

2024 Annual Report to the School Community

School Name: Camberwell Primary School (0888)



- 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 28 March 2025 at 03:09 PM by Janet Gale (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 28 March 2025 at 03:10 PM by Janet Gale (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 at the heart of a bustling commercial centre, Camberwell Primary School (CPS) has met the needs of our local community since it first opened on 19 August 1867, delivering innovative French English bilingual immersion education since 1991 to a culturally diverse community. Highly sought after for exemplary student learning outcomes, CPS has continued to evolve its model, embedding Victorian Education State initiatives such as Professional Learning Communities (PLCs) and establishing ongoing Communities of Practice (CoPs) with both local schools as well as local and national bilingual schools.

In a unique educational setting, school leaders strategically plan to build teacher and leadership capacity in our successful bilingual immersion model. High performing teams deliver learning to meet the needs of all students, constantly responding to the changing demographics and maintaining high expectations in an authentic bilingual immersion environment.

Working with educators in our networks further supports building capacity in leadership and provides opportunities to lead learning in other settings. To provide opportunities for our students to use French outside of the classroom we build partnerships through the Bilingual Schools' Network (BSN) and the Australian Association of French English Bilingual Schools (AAFEBS). As a valued representative of high performing bilingual schools, we work with the Department to identify areas of governance that need to be strategically adapted to support delivery of high-quality partial immersion education. A significant part of this work is in facilitating both the recruitment of classroom teachers who speak French and the development of important training and induction processes for those entering the system from other contexts.

The school has 33.4 equivalent full time (EFT) teachers, 4.56 Paraprofessionals, 3.4 Principal Class Officers and 10.49 Educational Support staff working either in class or in administration. Benefiting from designated Bilingual Program funding, the school is able to employ French native and near native language assistants who work alongside teachers in French and Maths classes in Foundation and Year 1 as well as in the French language and literacy sessions from Year 2 to Year 6 for 180 minutes per week.

Camberwell PS believes in the importance of a distributive leadership model and builds capacity with three Assistant Principals (2.4 EFT), 3 Learning Specialists, a School Improvement Team (SIT), Professional Learning Community Leaders and Year Level Coordinators. The coaching approach is utilised school wide to enrich professional conversations and ensure accountability. Professional Learning Communities (PLC) at each year level focus on analysing student data and planning teaching and learning sequences to meet the individual needs of students. A high performing Administration Team supports our complex school organisation with a Business Manager, a Bilingual Strategic Workforce Manager, Finance Administration, an Enrolments Officer, an ICT technician, a Project Manager and a Facilities Manager.

In 2024, we welcomed 568 students on two campuses. Our Senior Campus (Year 2 to Year 6) is on the original CPS site on Camberwell Road and comprises 22 permanent classrooms and two relocatable classrooms, a library, a room for Makerspace, Visual Arts and Performing Arts rooms. The administration area includes a staffroom, a reception and five office spaces used for leadership and parent meetings. The Junior Campus, situated in the former Our Lady of Victories Primary School on Reserve Road, houses five Foundation and four Year 1 classes, a Visual Art room and a French Oral Specialist room as well as an office, two small meeting rooms and a

staffroom. All classes from Year 2 to Year 6 run on a secondary timetable with students moving between classes to access curriculum in either French or English as well as Science taught in the target language. The year levels are straight grades and the number of classes at a level tends to vary between three and five. In Foundation and Year 1, all classes run a French bilingual program where students are taught in both languages by one classroom teacher, with at least 80% of instruction being given in the target language.

