

2024 Annual Report to the School Community

School Name: Arthurs Creek Primary School (1666)



- 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 02 May 2025 at 09:30 AM by Andrew Lamers (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 02 May 2025 at 09:30 AM by Andrew Lamers (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

Arthurs Creek Primary School is a small school located in the picturesque town of Arthurs Creek in the Nillumbik Shire. Students who attend our school come from the town of Arthurs Creek and the neighbouring towns of Doreen, Mernda Whittlesea, Hurstbridge and surrounds. The majority of students are driven to school, with some who live close enough choosing to walk or ride their bikes. Our school has an enrolment of 32 students who are organised into two composite classrooms - a Prep to Year 3 class and a Year 4 to 6 class. Students benefit from a low student-to-teacher ratio with several additional Education Support staff onsite.

As a small school, we are uniquely placed to offer the experiences, opportunities and genuine care for each student that is difficult to find in large schools, while still maintaining the full educational experiences, including sports, camps, excursions, music tuition and leadership roles. We are the ideal setting for families who are seeking a strong teaching and learning focus, a welcoming and inclusive environment and close community connections. Our school has a broad and comprehensive curriculum that is adapted to suit the needs of our individual students. We are staffed by high-quality practitioners who are dedicated to ensuring their practice is evidence-based and driven by student need.

Progress towards strategic goals, student outcomes and student engagement

Learning

Arthurs Creek Primary School is committed to using the evidence-based practices and Department of Education initiatives and resources to form the basis of a high-quality teaching and learning program. The school leadership and staff work together closely to build teacher capacity through professional learning and staff meetings, review student progress using standardised and teacher-judgement data and team planning practices to ensure a quality program for students. The staff use effective assessment and reporting practices to provide feedback to students and their parents about their academic progress. There are provisions in place to support students at all levels of ability, including differentiated lessons that extend and support students, alongside intervention programs for students identified as needing Tier 2 support. Students who receive support through the Program for Students with Disability received one-to-one or one-to-small group support from Education Support staff as required.

As a small school, NAPLAN participation is below the threshold for reliable data tracking meaning school-wide results are unattainable.

The 2024 AIP specifically set two goals for the school year, namely:

- To implement a whole school instruction model

- To embed the *Professional Learning Communities* approach to school improvement.

Moderate progress was made towards achieving the second goal in Term 4. Staff participated in a *Professional Learning Community* inquiry investigating the impact of using student achievement data to inform lesson planning, resulting in increased teacher capacity and better planning practices.

Progress on the first goal was limited however, largely due to significant leadership and staffing change through the year. With a stable leadership and staffing profile now in place, the school has refined its goals and is now committed to documenting and implementing high-quality instructional models for literacy and numeracy in 2025. These models are to be based on the newly created Victorian Curriculum 2.0 and draw on the Victorian Teaching and Learning Model 2.0 and the Victorian Position on Reading for F-2.

Wellbeing

The school-wide focus on improving the wellbeing of all students continued in 2024. Specifically, the school focused on building staff capacity to increase appropriate student behaviours through the School-wide Positive Behaviour Support program and to improve build staff capacity to teach students who are impacted by trauma. Data points the school sought to improve was the number of students who commented positively about student behaviour and emotional regulation of students.

The school sought to achieve these outcomes through professional learning on creating safe and productive learning environments through the Department's Positive Classroom Management Strategies professional learning, through developing staff understanding of trauma informed practice through the Berry Street Education Model and through developing student self-awareness through Bully Busters and the Pat Cronin Foundation. The school used a values-based Start Up Learning Program for students to understand the expectations and routines of school and the Rights, Resilience and Respectful Relationships program to improve student-to-student relationships. Various safety and wellbeing events were celebrated throughout the year, including R U OK day and Day for Daniel. The Victorian Curriculum capabilities underpin our planning and documentation. The school used funding received through the Program for Students with Disabilities to increase the number of Education Support Staff working in classrooms, providing a much higher than average level of support to students with Tier 2 and Tier 3 needs.

