as OSH Club was unable to staff the service.

Funding of \$470K for a new Court upgrade was received as part of Commonwealth Government Schools Upgrade Fund.

**For more detailed information regarding our school please visit our website at  
<https://www.lintonps.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 17 students were enrolled at this school in 2024, 8 female and 9 male.

0 percent of students had English as an additional language and 0 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).

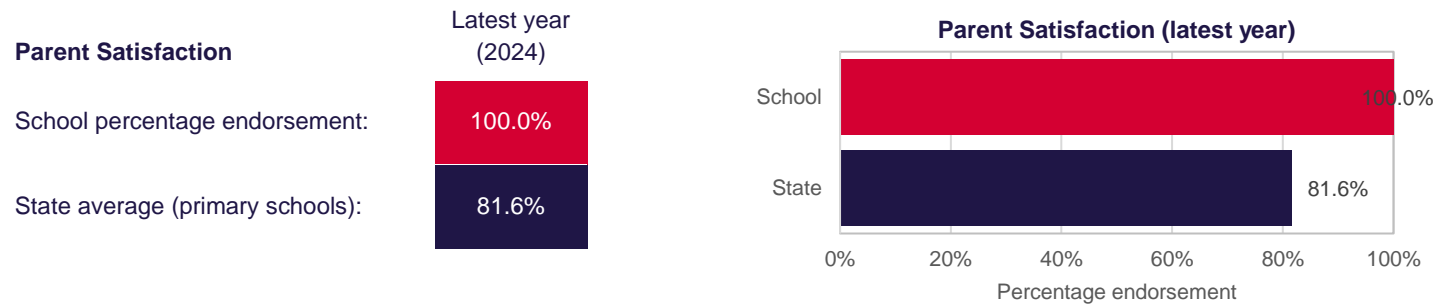
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

### 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.

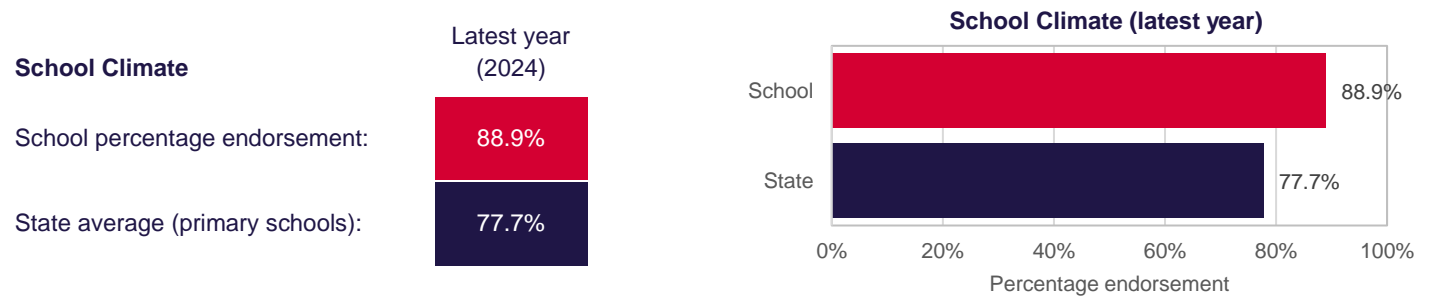


### School Staff Survey

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:

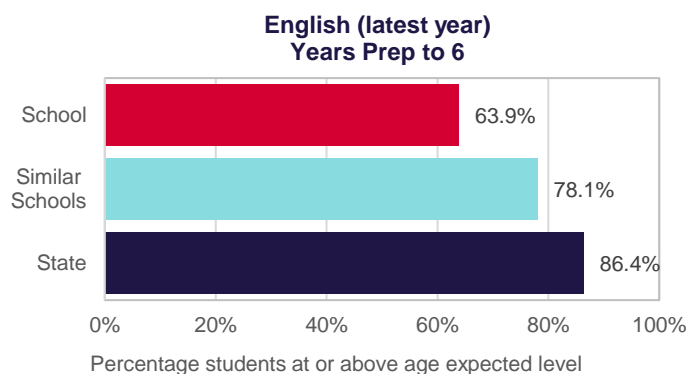
63.9%

Similar Schools average:

78.1%

State average:

86.4%



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

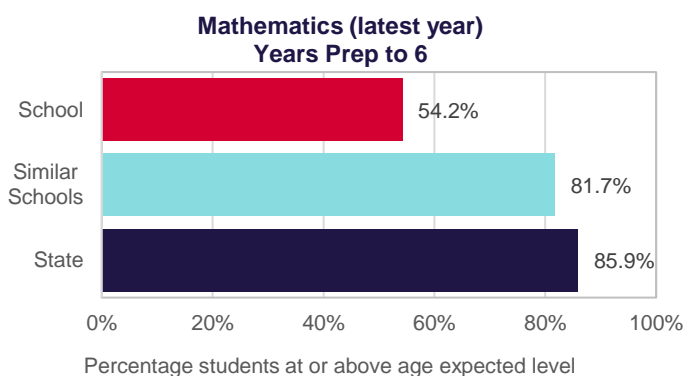
54.2%

Similar Schools average:

81.7%

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.

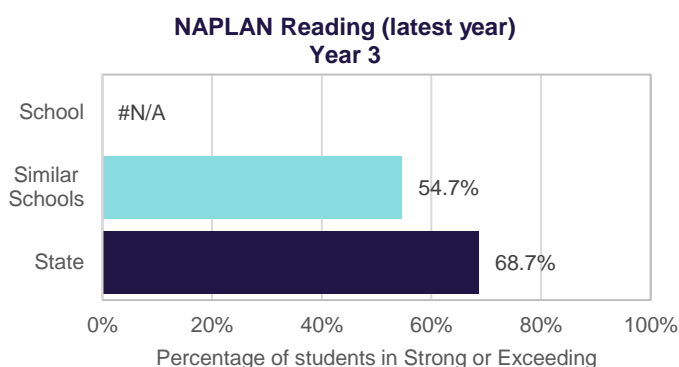
### NAPLAN

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.

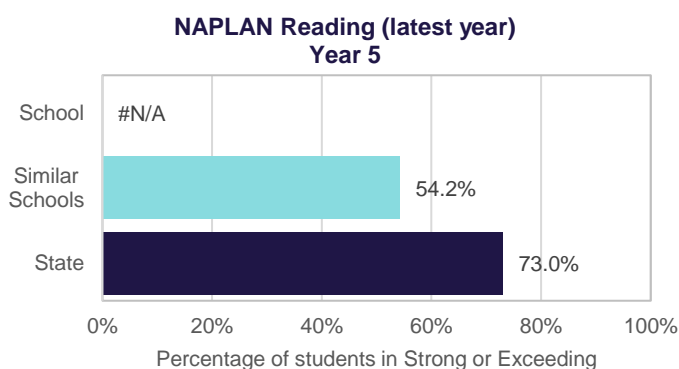
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	40.0%
Similar Schools average:	54.7%	52.8%
State average:	68.7%	69.2%



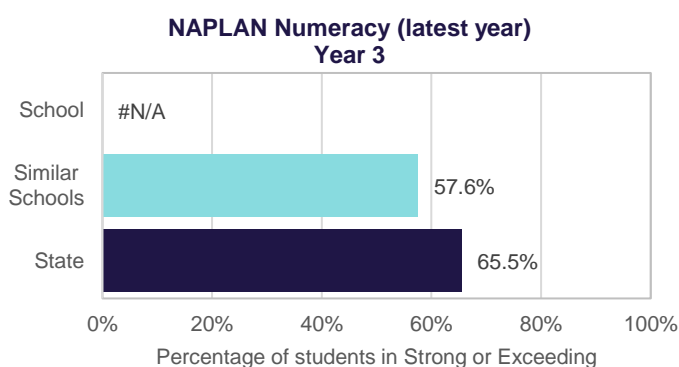
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	33.3%
Similar Schools average:	54.2%	61.6%
State average:	73.0%	75.0%