Camberwell Primary School has been fortunate to benefit from a community vision to see a green area at the heart of Camberwell, resulting in the Education Department transforming a car park into 'Le Jardin de Camberwell'. This much needed additional play space has significantly enhanced the school grounds providing the opportunity to run and have fun in a landlocked school. We are aware of the importance of Junior and Senior students being able to engage in play together after so many years of separation. Following significant concerns around student safety at drop off and pick up as well as for students crossing between our campuses and to play in Le Jardin, the Boroondara City Council (BCC) has temporarily closed Reserve Road. We look forward to BCC's design for a partially closed road that will meet the needs of all community stakeholders whilst prioritising student safety. The school community is excited to have commenced a Master Plan which will see the renovation of the Historic Building in 2025 followed by a three storey building to accommodate our Senior Students (Year 5 and Year 6) and an innovative Art and Science / STEM space. The final stage of the Master Plan will refresh our BER and transform a mezzanine into a Performing Arts space with a purpose built stage in the existing hall. Thanks to this visionary Master Plan, we hope that CPS will become a true Community Hub, including a much needed full immersion kindergarten to support the bilingual pathway from early years to secondary with Auburn High School's exemplary bi-national and bi-lingual programs. All of these enhancements that benefit our students are thanks to a committed and cohesive community - exemplary role models to our burgeoning actively engaged, bilingual global citizens.

Progress towards strategic goals, student outcomes and student engagement

Learning

Camberwell Primary School embraces the recent departmental initiative, introducing the Victorian Teaching and Learning model, providing greater clarity and consistency around pedagogical approaches in all curriculum areas. The focus in mathematics on lesson design to enhance metacognitive skills, rich tasks and carefully planned sequences of learning to ensure skill introduction and careful consolidation as well as the introduction of Thinking Classrooms highlighting problem solving and collaborative learning, have been developed and implemented with external providers and our local schools' Numeracy Community of Practice.

Considerable preparation has been put in place to adapt the new Victorian Teaching and Learning Model incorporating the new approach to teaching Reading F-2, including the Phonics Plus. After being trialed in the English classrooms this work will then be mirrored in the French language classrooms in a modified form to fit our model.

Whilst our French working party is revisioning our CPS target language curriculum, we are also working with the Department of Education and Training (DET) to develop a Developmental Framework for Teaching a Target Language. This research based framework developed by

academics will provide a much needed curriculum document for our bilingual teachers to finally have a DET approved document as is the case for all curriculum areas. This will hopefully be available in 2026.

Wellbeing

Camberwell Primary School is enjoying the benefits of implementing our School Wide Positive Behaviour Support initiative, which is gradually having a positive impact on our AToSS data showing change in student experience at school. It is evident that bringing our parent community along with us is critical, as everything that we do at school can be amplified through a common approach with a common language, at home as at school, to support students to become independent, confident and resilient learners.

An effective strategy has been the implementation of URStrong, teaching friendship and conflict management skills to students in an age appropriate forum. This has enabled us to develop a common language for discussing friendship challenges and has involved our parent community through sharing of the URStrong resources. To further empower students as positive role models, we will continue to provide training for our student Peer Mediators to support students to successfully navigate interpersonal challenges.

Providing consistency from Foundation to Year 6 in both our language and approach to managing incidents, as well as positive parent partnerships is pivotal in supporting our students to be healthy, happy individuals who can form positive relationships and manage challenges.

Engagement

A growing strength at Camberwell Primary School is the range of opportunities for student voice, agency and leadership at every level throughout the school. We now have Student Voice Representatives in every class from Foundation to Year 6 as well as our elected School Ministers, who drive initiatives to improve the school. These young leaders organise initiatives to raise awareness and provide support to those in need in other communities in alignment with our vision to make a positive difference in the lives of others. We are proud of our Ministers who lead our Assemblies and also represent the school at a range of annual events such as ANZAC day, the Battle of Fromelles and Remembrance Day.

Students have opportunities to use their language skills in real contexts through rich interactions with our sister school, Killarney Heights Public School in Sydney (KHPS), which has a French bilingual stream. Both teaching the Australian curriculum in French, we enjoy a great many commonalities for our leaders, teachers and students. The second year of our partnership has continued to enjoy a poetry competition, the Year 6 Pen Pal letter, a Spelling Bee, La Grande Lessive, and a shared experience of the Olympics. We also held our first Camp with our French Immersion students traveling to Sydney and look forward to this becoming an annual event with KHPS students coming to Camberwell in September 2025.