The goals in the 2024 AIP specifically set the goals

- Develop consistent approach to support and encourage desired behaviours to promote wellbeing and engagement based on trauma informed practice.
- Document and implement whole school tier 1 intervention approach based on a School Wide Positive Behaviour model.
- Review and refine tier 2 and 3 interventions.

Despite the significant turnover of staff and school leaders, some progress was made towards these goals. The school began the implementation of the Positive Classroom Management Strategies, a model for school improvement relating to student behaviour aligned with School-wide Positive Behaviour Support, completing Practices 1, 2 and 4. The school is also beginning to implement trauma informed practices in classrooms, with particularly strong practice in the Gumnuts (Prep-3) class.

Though progress was made towards improving student wellbeing, further progress is necessary. Similar goals have been set for the 2025 AIP.

Engagement

As part of our 2024 work to improving the engagement of all students, the school sought to increase the number of students who attended school on 75% or more school days, as well as increase the number of students who positively endorsed their relationship with staff.

Through Term 2, the Principal led an initiative to increase student attendance by ensuring administration staff were monitoring absence days and calling families to offer assistance when attendance was poor. This work continued into the second half of the year. This has helped the school maintain an absence rate of 63% which is a slight decrease on the 2023 result.

To support the increase of student connectedness and sense of inclusion, as well as support students seeking alternative forums with which to connect with their peers, staff began running club at recess and lunchtime. Students have reported having more opportunities to connect with others in a positive way at breaks.

In addition to the aforementioned professional learning on the Berry Street Education Model and the Positive Classroom Management Strategies, staff also participated in a Professional Learning Community inquiry into the use of data to inform lesson planning. This has helped to ensure learning is more tailored to student needs and engaging.

Financial performance

Arthurs Creek Primary School maintained a strong financial position, showing \$116,382 in cash reserves at the conclusion of the 2024 school year. Surpluses and cash reserves from previous years were used to make improvements to the amenity of the school, including necessary asphaltting works and upgrades to the school's fences.

As the school has a number of students with additional needs, it was funded and able to provide an excellent staff to student ratio. This allowed for teachers to cater to the individual needs of each child and provide a safe, supportive and stimulating school environment.

Fundraising activities included raffles, morning teas, BBQs and community Christmas Carols event. Students ran fundraisers including an out of uniform day to support the Cancer Council. Towards the end of the year, the School Council re-established the school's parents and friends committee, *Family Links*, with the aim of expanding our school's fundraising activities in 2025.

Grants were obtained to maintain the school's vegetation in line with bushfire preparedness works. Funds were saved by closing the school's out of hours care facility due to insufficient interest in it from the community.

For more detailed information regarding our school please visit our website at www.acps.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 45 students were enrolled at this school in 2024, 15 female and 30 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

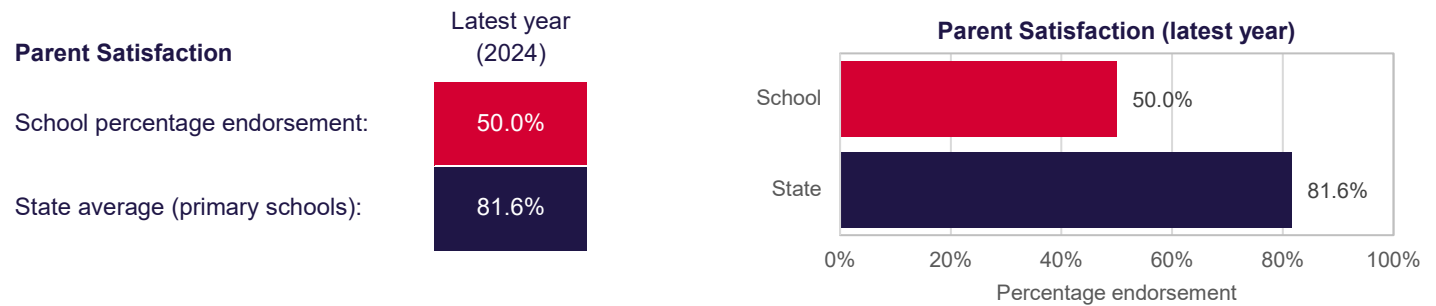
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

