

2023 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 22 April 2024 at 12:30 PM by Kristy Harvey (Principal)

- This 2023 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 29 April 2024 at 01:21 PM by Roslyn Reeves (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 of Victoria. Students who attend our school come from the town of Arthurs Creek and the neighbouring towns of Laurimar, Doreen, 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 43 students who are organised into composite classrooms. Our students are arranged into three classrooms of a P/1/2, Year 2/3/4 and a Year 4/5/6 class. Each of these classrooms has a low student to teacher ratio with our biggest class size at 17. In line with our inclusive approach the grades are named Gumnuts, Willow and Wattle.

We are indeed a small school but offer a range of exciting opportunities for our students. Our school is the ideal setting for families who are seeking a school with a strong teaching and learning focus, a welcoming and inclusive setting and a place where the academic, social, emotional and physical wellbeing of our students is at the forefront of what we do. Our school has a broad and comprehensive curriculum that is adapted to suit the needs of our individual students.

Our students are able to join with their peers from neighbouring schools to participate in sports, camp, Grade 6 Leadership opportunities and other learning opportunities. Our school also provides activities that involve the local community in our programs to help broaden our student knowledge and contribute to a sense of community.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Arthurs Creek Primary School curriculum draws on elements of the Victorian Curriculum to develop and implement a curriculum that is meaningful for students, with a strong commitment and focus on Literacy and Numeracy. The Victorian Curriculum F–10 sets out what every student should learn during their 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 F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student. The staff at Arthurs Creek Primary School have further analysed the priorities outlined in the Victorian Curriculum to develop our own unique Literacy and Numeracy Planners that outline the content taught at each of the Victorian Curriculum Levels. Staff work together to align the curriculum so that it is sequential throughout the years of primary school. Teachers work together to develop high quality teaching and learning programs that reflect high impact teaching strategies. Student progress is closely tracked to ensure all students are demonstrating strong learning gains. Learning Intentions and Success Criteria are developed for all sessions, making the focus and indicators of success of the lesson visible to the students. Feedback is integral in this process, where teachers both give and receive feedback from students.

Our achievement data has shown an improvement with a reduction in the number of students who are 12+ months below expected level in Reading and Viewing (target 20%, actual 18%). Our percentage of students above expected level in Reading and Viewing remained consistent at 27% and this will provide scope of future work for the school. There has been a slight increase in the number of students in both Reading and Viewing (82%) and Number and Algebra (81%) who have achieved at the expected level and above. We have been able to achieve this by having an absolute focus on Literacy and Numeracy, minimising interruptions to the teaching and learning program. Our moderation processes were enhanced to ensure the curriculum was utilised for comparison of work samples. We also implemented a mathematics instructional model based on the workshop model. Additional activities to support our focus in Learning was the implementation of the Tutor Learning Initiative to provide support and catch up for students, with average growth of students in the area of writing 0.625 (expected growth 0.5). MiniLit Literacy intervention was a new evidence based program implemented in the Year 1/2 area. Professional Learning Cycles commenced in 2022 and the collaborative process for the cycle of enquiry begun to be understood by staff. The major enquiries of action were on decoding and counting.

Wellbeing

Student wellbeing is at the forefront of what we do at Arthurs Creek Primary School. We are committed to enhancing the mental health and physical wellbeing of our school community. This is done by incorporating various programs into our curriculum that contribute to the development of social, emotional and personal safety skills. This includes our lunch time clubs and our wellbeing

space. Our systems for behaviour management and recognition of student behaviours in a positive manner also contribute to the wellbeing of our students, staff and wider community.

In 2023 as well as our school values, we focus Zones of Regulation as our social and emotional program to support student regulation. Additionally staff continue to be trained on the Berry St Education Model which assists implementing traumed informed practices. At Arthurs Creek Primary School our philosophy is "A good education can change anyone but a great learning environment can change everything. We provide children with the opportunities to explore, discover and learn to their potential. When a child understands their own potential opportunities are limitless." At Arthurs Creek Primary School we are committed to explicitly incorporating the Respectful Relationships Program into our curriculum. Each classroom teacher leads their students through regular sessions throughout the year.

School Wide Positive Behaviour support has had a continued focus on Tier 1 strategies with the whole school reward system implemented, modifications made for students requiring access to rewards. We have implemented a data tracking template to identify trends in the data around student wellbeing. We initiated a soft launch of zones of regulation in the P/1 class and have utilised a zones check in system each morning along with redesigning the breakout room (was a literacy resource space) into a zones of regulation space for students to access with/without support. Engagement with Allied Health became a real focus of our work to support students who have additional needs. The engagement with Allied Health has allowed us to lean into expertise to support our students. Redeveloping our values was a core piece of work from the School Review and this work saw us launch three new values - Being Respectful, Being Resilient and Being Responsible.

Engagement

We had a strong focus on engagement with a view to decreasing the number of days absent per student. In 2021 the average days per student being absent was 34.7 and we implemented the following to reduce this: parent phone calls (after two days absence), parent meetings where attendance was a concern, weekly attendance awards (grade) and attendance champions for the term and year. Additionally we strived to make the curriculum engaging and incorporate greater agency in tasks/projects. The student committees remained popular and students energised to participate in those. The tutor learning initiative continued to be implemented to support student engagement and connection to classroom learning. Unfortunately, our absence data increased to 36.3 days absent per student. Significant factors for this were: extended holidays, COVID related absences and a trend that requires further school work on: one sibling is sick, the entire family remains at home. This is a significant attendance challenge as well as supporting students in the at risk and vulnerable category, given the travel factor to school.

