

SPENSLEY STREET PRIMARY SCHOOL

# SCHOOL COUNCIL REPORT 2024



INCLUSIVE  
INNOVATIVE  
INSPIRED





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# Principal's Report

Principal: Richard Olsen

Assistant Principal: Andrew Williamson

Leading Teacher: Georgia Vabre

Learning Specialists: Emily Fintelman & Emma Williams

## Our School

Spensley Street Primary School is a vibrant, inclusive, and diverse school located in the inner northern suburb of Clifton Hill, on the edge of Merri Creek and Yarra Bend Park. In 2024 our school community was composed of 300 students from Foundation to Grade 6, with a stable workforce consisting of a combination of 19 experienced, accomplished and graduate teachers, as well as seven Education Support staff in administration, maintenance, library and integration aide roles.

Our vision is to develop highly-skilled, knowledgeable, and caring young people who are inclusive, innovative and inspired lifelong learners, and who will become active, engaged and thoughtful citizens. Our mission is to provide students with the best possible educational, social and emotional foundations that empower and support them to be successful learners.

Our whole child approach covers everything we do from our learning ambitions, the way we design learning, and the way we assess and celebrate the children's learning successes. Our intentional contemporary learning spaces enable children to deepen their conceptual understanding through a wide range of modes and media. Our inquiry learning situates the curriculum in engaging, authentic learning experiences. While our multi-age and area based learning cohorts enable our children to interact and learn within a rich and diverse community of learners and to learn from more than a single teacher.

Our specialist programs complement our area and home group learning and provide a broad range of experiences including Italian, music, physical education, STEAM, visual arts and our garden program.

# Principal's Message

I would like to personally acknowledge the wonderful support from the Spensley Street Primary School Council which is detailed in this report. The hours these volunteers contribute to our community is greatly appreciated. Thank you to Liam Brown and Ned Martin who are leaving the school and the council due to their children having graduated from our school. Thanks also to Cara Nicholson and Rachelle Madden who have not sought re-election but will continue to be deeply involved in our school community. Your contribution to our school has been great and has made a great difference to the lives and education of the Spensley Street children.

## **Thank You Bec**

I also want to acknowledge Bec's leadership, who finished up as principal at the end of term one, having led our school for the previous four years. Some of her major achievements included establishing our sensory garden, refreshing the learning areas and the library, strengthening the learning programs through teacher professional learning communities, and nurturing the culture of the school. Thank you Bec, your passion and dedication were truly evident.

## **Thank you Andrew and Georgia**

Thank you to Andrew and Georgia for the outstanding work they did in term two leading the school, along with our learning specialists, Emma and Emily, and our administration team, Jane and Trish. Though it can be difficult during these transition periods, their commitment to keeping everything running smoothly, as well as preparing for the second half of the year, ensured the school thrived during this time. Thank you to all staff for your commitment to the ensuring the school continued to thrive during this period.

Richard Olsen

Principal, Spensley Street Primary School

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

### **Learning**

In 2024 our Annual Implementation focus was to maximise learning growth for all students in literacy and numeracy.

In Literacy, our major action for the year was to implement a whole school approach to teaching the 6+1 Traits of Writing. The writing traits (six consistent traits of good pieces of writing: voice, organisation, ideas, conventions, word choice and sentence fluency) provide a framework for the Victorian Writing Curriculum that captures all the qualities of good writers, provide a consistent vocabulary, and allow students to become self evaluators.

Teachers participated in a year-long series of professional development sessions on the Writing Traits, deepening their understanding of each trait and exploring implementation strategies. Key strategies implemented in classrooms included teacher modeling and using mentor texts as exemplary writing samples.

Teacher teams engaged in two professional inquiries (PLC sprints) focused on improving student data in a specific Trait of Writing with highly successful results across all teams.



To celebrate our children as writers, we hosted the highly anticipated inaugural SSPS Writers Festival! Each student drafted, refined and published a piece of writing to showcase to our school community at the festival, as well as participating in multiage writing workshops and author visits from Gus Gordon and Ailsa Wild.

