

2024 Annual Report to the School Community

School Name: Aitken Creek Primary School (5522)



- 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 20 March 2025 at 09:13 AM by Peter Katsikapis (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 08 May 2025 at 06:58 PM by Peter Katsikapis (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

Aitken Creek Primary School is situated in Craigieburn and is surrounded by new and evolving housing estates. By the end of 2024 the school had a student population of around 1040 students. In 2024 our staff comprised of a total of 113 staff, 73 teachers, 40 educational support staff and 4 principal class officers.

Our teachers work in Professional Learning Communities to plan and develop curriculum programs to cater for their students' individual learning needs. The school upholds high expectations of all and the school values of Respect, Teamwork, Achievement, Responsibility are embedded in all aspects of school life through our School Wide Positive Behaviour framework.

One percent of the student population identifies as being Aboriginal and/or Torres Strait Islander. Seventy five percent of students have English as an additional language. Our students' background is multicultural with 37 identified languages spoken at home, the major groups being Punjabi, Arabic, Urdu, Nepali, Hindi, Turkish and Assyrian.

At ACPS, the child is at the centre and purpose of all that we do. Our teaching pedagogy is reflected in 21st Century designs incorporating a technology-rich environment and Personalised Learning through the implementation of a Tiered Support Framework for all students. The curriculum is delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Students are encouraged to explore their world through inquiry to become thinking, informed, resilient and self-directed learners who aspire to be the best they can be and contribute actively to their community. The key components of the teaching programs at ACPS are the effective teaching of literacy and numeracy whilst implementing the Positive Classroom universal strategies.

The core beliefs that we base our work on are: Through effort, everyone can succeed, and personal achievements are celebrated; Active engagement, as well as positive work habits and attitudes, are essential to learning; Social skills are fundamental in the way we interact with each other. The underlying philosophy of the school is to facilitate lifelong development and growth of our students so they can achieve their full potential as individuals and as members of a healthy and productive community. Parents, students and staff are strongly encouraged to work together in partnership to ensure our students live up to our expectations.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 the school was in the second year of the School Strategic Plan implementation. The second Annual Implementation Plan focused on the areas of literacy, numeracy and student

wellbeing. In Literacy, the main focus was on further embedding processes for Reading Conferences which were launched the previous year and adapting previous work in phonics approaches in P-2. In Numeracy, we continued to embed previous work centred on Number Talks and Problem Solving and shifted our focus to using the Maths Online Interview (MOI) to support students with Math fluency skills and improve goal setting within Number and Algebra.

2024 teacher assessments based on the Victorian Curriculum indicate that 73% of our students are working at or above level in English. In Mathematics teacher assessments based on the Victorian Curriculum indicate that 73.6% of our students are working at or above level. Our results show that in 2024 we performed lower than state average and similar schools in both English and Mathematics when it came to teacher judgement.

In 2024, our NAPLAN Year 3 Reading results show that we had 62.4% of students in the 'Strong' or 'Exceeding' categories. Our results show that in 2024 we performed similar to similar schools and slightly lower than the state average.

In 2024, our NAPLAN Year 3 Numeracy results show that we had 63.5% of students in the 'Strong' or 'Exceeding' categories. Our results show that in 2024 we performed slightly lower than the state average and outperformed similar schools by 7%.

In 2024, our NAPLAN Year 5 Reading results show that we had 72.9% of students in the 'Strong' or 'Exceeding' categories. Our results show that in 2024 we performed the same as the state average and outperformed similar schools by 4%.

In 2024, our NAPLAN Year 5 Numeracy results show that we had 72.5% of students in the 'Strong' or 'Exceeding' categories. Our results show that in 2024 we performed higher than the state average by 5.2% and outperformed similar schools by 7.1%.

Wellbeing

Aitken Creek Primary School continued to implement the School Wide Positive Behaviour Support framework in 2024. Our commitment was acknowledged at system level by being awarded Gold Status.

ACPS's Wellbeing and Engagement Policy provides a consistent approach to wellbeing and discipline strategies within the school aligned to SWPBS. As a school community, we operate on strong and consistent values that underpin our social interactions, expectations and behaviours. Social skills are enhanced through programs implemented by our teachers and supported by the wellbeing team. We implement the Resilience, Rights, and Respectful Relationships initiative throughout Foundation to Year 6 classroom. 2024 saw the continued implementation of our explicit Start Up program titled Learning to Learn.

In 2024 the year 4 to 6 Attitudes to School Student Survey indicated that 71.4% of our students provided a positive endorsement in the area of sense of connectedness. This result indicates a 5.7% lower endorsement compared to similar schools and a 5.4% lower when compared to the State average.