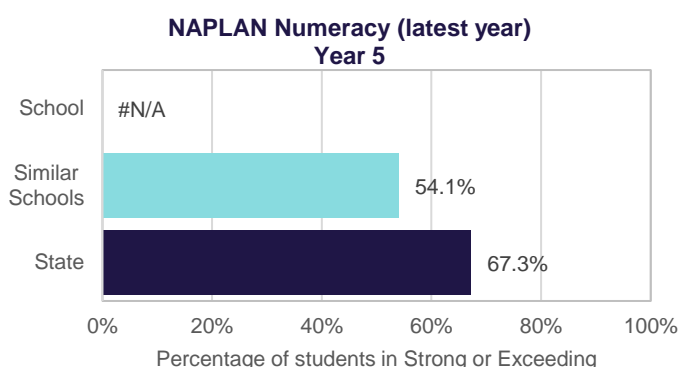
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	60.0%
Similar Schools average:	57.6%	59.3%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	16.7%
Similar Schools average:	54.1%	54.5%
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:

NDP

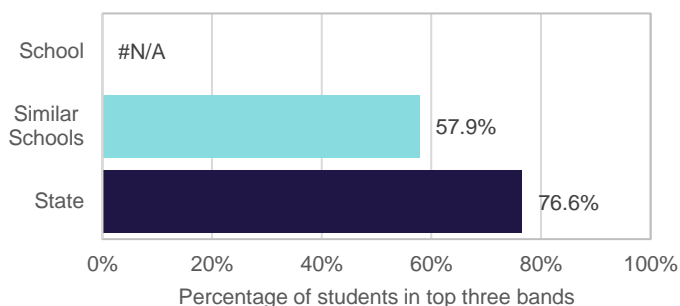
Similar Schools average:

57.9%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

NDP

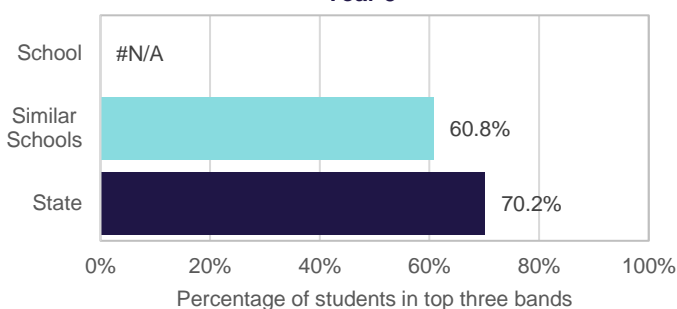
Similar Schools average:

60.8%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDP

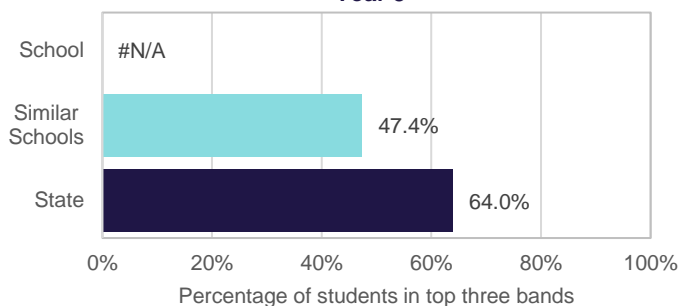
Similar Schools average:

47.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDP

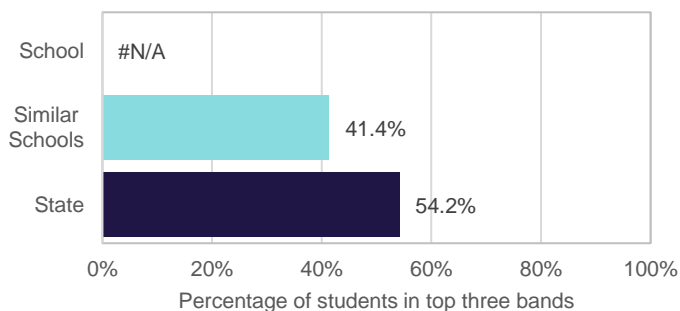
Similar Schools average:

41.4%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

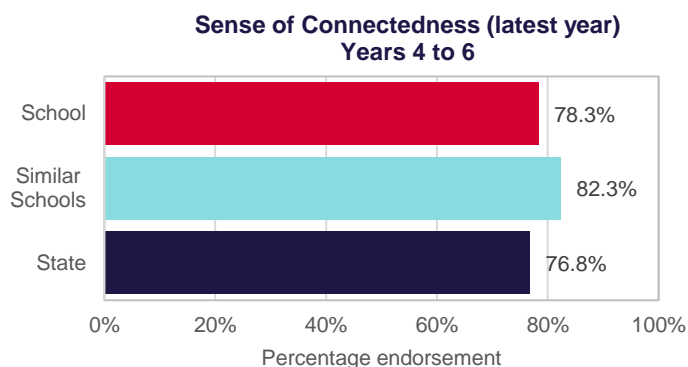
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	78.3%	77.3%
Similar Schools average:	82.3%	83.9%
State average:	76.8%	77.9%