In Numeracy, planning documents were updated to align with the new maths curriculum 2.0. Across the year, staff taught using the new curriculum and discussed key points of difference at planning meetings. Professional development was provided for staff in how to implement the most significant changes to the curriculum. These are:

- an emphasis on teaching maths that is grounded in real-world experiences, demonstrates how maths provides us with a way to understand the world in profound ways and honours the critical importance of mathematical proficiency for our young people.
- providing students with opportunities to apply their mathematical understanding to problem-solving, computational thinking, mathematical modelling and statistical investigations
- increasing awareness of four key proficiencies in becoming proficient mathematicians: understanding, fluency, reasoning and problem-solving.

One of our learning specialists, Emma, was also part of a group of teachers who worked on developing a Continuum for the new Maths 2.0 Curriculum to support all teachers across our regional network of schools. This was then introduced to Spensley Street staff as a resource to help teachers get to know the curriculum intimately, and feel confident and equipped to teach it fully in 2025.

## Wellbeing

2024 brought a new funding initiative for students with disabilities. This moved away from the Program for Students with Disabilities (a deficit model) to Disability Inclusion (a strength-based model) which is better aligned to the values we have at Spensley Street Primary School. The goal of the Disability Inclusion initiative is to provide better access to quality education for all students, ensuring they are fully included, valued, and supported in the learning environment. This initiative aims to create a more inclusive, accessible, and equitable educational experience for students with a disability, addressing barriers that may have previously limited their opportunities to succeed.

SSPS has always had an inclusive culture of which we are very proud. We work tirelessly to ensure that students with diverse learning needs can participate in the same programs and activities as their peers, fostering a sense of belonging and community.

Staff track the adjustments needed to help a student succeed at school. By focusing on the individual needs of students with disabilities, we adopt adaptable teaching strategies, ensuring students can thrive in a supportive environment. The work required for an application for Disability Inclusion funding is enormous and we are streamlining the process to enable us to apply for more funding to support our students this year. In 2024 we managed to complete three successful applications, which we have been congratulated on by the Department.

## Other highlights from the school year

The 2024 Glen Forbes camps program was a resounding success, providing enriching and memorable experiences for our Spensley Street Primary School students. The Grade 4-6 camps, held in February, allowed students to revisit the familiar beauty of Glen Forbes, strengthening their connection to this special location. The camps fostered a wonderful sense of cohesion within home groups, as children bonded with their friends and classmates over three days of shared activities.

The Grade 2-3 overnight camp marked a significant milestone for many students, offering their first taste of the camp experience and fostering independence and resilience. The Glen Forbes camps program continues to be a highlight of the school year, contributing significantly to student growth, development, and a lifelong love of learning.

Also integral to our Camping Program is the Prep-1 Big Day Out, which was a resounding success, providing a fun-filled day of celebration and connection for our youngest learners. The extended afternoon program for Year 1 students, with structured games, a BBQ dinner, and an optional movie, created a special bonding experience as they transitioned towards Year 2. The Big Day Out provided a fitting culmination to the year, celebrating the achievements and growth of our Prep and Year 1 students while creating lasting memories.

### **Solar Boat Challenge**

Spensley Street Primary School's 2024 Solar Boat program was a resounding success, culminating in an impressive victory at the National Solar Boat Championships in Sydney. Our talented students demonstrated exceptional technical skills, teamwork, and sportsmanship, securing both the first and second place titles in the junior competition. This achievement highlights the power of hands-on learning and collaboration, as students designed, built, and raced their solar-powered boats, applying knowledge across the STEAM curriculum.

The program fostered a spirit of innovation and problem-solving, empowering students to navigate design challenges and embrace sustainable practices. We extend our gratitude to the dedicated parents, carers, and our mentor Keiran O'Neill for their invaluable support. Congratulations to all participants, especially our winning teams, Tiny Tanics and Super Solar Seagulls, who truly embodied the Spensley Street spirit!

## Financial Performance

In 2024, Spensley Street Primary School maintained financial stability through effective budget management. With limited external funding, our school relies heavily on local contributions to support our diverse programs and resources. We are immensely grateful for the robust support from our parent and carer community, which, along with revenues from our OSHC programs and Canteen, plays a crucial role in funding our school activities. All funds from the Department or school initiatives are diligently allocated or earmarked for future use, ensuring we meet our educational and operational objectives in alignment with departmental guidelines and funding intentions.