In 2024 the year 4 to 6 Attitudes to School Student Survey indicated that 64.7% of our students provided a positive endorsement in the area of managing Bullying. Our work in this area primarily focused on empowering students to act upon challenging situations by implementing the Stop, Walk and Talk strategies.

Engagement

During 2024 our student absent days averaged out to 23.3 days per student. This absence rate is similar to similar schools and 2.5 days higher than the state average.

A high proportion of absences are attributed to family holidays, with families reengaging with family overseas.

In 2024, we continued to strengthen our processes and procedures to increase attendance. Action trigger points were implemented to improve our processes as well as additional family communication highlighting the importance of attendance and its impact on positive learning outcomes. Chronic absences were monitored, and individual students were case managed to explore the barriers that stopped them from attending school and therefore improve their attendance.

Financial performance

The school is currently in a stable financial position.

Planned works for 2024 were executed, including a new perimeter fence to enhance security, additional student play spaces, an installation of a sensory room, replacement of tanbark playground softfall mulch with a rubberised surface, removed all traces of asbestos found in the mastic seals around the windows of one relocatable and general improvements of ground.

No new contracts were entered by the school council.

The school received \$590,866 in Equity funding. The funds were spent on appointing additional Educational Support Staff to support our social disadvantage needs.

All funds received from the Department, 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.

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

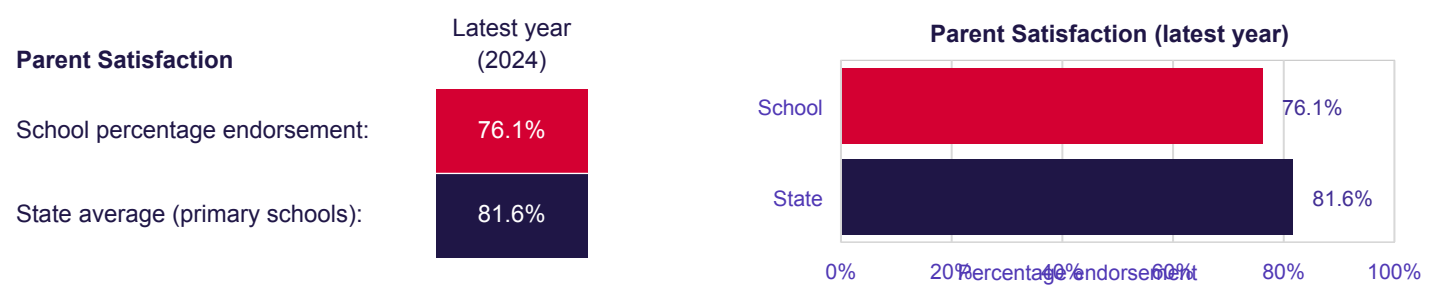
A total of 1,024 students were enrolled at this school in 2024, 478 female and 546 male.
75 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

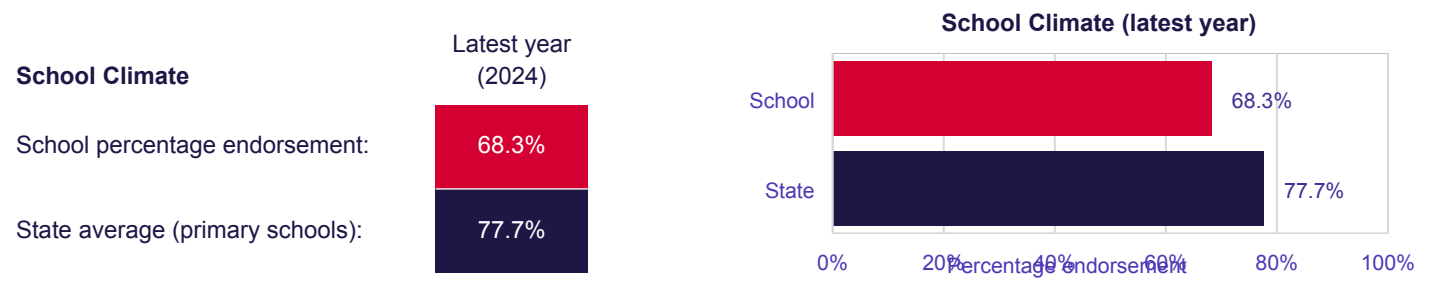
Parent Satisfaction Summary

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:

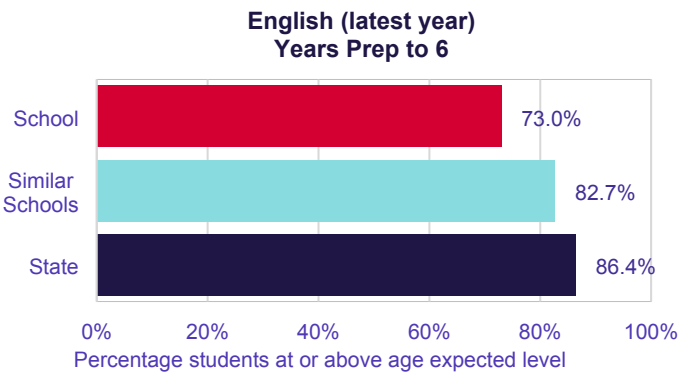
Latest year
(2024)
73.0%

Similar Schools average:

82.7%

State average:

86.4%



Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

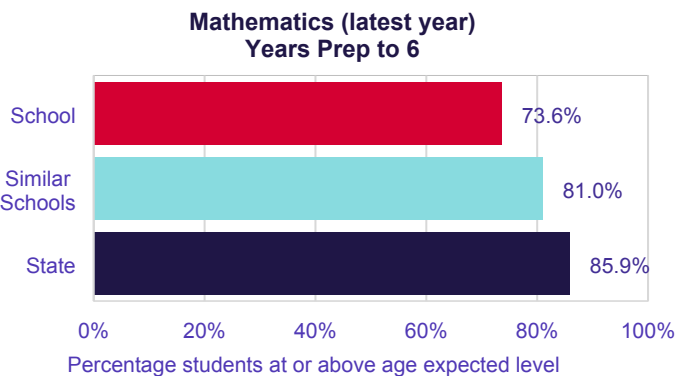
Latest year
(2024)
73.6%

Similar Schools average:

81.0%

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.

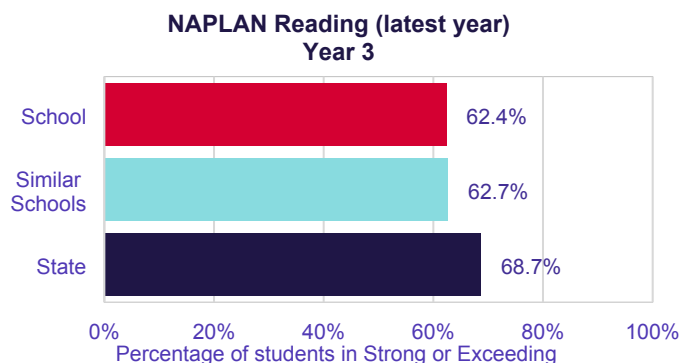
NAPLAN

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.

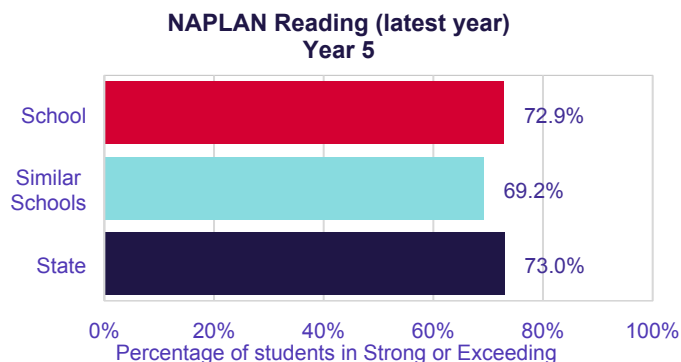
Reading Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 62.4% | 60.8% |
| Similar Schools average: | 62.7% | 62.7% |
| State average: | 68.7% | 69.2% |



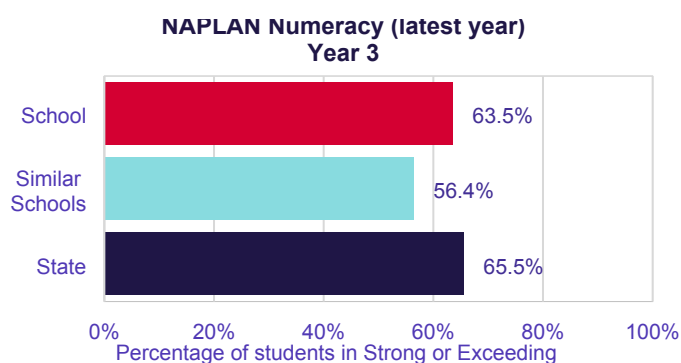
Reading Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 72.9% | 70.4% |
| Similar Schools average: | 69.2% | 71.1% |
| State average: | 73.0% | 75.0% |