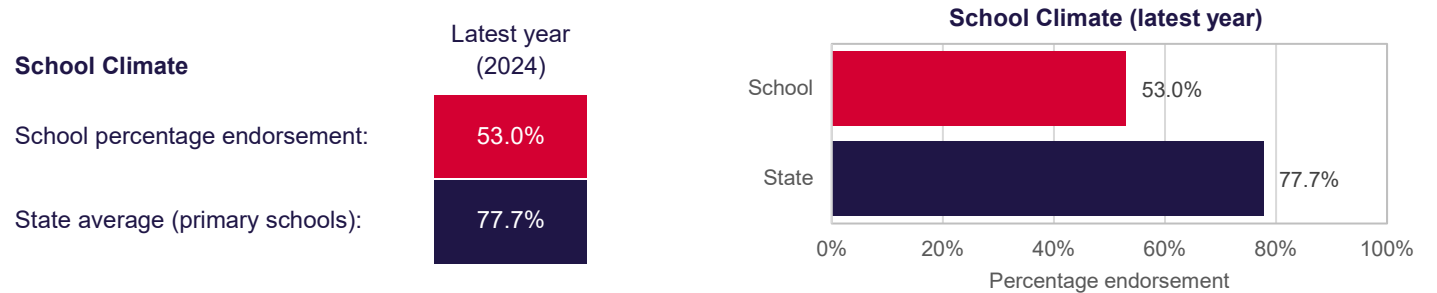


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

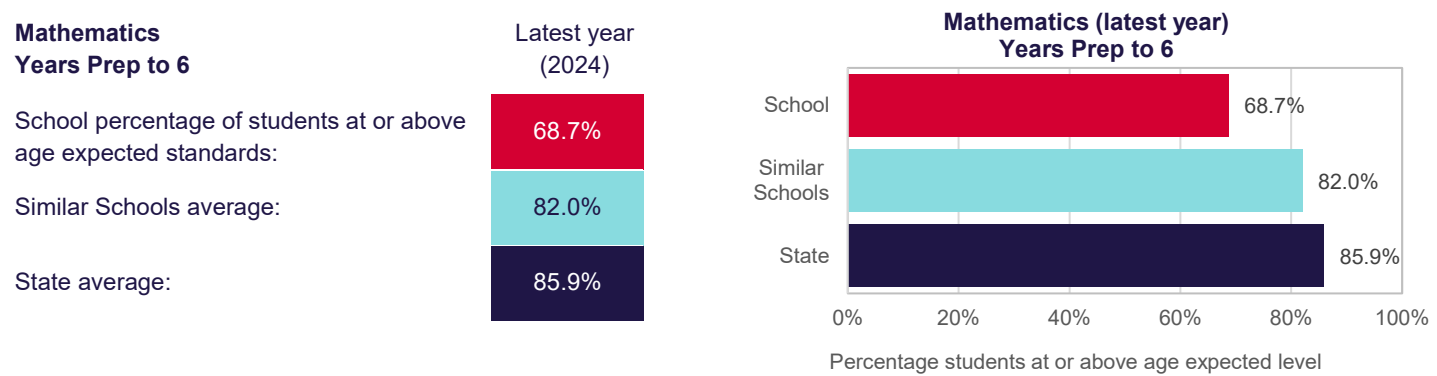
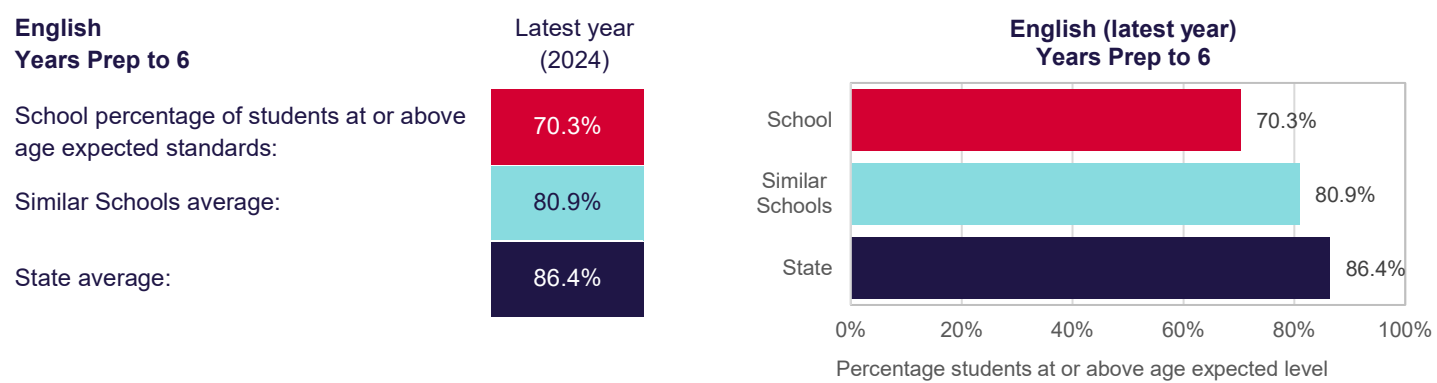