It was disappointing that the Grounds Master Plan did not progress due to the costs doubling. Once the front ramp is upgraded as part of the Planned Maintenance Program, we will re-evaluate our grounds plan given the available funds.



# President's Report

~ Katie Brown

2024 was a year of transition for SSPS. In Term 3 we welcomed Richard Olsen as our new principal, coming from Assistant Principal at Princes Hill PS in Carlton. Thank-you to Andrew who acted in the role of principal in term 2 after we farewelled Bec at the end of term 1, as she left to become the principal of a brand new school, Wirrigirri PS, in Wollert. We are looking forward to an exciting 2025, as we look to build on the excellent foundations that have been set over the post COVID years, and share with our community all the things that make SSPS kids confident, curious and life-long learners.

School council is also very excited that SSPS is part of the New Metrics program - is a collaborative research venture between the University of Melbourne and selected forward-thinking schools to work in partnership to address the meta-problems faced by Australian schools today and in the future. A key part of this program is an official learner profile for each child, developed against seven complex competencies of quality thinking, acting ethically, active citizenship, collaboration, personal development and agency in learning.

Led by Richard and Andrew, our teachers and support staff have worked on a number of key activities in 2024 including The Resilience Project, 6+1 writing traits, which culminated in a lovely writers festival showcasing the talents of our kids. The Spring Specialist showcase reminded us how fortunate our kids are to have a STEAM, Italian, Art and PE program.

Dave Nicholls, school council Vice President is leading a sub committee working on communicating SSPS to the wider community. We look forward to sharing their work in 2025, but we did get a sneak peak with our fete video!

In true Spensley Street style, our community has shown how much we enjoy each other's company though the Welcome BBQ, Harvest festival, morning assemblies, a trivia night, and an incredible Tempting Fete. Thank you also to everyone who contributed through volunteering in the classroom, the canteen, on camps and excursions as well as working bees. Our school would not be the same without the energy and commitment that you all put in.

## **School building works**

In 2024 we saw the transformation of part of our playground via the Inclusive Schools funding grant where the area in front of the Afters room turned into a creek bed, complete with pump and now wooden channels, and one cubby became three, with the area on the perimeter of the school upgraded with paths and planting.

Unfortunately the larger landscaping that School Council had been working on with the Victorian School Building Authority was quoted at a figure far beyond our budget, so has been put on hold at present whilst we think about rescoping. This had included the basketball court and seating under the shade sails. In 2025 there are plans for an upgrade to the entrance at front of the school to improve accessibility.

## Council sub-committees

The fundraising team continued their fantastic work to bring the school community together and also raise funds for the school. They organised an amazing Tempting Fete, the Harvest Festival and a new addition of the Trivia night, as well as a number of other events and activities. Thanks to Gena Kolin for leading the team and the ability to recruit new members for this dynamic group.

Thank you to Angie Rehak for her role in communications and engagement, including co-ordinating the parent representatives and What's App groups.

Rob Smith continued in the Treasurer role in 2024 and continues to provide excellent guidance to the school council. He has spent many hours working with Jane Lydiate and the leadership team to update the school budget and prepare a 5 year look ahead. Our budget situation is a constant balancing act as many of the unique SSPS programs over and above the standard school curriculum, such as the edible garden program, are not funded by standard revenue sources.

The Out Of School Hours Care program and the canteen were again a pivotal part of Spensley Street. We are fortunate to have Lisa, Jane and Emily. Numbers in the before and aftercare programs remain high due to ongoing demand from the parent and carer community. The revenue raised from running these in-house services contributes to other services and benefits we experience at SSPS. A big thanks also to Rachelle Madden for her time on School Council over a number of years supporting fundraising and OOSH. Thanks also to Cara Nicholson for her long stint on school council supporting the canteen, introducing sushi and hot dog days, plus the Mango and Hot Cross Bun fundraisers. We will miss both of their incredible contributions as they have decided not to re-stand for school council in 2025.