Other highlights from the school year

- At CPS we are blessed with Specialist teachers who enrich student learning in a myriad of ways. We are keen to enable students to shine, regardless of the curriculum area that they feel most comfortable in. To ensure that this is seen as a priority and valid within our school community, each year, our specialist teachers have a week where we celebrate the learning that they provide for our students.

Not only does our Physical Education teacher ensure that all students have the opportunity to engage with as wide a range of sports as possible, but in la Semaine de PE, families join in the fun each morning before school. Our aim is to encourage each student to find a sport they enjoy and to build an awareness of the importance of health and fitness as an important part of their lives. We recognise that at this early age it is critical to know where students enjoy an event and then to identify where they have a strength to perform.

In 2024, our Year 5-6 students dazzled audiences with a vibrant production of Aladdin Jr., a biennial tradition that showcases the remarkable talent and dedication of our senior students. Alternating with the major production is the Bastille Play, a student-led mini-musical performed in French, telling the story of the French Revolution. Involving students from Years 2 to 6, this play provides an exciting opportunity for language immersion and leadership. Each term, we hold music soirees where students across all year levels have the opportunity to perform on stage, sharing their musical growth and gaining valuable performance experience. Our Battle of the Bands event also encourages every class to perform together, fostering teamwork and creativity. Additionally, our school boasts a thriving orchestra and both junior and senior choirs, which rehearse weekly and perform regularly at school events and in the wider community. These ensembles offer students a rich and rewarding experience, deepening their musical skills and confidence through collaboration.

Throughout the year students are engaged in a variety of science topics, such as ecosystems, renewable energy, and climate change, encouraging them to think critically about their role in preserving the planet. Running all year is our Green Team, they meet once a week to strategise small ways we can improve the impact of our school on our local and wider community. Our Science teacher also ensures there are many connections between the topics and activities completed in the Science room and their world.

CPS is committed to providing a rich range of learning where every child can thrive!

Financial performance

CPS managed its finances prudently during 2024. The school ended the year with a credit SRP deficit of \$288,254, which was a planned outcome approved by the School Council in 2023 to support the bilingual teaching model. This approach aimed to prioritise teaching and learning quality while working towards increasing Foundation enrolments and improving student retention.

To offset this deficit, \$152,977 of the total amount was earmarked in Cash SRP funding, ensuring financial sustainability. In line with past financial management practices, funds were held in

Camberwell Primary School's High Yield bank account to maximise interest before being allocated for staffing costs.

Staffing costs exceeded initial projections due to the recruitment of more experienced teachers, increasing overall expenditure. The full deficit is scheduled for recovery in 2025, with a reduction in Cash SRP funding—specifically, the withholding of Terms 3 & 4 cash grants.

As of 31 December 2024, CPS maintained a cash balance of \$1,062,207, compared to the target minimum net cash position of \$300,000. The financial strategy continues to balance prudent cash management with investments in staffing and infrastructure to support the school's long-term objectives.

**For more detailed information regarding our school please visit our website at
www.camberwellps.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 564 students were enrolled at this school in 2024, 294 female and 270 male.

35 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).