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

Reading Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

NDP 55.6%

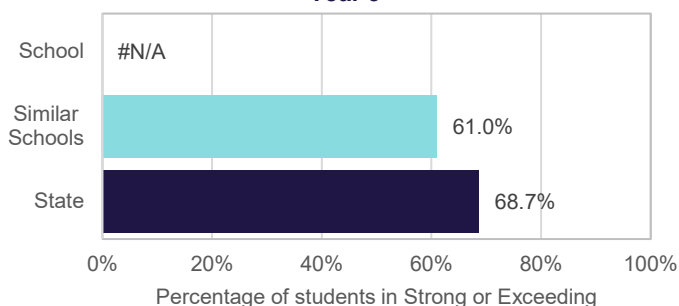
Similar Schools average:

61.0% 59.9%

State average:

68.7% 69.2%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

NDP 66.7%

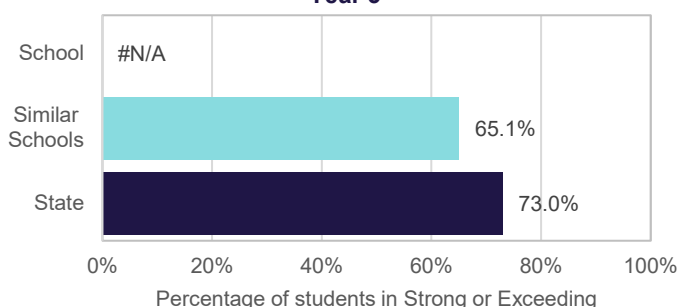
Similar Schools average:

65.1% 67.8%

State average:

73.0% 75.0%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

NDP 50.0%

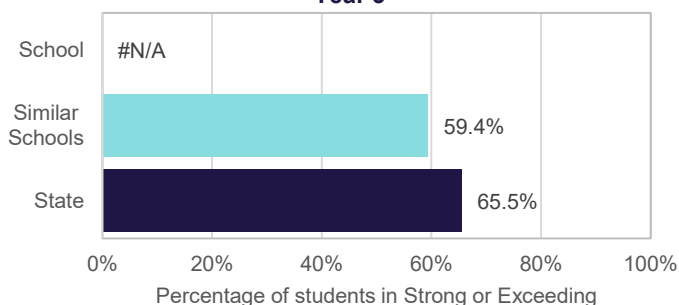
Similar Schools average:

59.4% 61.1%

State average:

65.5% 66.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

20.0% 41.7%

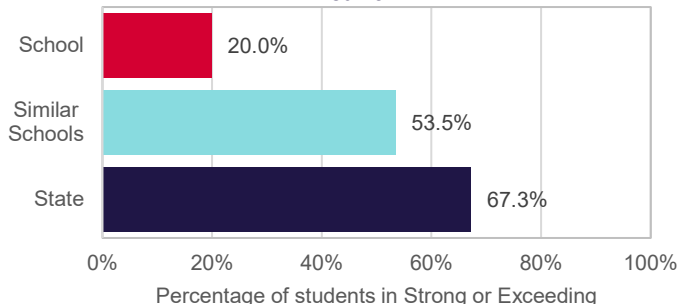
Similar Schools average:

53.5% 56.6%

State average:

67.3% 67.6%

NAPLAN Numeracy (latest year) Year 5



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:

54.5%

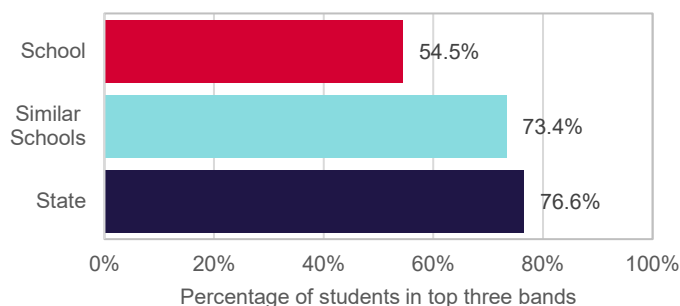
Similar Schools average:

73.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

25.0%

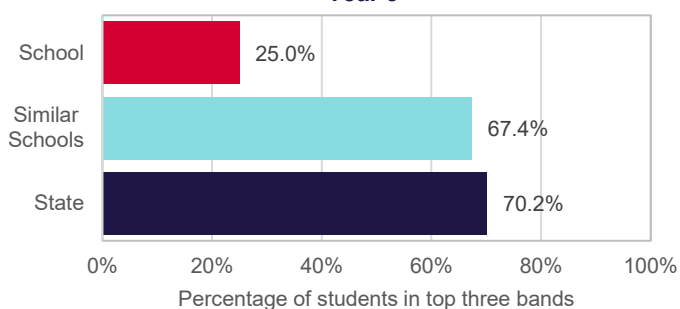
Similar Schools average:

67.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

9.1%

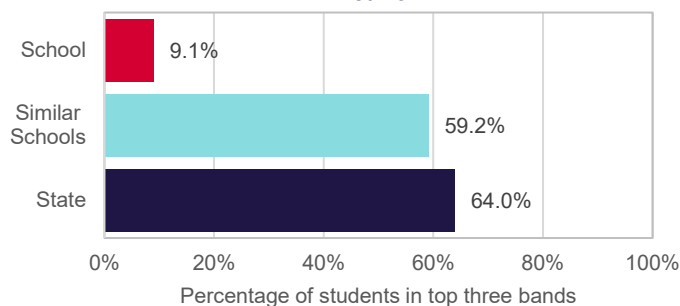
Similar Schools average:

59.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

25.0%

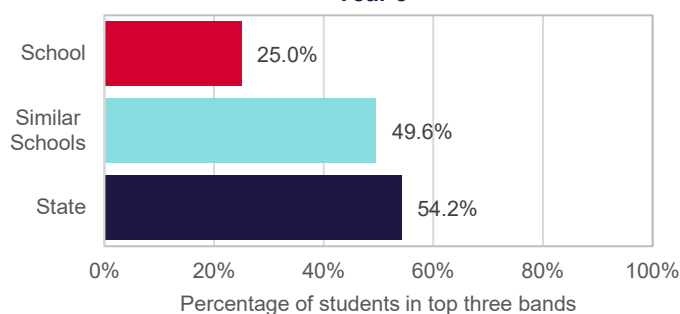
Similar Schools average:

49.6%

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.

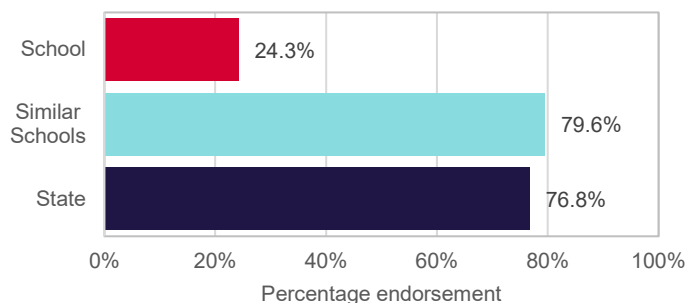
Student Attitudes to School – Sense of Connectedness