In 2024 the Strategic Outlook sub-committee, led by Ned Martin, reviewed school policy documents and also facilitated an important discussion about our survey feedback and assessment results, and the plans for 2025. Thank you to Ned as he farewells SSPS due to his child graduating. We will miss him on school council.

Glen Forbes camp and the school grounds are cared for by the Environment committee, ably led by Liam Brown for most of 2024. Due to personal commitments, Liam stepped down midway in 2024 after many years of service to School council. We thank him for hours spent at Glen Forbes, SSPS grounds and chairing the Environment committee meetings at the Terminus. again in 2023. Thanks to Alec Price for taking on this role.

I would like to thank all school council members for their time and efforts this year, supporting me as President. Special thanks also to teachers Georgia, Emily, Tanaya and Andrew for attending meetings and playing such an important role and providing an invaluable perspective in school council discussions.





# Community Report

~ Angie Rehak

## **Role of the Community / Communication Committee**

The Community Committee serves as a key link between Spensley Street Primary School (SSPS) and our families, fostering meaningful engagement within our school and the wider community. Our role is to support and enhance communication, encourage participation, and strengthen connections between parents, carers, and the school through a range of initiatives.

## **Class WhatsApp Groups**

Our class WhatsApp groups continue to be an invaluable communication tool, ensuring parents remain informed and engaged with school updates, events, and community news. A heartfelt thank you to our dedicated class parent representatives of 2024, as well as those stepping into the role for 2025. Your efforts in organising gatherings and facilitating communication have played a vital role in maintaining the strong sense of community that defines Spensley Street.

## **Weekly News Updates**

Each Monday, a comprehensive Weekly News update is shared via WhatsApp, detailing the week's key events, community updates, and assembly highlights. This has become a reliable and well-utilised resource for parents and carers.

## **Harvest and Fete Newsletters**

In the lead-up to our two major fundraising events, the Harvest and Fete newsletters provide weekly updates, including event details, volunteering opportunities, and roster information. These engaging communications helped drive participation and community involvement. A special thank you to Heidi McKinnon and Elly Louchart for adding their beautiful graphic design skills, which brought these newsletters to life.

## **Posters and Invitations**

In 2024, we created visually engaging posters and printed invitations for each major event and special social occasions such as the Year 6 Graduation Dinner. Many included QR codes linking to further details, making information more accessible. These materials were particularly effective in engaging students, which in turn encouraged greater parent and carer involvement.

## **Compass Communications**

Regular community messages were shared via Compass, ensuring official school updates reached all families. A big thank you to Trish and the leadership team for their support in utilising this platform to strengthen communication.

## **Fundraising Committee Collaboration**

As part of the Fundraising Committee, I supported event communications across all platforms mentioned above. The impact has been significant, increasing community engagement, volunteer participation, and donations of both time and resources for our school events.

Looking ahead, we will continue refining and expanding these initiatives to keep our community informed, engaged, and connected.

Thank you for your ongoing support!

# Strategic Outlook

## Report

~ Ned Martin

The Strategic Outlook committee provides an opportunity for parents and carers to participate in discussions relating to the school's vision, values, and strategic plan. The committee meets regularly throughout the year, and all members of the school community are very welcome to attend.

Across the course of 2024, SOC met regularly to discuss and review a range of topics including the Annual Implementation Plan (AIP) goals and its broader context relating to the Strategic Plan, the Student Attitudes to School Survey, and general school community feedback & data. In a startling break from tradition, these meetings were generally (and sometimes, very) well attended! It was great to have a diversity of contributions and viewpoints, and hopefully this starts a new SOC tradition of its own.

The 2024 Annual Implementation Plan focussed on strengthening staff capacity in differentiation in Number & Algebra to identify and meet students' individual learning needs; implementing a whole school approach to teaching the 6+1 Traits of Writing; and, strengthening the whole school approach towards wellbeing through the implementation of The Resilience Project.

In August 2024, the SOC met to review the mid-year outcomes of the AIP across the school year to date, and the results indicated an overall positive performance, with the school comparing favourably to other similar or local network schools and performing above the whole state average.

In September 2024, the SOC focussed on the Student Attitudes to School Survey. While some of the received data indicated results below expectations, this feedback is crucial for the school to identify areas for attention and potential improvements. Nevertheless, typically the results contrasted well to similar or local network schools, and the whole state average.