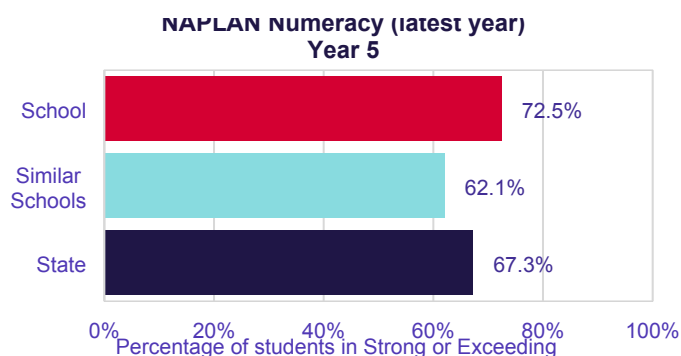
Numeracy Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 63.5% | 58.2% |
| Similar Schools average: | 56.4% | 57.3% |
| State average: | 65.5% | 66.4% |



Numeracy Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 72.5% | 60.5% |
| Similar Schools average: | 62.1% | 61.9% |
| 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:

83.5%

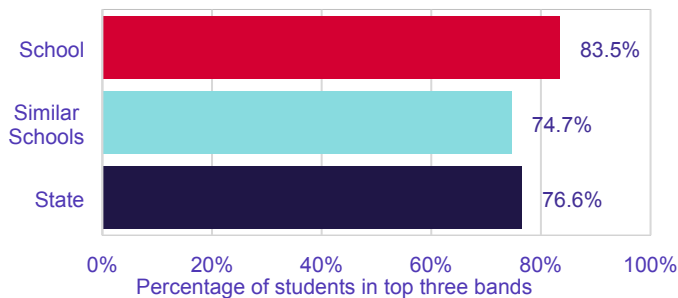
Similar Schools average:

74.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

63.3%

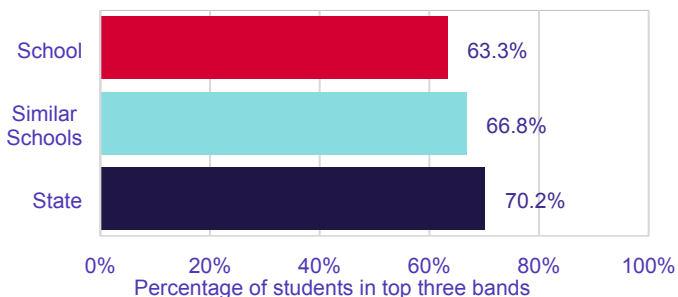
Similar Schools average:

66.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

65.0%

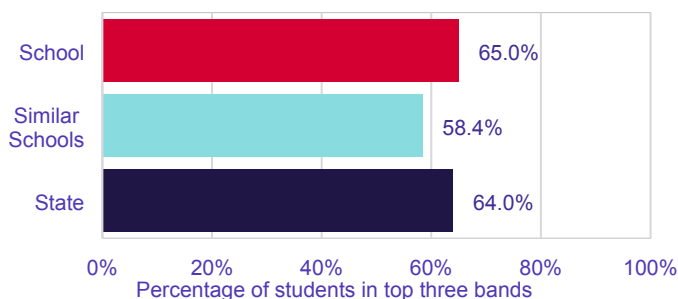
Similar Schools average:

58.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

48.7%

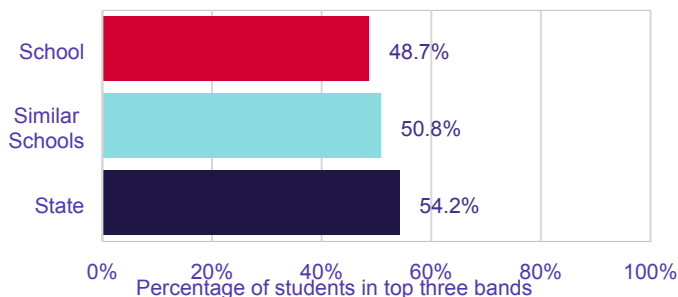
Similar Schools average:

50.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

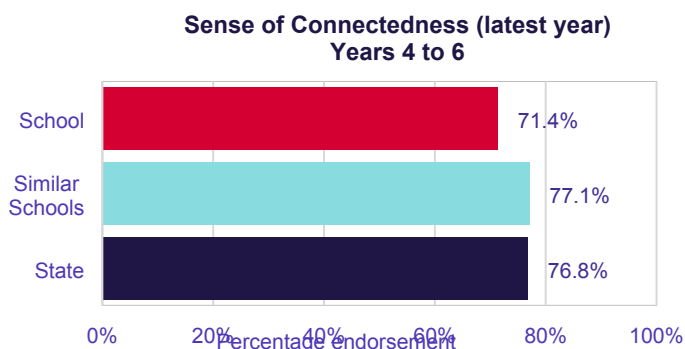
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 71.4% | 77.4% |
| Similar Schools average: | 77.1% | 78.8% |
| State average: | 76.8% | 77.9% |