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:	24.3%	66.1%
Similar Schools average:	79.6%	79.4%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



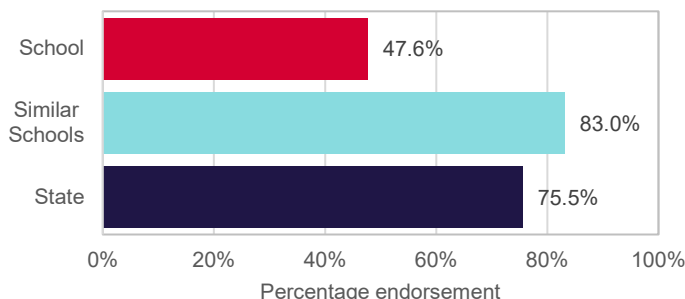
Student Attitudes to School – Management of Bullying

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:	47.6%	72.7%
Similar Schools average:	83.0%	80.9%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

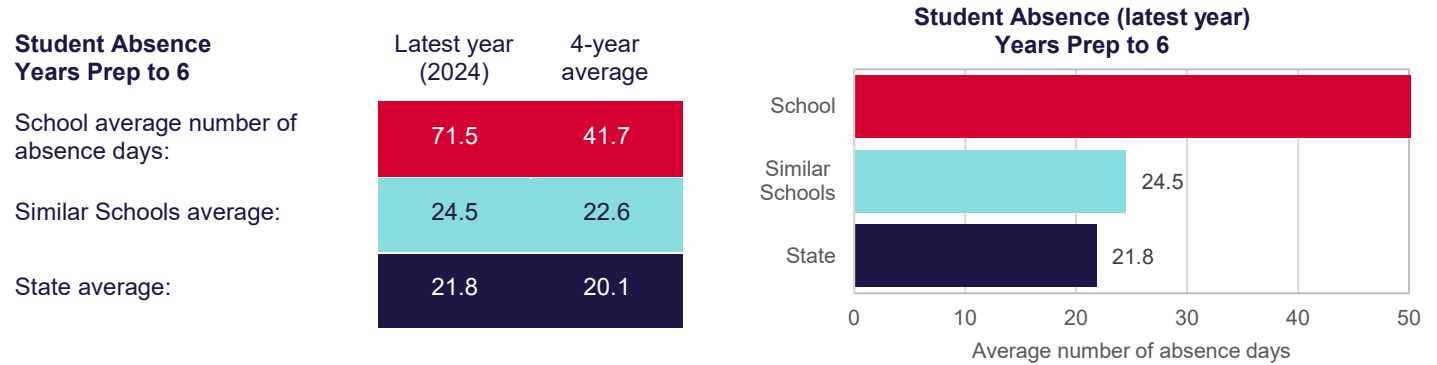


ENGAGEMENT

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):	68%	76%	67%	53%	61%	50%	77%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$918,704
Government Provided DET Grants	\$161,372
Government Grants Commonwealth	\$4,500
Government Grants State	\$16,668
Revenue Other	\$6,886
Locally Raised Funds	\$7,321
Capital Grants	\$0
Total Operating Revenue	\$1,115,450

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,496
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,496

Expenditure	Actual
Student Resource Package ²	\$990,912
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$12,860
Communication Costs	\$969
Consumables	\$12,001
Miscellaneous Expense ³	\$5,110
Professional Development	\$4,238
Equipment/Maintenance/Hire	\$12,939
Property Services	\$13,964
Salaries & Allowances ⁴	\$46,533
Support Services	\$51,566
Trading & Fundraising	\$60,209
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,060
Total Operating Expenditure	\$1,219,361
Net Operating Surplus/-Deficit	(\$103,911)
Asset Acquisitions	\$0

- (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	\$119,788
Official Account	\$15,374
Other Accounts	\$0
Total Funds Available	\$135,163

Financial Commitments	Actual
Operating Reserve	\$38,075
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$14,373
School Based Programs	\$13,845
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,090
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$116,382

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.