We finished the year with our most well attended meeting to date, focussing primarily on the 2024 School Performance Report. The report is issued by the state Department of Education and captures school outcomes across Learning and Wellbeing domains. The Learning domain measures performance on NAPLAN assessments in Reading and Numeracy, NAPLAN relative growth, and Teacher judgement growth for English and Mathematics. The Wellbeing domain measures performance on a set of Attitudes to School Survey factors related to emotional awareness, managing bullying, school connectedness, stimulated learning and student voice; and the school's attendance rate. In 2024, SSPS performed typically well against the measured metrics captured in the report, consistent with similar schools. Overall, the school was ranked 'High' for a combination of Learning and Wellbeing, indicating an overall improvement against previous reports.

On a personal note, I finished up on school council at the end of 2024, with my child having completed Grade 6. I loved my time on council, and will remember fondly the great people I met and the many interesting & illuminating discussions we had. I learnt a lot, and my respect for the teaching & administrative staff at SSPS and their pedagogical approach grew significantly across my time on SOC.

We have worked hard over the last few years to make the SOC meetings an open, welcoming, and collaborative space, so please keep an eye out for the meeting dates in the school bulletin and get involved!



# Environment Report

~ Alex Price and Andrew Williamson

## **Environment Committee Report to the Annual School Council AGM**

The Environment Committee develops and implements ideas for maintaining and enhancing Spensley Street Primary School's (SSPS) environment, including our unique site, Glen Forbes. We report monthly to the School Council and welcome all parents/carers to our meetings and projects. In the past, we had a core membership of 8 - 10, but we rely on many parent volunteers for our projects. Community interest in our work is high, from working bees to feedback on school grounds maintenance.

This year, we've had significant achievements, including:

### **February Spensley Street Working Bee**

Our working bee saw great community support to improve our school grounds. Tasks included cleaning stairs, weeding garden beds, clearing drains, painting, and hedge trimming. We thank all volunteers for their contributions.

### **Glen Forbes Working Bee**

We held a successful working bee at Glen Forbes to prepare for Grade 2-3 camps. Volunteers completed painting, branch clearing, cleaning, gutter maintenance, and drainpipe replacement. We thank the participating families for their hard work. We are planning the 2025 working bee to continue improvements.

### **Completion of the Inclusive Schools Sensory Garden**

The Inclusive Schools Fund Sensory Garden and water play areas are now complete. This project has created a beautiful and engaging space for students, featuring a modified creek, water pump, new bridge, and optimised garden areas. The students are enjoying the new cubbies, water play, and monkey bars.

### **Master Plan & Front Of The School Development**

In 2024 we engaged with GLAS to create a plan to develop the school's entryway, resurface the basketball court and install tiered seating underneath the shadesails. Unfortunately, the final cost plan for the project came back at double the initially anticipated cost: \$1,0068,00. Recognising that we couldn't afford to do all three areas simultaneously, we decided to prioritise the entryway.

Miracles do happen, and with the Victorian Schools Building Authority (VSBA) coming to the party to fund the access ramp redevelopment, we aim to work with GLAS to finish the redevelopment of the entryway, hopefully now at a lower cost.

### **Grade 1 Edible Garden Program**

The Grade 1 Edible Garden Program, led by Karen South, has provided valuable learning experiences for students. Students have been involved in planting, investigating healthy soils, and creating a mural inspired by their learning. We acknowledge Karen's dedication to this program.

# Fundraising Report

~ Gena Kolin

## Role of the Committee

The Fundraising Committee raises money to assist SSPS in offering various programs that otherwise would not exist with current government funding levels. Typically, this enables the school to manage things like school resources, unexpected maintenance and repairs and building up a reserve to cover major expenses in the future.

## 2024 Fundraising Activities

I'm super pleased to report that we raised over \$100,000 for the school through our 2024 fundraisers!

As always, Tempting Fete was our most profitable event, raising \$82,161! We raised just over \$14,000 at Harvest Festival and Trivia Night contributed another \$8,200 to our efforts. The 2024 Welcome BBQ raised almost \$2500 while the hot cross buns and mangoes added an additional \$1100.