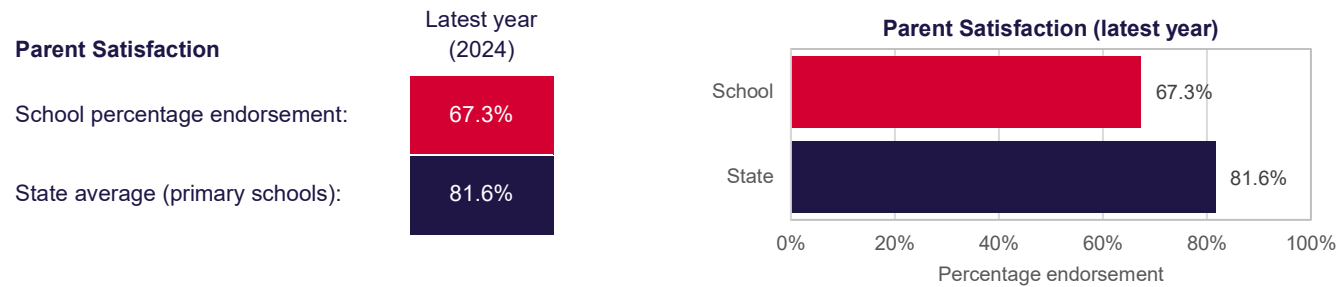
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

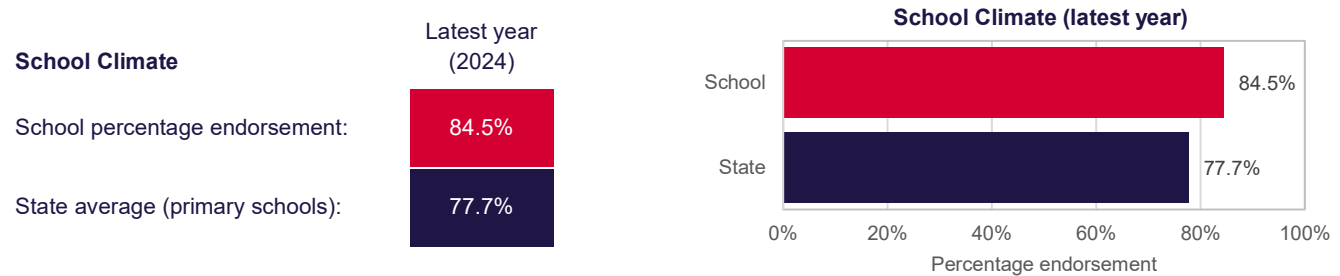


School Staff Survey

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:

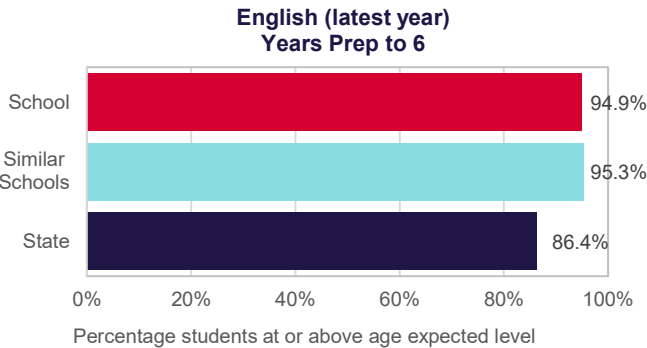
Latest year
(2024)
94.9%

Similar Schools average:

95.3%

State average:

86.4%



Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

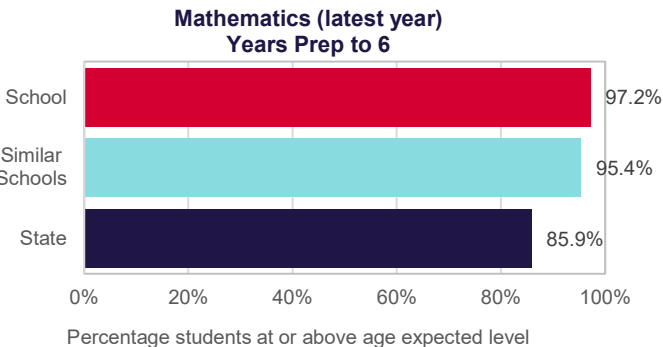
Latest year
(2024)
97.2%

Similar Schools average:

95.4%

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.