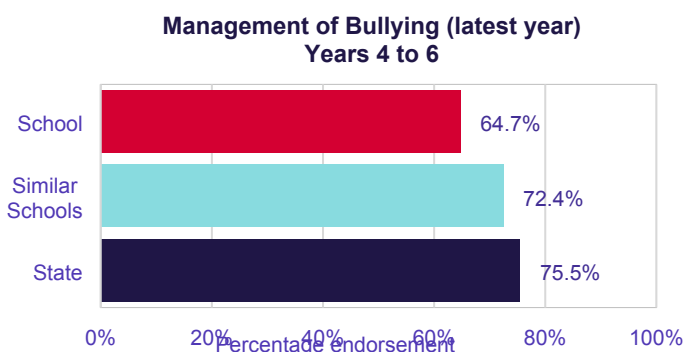


Student Attitudes to School – Management of Bullying

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: | 64.7% | 72.7% |
| Similar Schools average: | 72.4% | 73.9% |
| State average: | 75.5% | 76.3% |

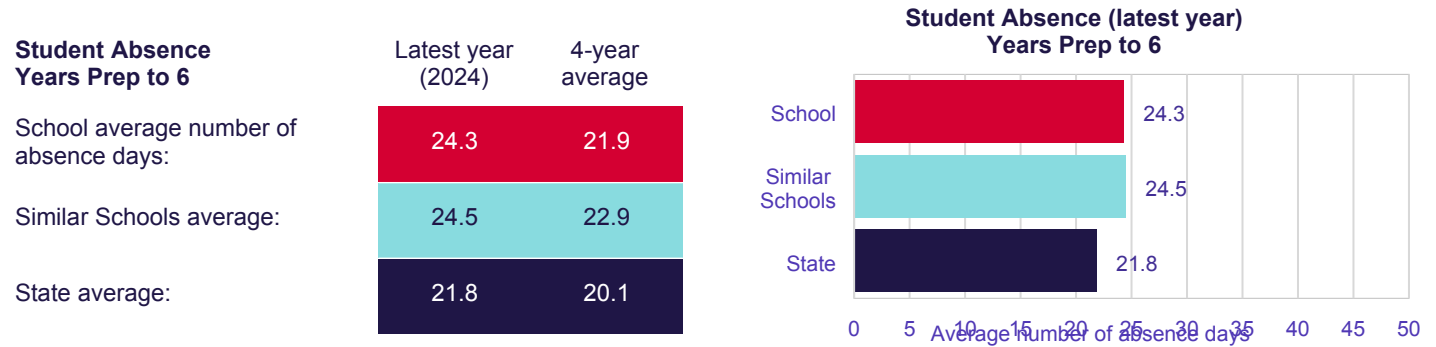


ENGAGEMENT

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.



Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$11,272,085 |
| Government Provided DET Grants | \$2,677,031 |
| Government Grants Commonwealth | \$18,481 |
| Government Grants State | \$0 |
| Revenue Other | \$79,496 |
| Locally Raised Funds | \$178,950 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$14,226,042 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$590,866 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$590,866 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$10,068,098 |
| Adjustments | \$0 |
| Books & Publications | \$4,448 |
| Camps/Excursions/Activities | \$122,525 |
| Communication Costs | \$9,930 |
| Consumables | \$236,135 |
| Miscellaneous Expense ³ | \$69,123 |
| Professional Development | \$48,324 |
| Equipment/Maintenance/Hire | \$112,166 |
| Property Services | \$34,262 |
| Salaries & Allowances ⁴ | \$71,826 |
| Support Services | \$567,773 |
| Trading & Fundraising | \$29,340 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$2,839 |
| Utilities | \$89,631 |
| Total Operating Expenditure | \$11,466,420 |
| Net Operating Surplus/-Deficit | \$2,759,622 |
| Asset Acquisitions | \$104,444 |

- (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 | \$2,281,248 |
| Official Account | \$28,671 |
| Other Accounts | \$0 |
| Total Funds Available | \$2,309,919 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$235,693 |
| Other Recurrent Expenditure | \$28,860 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$468,489 |
| School Based Programs | \$2,775 |
| 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 | \$1,768,458 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$2,504,275 |

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.