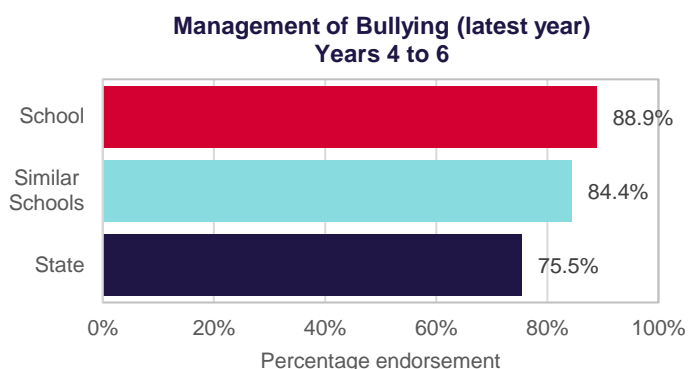


### Student Attitudes to School – Management of Bullying

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:	88.9%	79.8%
Similar Schools average:	84.4%	84.9%
State average:	75.5%	76.3%

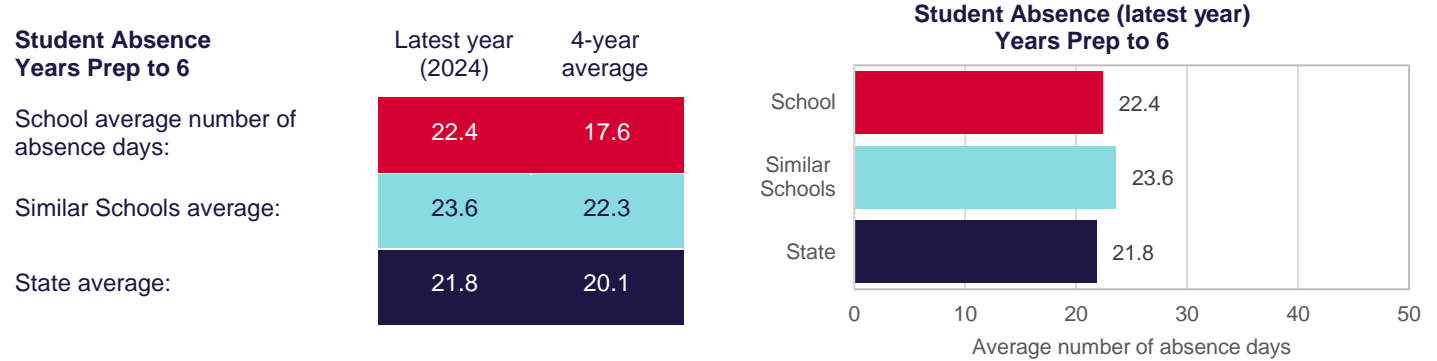


ENGAGEMENT

**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.



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):	NDP	NDP	84%	NDA	89%	92%	NDP



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$405,644
Government Provided DET Grants	\$184,152
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$16,105
Locally Raised Funds	\$4,852
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$615,253</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$18,194
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$18,194</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$460,810
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$19,073
Communication Costs	\$2,083
Consumables	\$8,511
Miscellaneous Expense <sup>3</sup>	\$3,684
Professional Development	\$6,786
Equipment/Maintenance/Hire	\$17,030
Property Services	\$43,325
Salaries & Allowances <sup>4</sup>	\$17,355
Support Services	\$39,025
Trading & Fundraising	\$47,122
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$969
Utilities	\$6,317
<b>Total Operating Expenditure</b>	<b>\$672,090</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$56,837)</b>
<b>Asset Acquisitions</b>	<b>\$12,338</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$203,983
Official Account	\$3,876
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$207,859</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$35,228
Other Recurrent Expenditure	\$1,864
Provision Accounts	\$0
Funds Received in Advance	\$13,186
School Based Programs	\$68,457
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,842
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$42,705
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$170,282</b>

*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.*