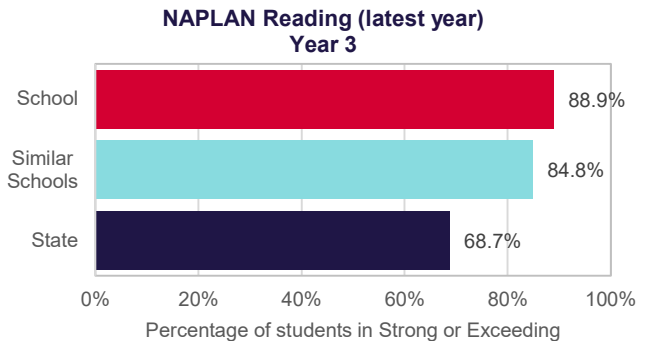
NAPLAN

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.

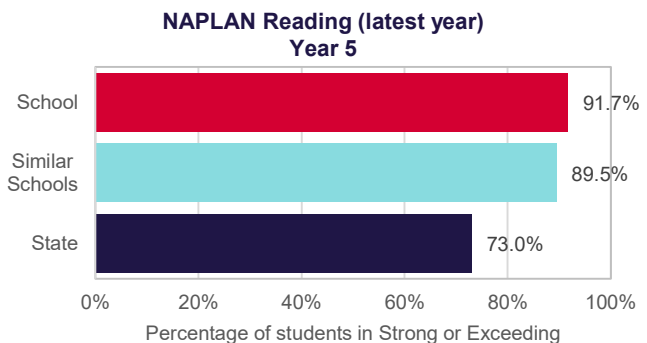
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.9%	90.4%
Similar Schools average:	84.8%	85.7%
State average:	68.7%	69.2%



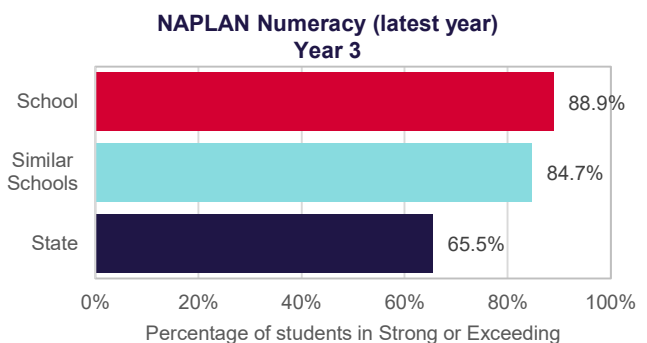
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.7%	94.9%
Similar Schools average:	89.5%	90.3%
State average:	73.0%	75.0%



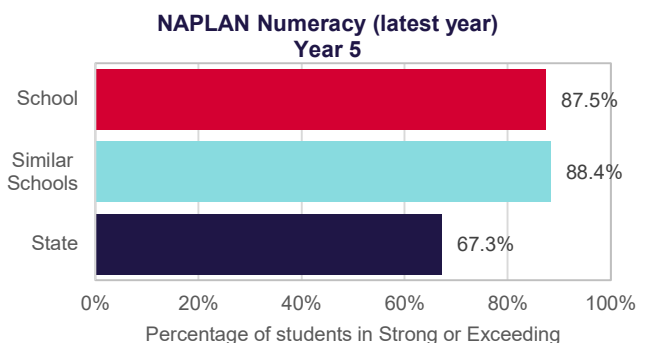
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.9%	89.2%
Similar Schools average:	84.7%	85.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	91.7%
Similar Schools average:	88.4%	88.4%
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:

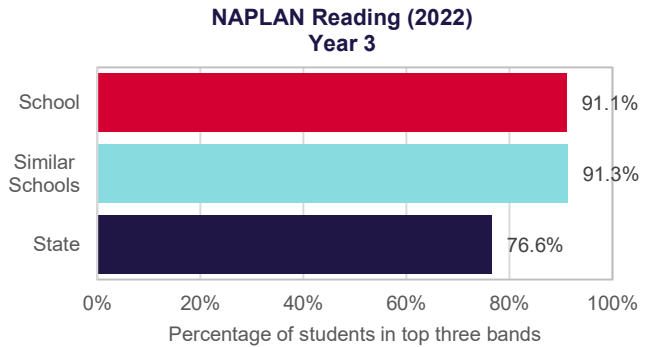
91.1%

Similar Schools average:

91.3%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

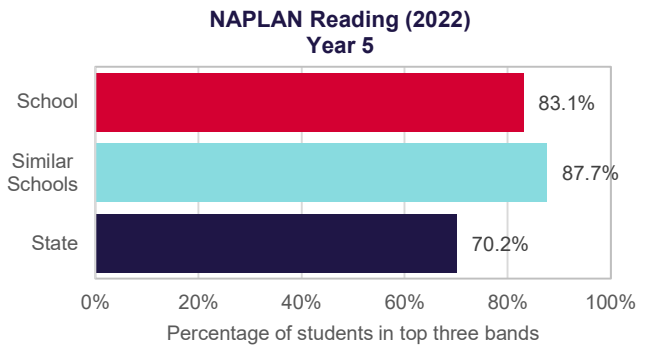
83.1%

Similar Schools average:

87.7%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

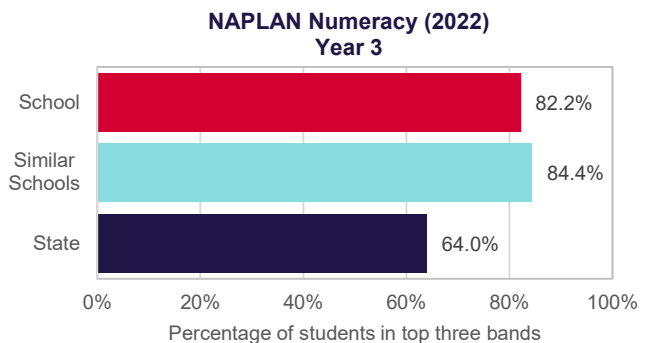
82.2%

Similar Schools average:

84.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

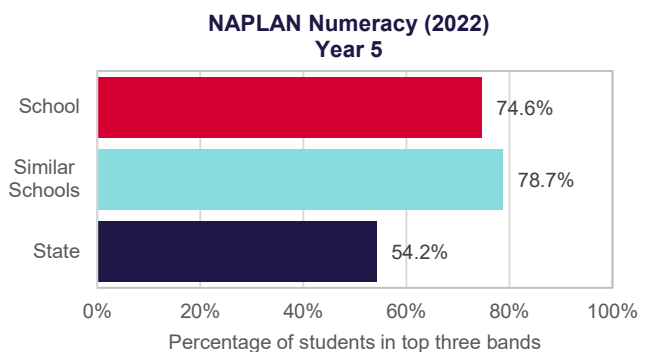
74.6%

Similar Schools average:

78.7%

State average:

54.2%



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.*

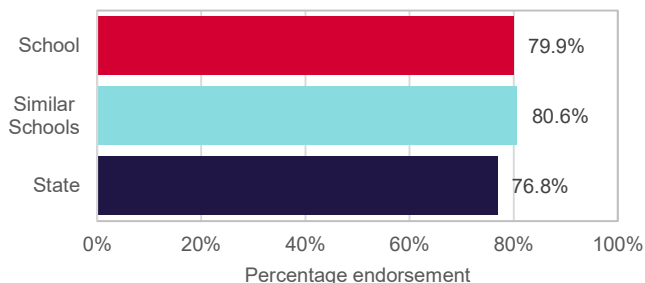
Student Attitudes to School – Sense of Connectedness

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:	79.9%	74.8%
Similar Schools average:	80.6%	81.3%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