This success could not have happened without the collaborative efforts of the SSPS Community. Events in 2024 had more contributors both at a high organisational level and on the ground during events than in previous years. We also had a high percentage of Harvest/Fete 2023 Legends reprise their roles which made the organisational efforts smoother. It was wonderful to see members of our community come together to create such joy for the children and each other. This cooperative spirit is what makes our school and our fundraising so successful year on year. Maintaining high levels of engagement from the parent community will result in similar outcomes for the 2025 events.

Many thanks to: the Fete Committee; Rachelle Madden, Angie Rehak, Mae Olmstead, Anna Smith, Jess Reid and Heidi McKinnon; Cara Nicolson who led the Hot Cross Buns & Mango fundraisers; Sally Scott who keeps the SSPS Bar stocked for every event; and to all of you who volunteered your time to run a stall, set up/pack down events and sign up for shifts at our various events. The combined efforts of our community ensured the events were fun for everyone!

## 2024 Fundraising Expenditures

In 2024, our 2023 funds were spent on landscaping upgrades, including the basketball court, shade sail area and the front entry.

## 2025 Events

This year is shaping up to be another spectacular year of fundraising. The Welcome BBQ the second week of school was a huge success! We are planning to run the Hot Cross Buns and Mango fundraisers again this year and have a fun new event in the works over winter! Please save the following dates for Harvest & Fete 2025: Harvest Festival: June 1 Tempting Fete: October 25



# Canteen Report

~ Cara Nicholson

Our school canteen has been bustling with activity, thanks to the incredible efforts of our dedicated team. It's been a delightful experience for both parents and teachers to start their day with amazing coffees prepared with care. Additionally, the students and staff at SSPS have been enjoying great lunches and snacks.

A special thank you goes out to Jane and Emily for their continued passion for the canteen. Their commitment and creativity bring joy and satisfaction to our community daily. We also extend our heartfelt gratitude to our volunteers, whose invaluable help ensures that our canteen is stocked with fresh muffins each day. Your support is crucial and greatly appreciated.

This collaborative effort truly makes our canteen a special place for everyone. The canteen made an expected loss of \$8,974, however this loss is more positive than the previous few years which is great to see.



# OSHC Report

~ Rachelle Madden

The Spensley Street OSHC program is a school-run extension of many of our students' school days and aims to provide the highest quality care in the safest possible environment in support of the school's philosophy. In doing so, the service has a flexible approach that assists parents and carers in balancing work and family commitments.

Being school-run, the OSCH program provides a vital source of revenue and extends the overall teaching and learning activities of the school.

## **Program**

In 2024, attendance was at full capacity every day except Friday. The number of students attending before-care has gradually risen, averaging in the teens on most mornings. For 2025 enrolments are down slightly due to overall enrolment being down at the school. However we have 20 preps enrolled again which is the same as 2024.

## **Staffing**

Staffing in the OSHC program has been very steady through 2024 with no major changes and this will continue into 2025. Lisa has again maintained a great team of dedicated, high-energy staff that focus on providing quality care for the students – many of whom are also studying education.

## **Budget**

With careful running of the program and budget management, OSHC managed to return a healthy profit of \$82,449 to the school budget for the 2024 school year. This was slightly less than 2023 due to an increase in staff wages from a new EBA.

Fees for the program were again reviewed in 2024 and have been increased to align with increased operating costs and inflation. School Council has continued an annual review cycle which was put in place to ensure the program is sustainable and fees reflect ongoing changes in overheads and costs and as part of the overall school budget.

## **Summary**

As an in-house program, SSPS continues to set the standard with its quality OSHC program that children enjoy attending and extends their school experience. Lisa has done a fantastic job and with her management, she and her team have ensured that the SSPS program remains a vibrant and essential component of the school experience for students and families.

# Finance Report

~ Rob Smith

## The Committee

The role of the Finance Committee is to oversee the school's internal controls, financial management and planning of income and expenses. The committee meets monthly and reviews expenditure and income against budget, signs off on key reconciliations and reviews other financial reports. The committee reviews and develops policies regarding financial matters, considers the financial position of the school and discusses major expenditure items. The Finance Committee reports to and makes recommendations to School Council each meeting.