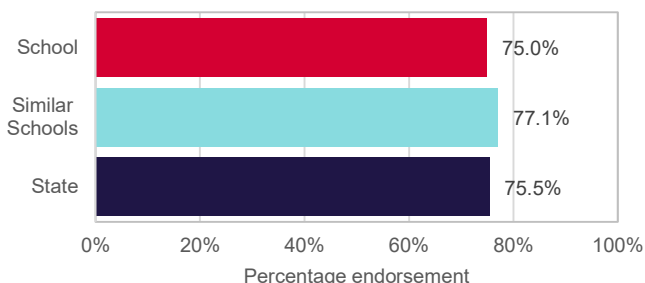
Student Attitudes to School – Management of Bullying

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:	75.0%	69.4%
Similar Schools average:	77.1%	77.7%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

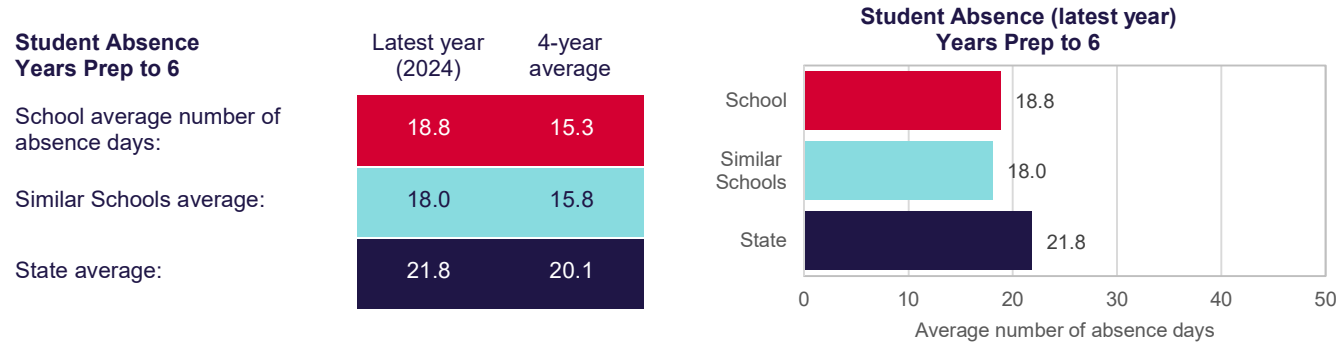


ENGAGEMENT

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):	92%	90%	91%	92%	90%	90%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,682,714
Government Provided DET Grants	\$487,789
Government Grants Commonwealth	\$6,458
Government Grants State	\$0
Revenue Other	\$96,282
Locally Raised Funds	\$765,664
Capital Grants	\$0
Total Operating Revenue	\$7,038,906

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$5,970,968
Adjustments	\$0
Books & Publications	\$21,089
Camps/Excursions/Activities	\$264,117
Communication Costs	\$4,204
Consumables	\$120,861
Miscellaneous Expense ³	\$53,294
Professional Development	\$30,191
Equipment/Maintenance/Hire	\$81,173
Property Services	\$155,389
Salaries & Allowances ⁴	\$100,335
Support Services	\$389,207
Trading & Fundraising	\$59,314
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$577
Utilities	\$56,294
Total Operating Expenditure	\$7,307,010
Net Operating Surplus/-Deficit	(\$268,103)
Asset Acquisitions	\$417,014

- (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	\$1,122,121
Official Account	\$34,533
Other Accounts	\$109,942
Total Funds Available	\$1,266,596

Financial Commitments	Actual
Operating Reserve	\$223,469
Other Recurrent Expenditure	\$18,930
Provision Accounts	\$0
Funds Received in Advance	\$235,104
School Based Programs	\$14,083
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$33,578
Repayable to the Department	\$6,552
Asset/Equipment Replacement < 12 months	\$98,700
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$330,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,010,416

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.