The Finance Committee members for 2024 were Bec then Richard, Andrew, Jane Lydiate, Katie Brown and Rob Smith.

I would like to acknowledge and thank Jane, Richard, Bec and Andrew for their maintenance of a strong internal control environment, continued improvements in processes in this (and prior) years and the good financial health of the school. Jane in particular does an outstanding job in preparing materials for the Finance Committee's review.

## Overview

Tight financial management, parent contributions, strong community fundraising and the success of the internally run OSHC means that the school remains in a healthy financial position. However, there are financial challenges ahead with pressure on student enrolments which impact school revenues (government funding, parent contributions and fundraising) and a continuing decline in parent contributions due to cost of living pressures in the community. These pressures are contributing to an operating deficit in the school (refer below).

This year, the operating revenue of the school was \$4,204,126 as compared to expenses of \$4,414,685, resulting in a net deficit for the year of (\$210,559). Refer the Financial Performance and Position tables for details.

The school ended the year with \$1,022,068 in the bank account. Much of this funding is committed for future spending, including \$500,000 for major capital works, \$145,000 for other building / capital works, \$114,000 for any DET deficit to be paid back in 2025 and \$184,000 to be put towards the School Saving Bonus related expenditure.

School Council and the Finance Committee thank the school community for its ongoing financial, fundraising and other support that enables this good financial position.



### **Parent contributions**

All Victorian schools are funded by the Department of Education and Training based on the number of students that attend the school. This funding has two main components – core funding and additional funding assessed according to socio-economic criteria (the Index of Community Socio-Educational Advantage, or ICSEA). Spensley Street ranks very high on the ICSEA index, which directly affects our school funding as the higher the ranking, the less government funding we receive.

In order for Spensley Street to provide students with a wider variety of programs and resources along with ensuring that our school facilities are up to date and well maintained, locally raised funds are critical to our school. The voluntary parent contributions are an essential way that we raise those funds. If you cannot pay some or all of the parent payment amount requested then we ask that you speak to Richard (confidentially) about your situation.

### **Outlook**

Maintaining our healthy financial position in 2025 and beyond relies on the school continuing to manage costs conservatively as well as the ongoing support from parent contributions, fundraising, OSHC and other community support. Increasing enrolments in 2025 and beyond will also become increasingly important to the school's financial position.



# School Performance Report

The 2024 School Performance Report shows that the learning and wellbeing outcomes of our children are rated as high across a range of learning and wellbeing measures. Our school compares favourably with our similar schools, as shown in the graphs below.

## OVERALL performance group

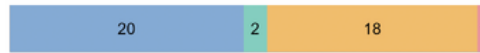
Your school:  
**HIGH**

A school's overall performance group represents its combined performance on Learning and Wellbeing Domains.

As an overall performance group, this indicates a range of student outcomes that are high across learning and wellbeing measures.

## SIMILAR schools

Comparing your school's performance with the performance of your similar schools group can provide information about how your school performs compared to schools with similar characteristics.



The Learning domain measures performance on NAPLAN assessments in Reading and Numeracy, NAPLAN relative growth, and Teacher judgement growth for English and Mathematics. In Reading our results were high across all three NAPLAN measures and improving against the teacher judgement measures. In Numeracy our results were high against two of the three NAPLAN measures, and medium against the third NAPLAN measure and the teacher judgement measure. For Wellbeing our results were high for one of the Student Attitudes to School measures, and improving for the remaining four measures. Our attendance result was medium.

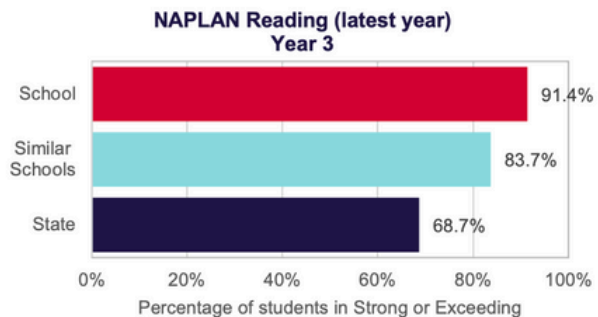
### Reading Year 3

School percentage of students in Strong or Exceeding:

Latest year (2024)	2-year average
91.4%	87.0%
83.7%	84.8%
68.7%	69.2%

Similar Schools average:

State average:



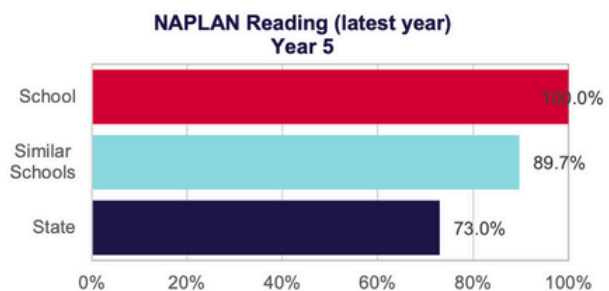
### Reading Year 5

School percentage of students in Strong or Exceeding:

Latest year (2024)	2-year average
100.0%	97.0%
89.7%	90.4%
73.0%	75.0%

Similar Schools average:

State average:

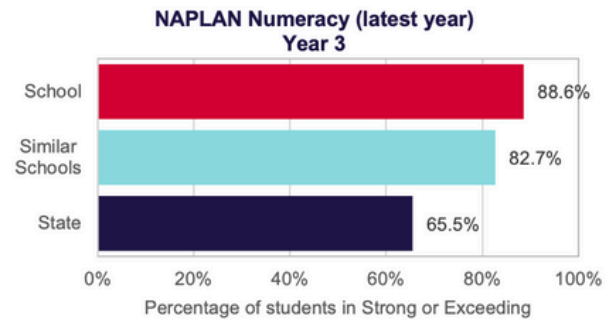


While Spensley Street Primary School does not teach to the NAPLAN test our 2024 results were pleasing.

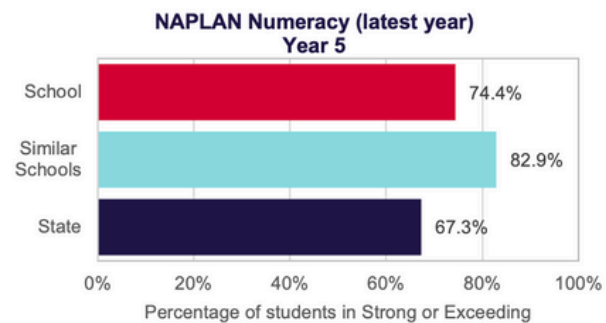
Our NAPLAN Reading results for the percentage of children in the Strong or Exceeding categories were 91.4% for children in Year 3. This above both the state average (68.7%) and our similar schools (83.7%). Similar schools are schools with similar socio-economic family status to Spensley Street Primary School. For the Year 5 cohort all of our children were in the Strong or Exceeding categories, compared with our Similar Schools (89.7%) and all Victorian schools (73%).

Our NAPLAN Numeracy results for Year 3 for children in the Strong or Exceeding categories was 88.6%, compared with 82.7% for similar schools, and 65.5% for the state of Victoria. Our Year 5 Numeracy results for children in the Strong or Exceeding categories was 74.4% and were lower than our similar schools 82.9% but above the state result of 67.3%

Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.6%	85.1%
Similar Schools average:	82.7%	83.5%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.4%	76.1%
Similar Schools average:	82.9%	83.0%
State average:	67.3%	67.6%




In 2024, implementing the updated Version Two of the Victorian Mathematics Curriculum was a major focus of our teacher professional development, which we believe continues to strengthen our numeracy program across the school. This work is described in the next section of this report. As a leadership team we will continue to review our Mathematics program as we implement the new Mathematics curriculum.

While we recognise that the School Performance Report and NAPLAN only assesses a small part of learning and wellbeing at the school, nevertheless the results are pleasing and our staff should be commended.

## Spensley Street Primary School


# Open Day and School Tours for 2026 Prospective Prep Families

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 [ssps@ssps.vic.edu.au](mailto:ssps@ssps.vic.edu.au)

 [ssps.vic.edu.au](http://ssps.vic.edu.au)

 03 9481 4666

 193 Spensley Street Clifton Hill, Victoria 3068