Other highlights from the school year

A major school highlight was reopening the school to families post COVID. We ran a parent helpers session and saw the reintroduction of parent helpers in the school. In Term 1 we held our annual BBQ off site at Yan Yean Park. This was a great night for parents and students to interact beyond the school gate. Events involving parents were absolute highlights where we had the opportunity to showcase learning through Literacy Week (parents reading to students) and the Job Fair - we were so impressed with the number of parents who contributed their expertise to the day. Our Mother's Day afternoon tea was well attended by Mum's and special people with students organising the catering with the support of parent volunteers. Father's Day breakfast was another wonderful celebration with students sharing a cooked breakfast before school. We ran two very successful election day BBQs with the federal election a really popular fundraising event. The overall sense of community is returning to ACPS. Being able to hold camps and excursions was so beneficial to our programs and for students as we return to normal operations. Our whole school excursion to Bendigo was a huge event, an event supported by parents with an early start and late arrival. Our camping program saw all three camps operate with P/1 having a school sleep over, 2/3 an Urban Camp and 4/5/6 to the YMCA camp at Campaspe Downs. All three camps had memorable experiences for our students. The year concluded with our Carols by Sunset performance and the students performing their carols or Christmas jokes with parents over an evening picnic. The weather was perfect and the appreciation and support shown by our parents was excellent.

Financial performance

Arthurs Creek Primary School maintained an outstanding financial position with the school maintaining a small operational surplus of \$8,753, with \$326,076 at bank (see below regarding commitments). As a result of an enrolment base with students requiring additional supports, additional funds was utilised from the school cash reserves to employ additional education support staff to

support students and staff. With the DET policy transitioning to parent voluntary contributions, the school had a significant decrease in contributions received from families. Fundraising activities returned in 2022 with highly successful raffles and BBQs for the two elections. Significant funds were committed by School Council for a new playground (approx \$42,000) and we had unforeseen issues with our heating and cooling which required additional funds of \$11,000 spent to replace the system in two classrooms. The school utilised the bushfire preparedness grant to hire a maintenance staff member who attends a half day per week to undertake bushfire preparedness works. School Council procured a grant of \$25,000 to install a new shade sail for an outdoor learning space. Arthurs Creek Primary School successfully applied for the establishment of an out of school hours care program with the grant being for 2023 and 2024. The funds were received in September of 2022 and are committed to staffing the program as well as refurbishment works to establish the program in the administration facility.

For more detailed information regarding our school please visit our website at

<https://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 65 students were enrolled at this school in 2023, 27 female and 38 male.

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

Overall Socio-Economic Profile

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

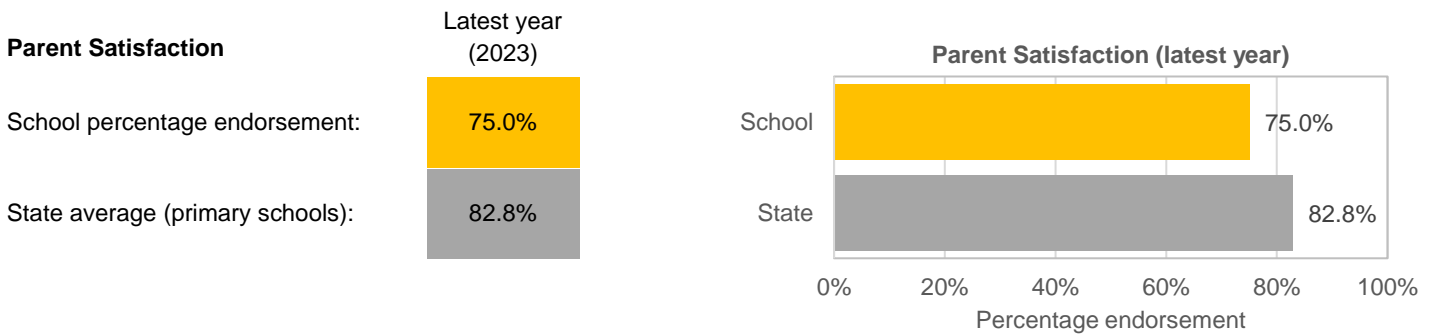
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

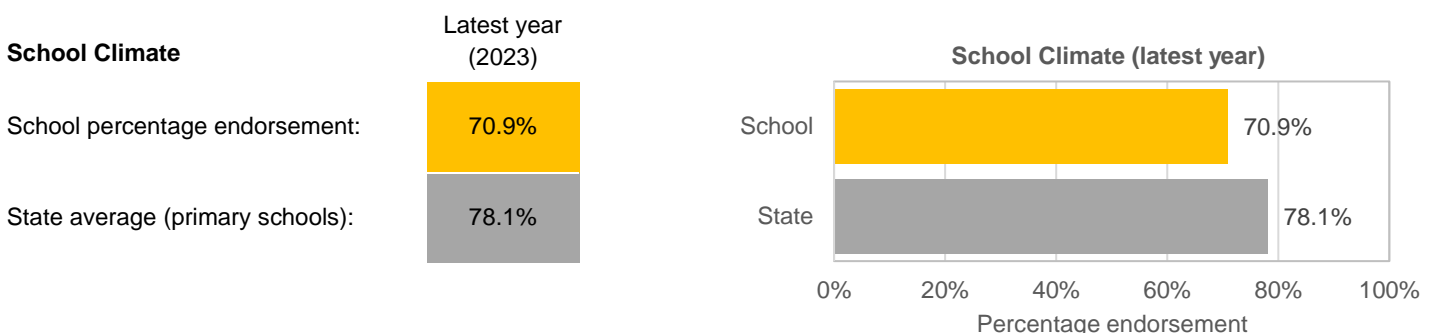


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

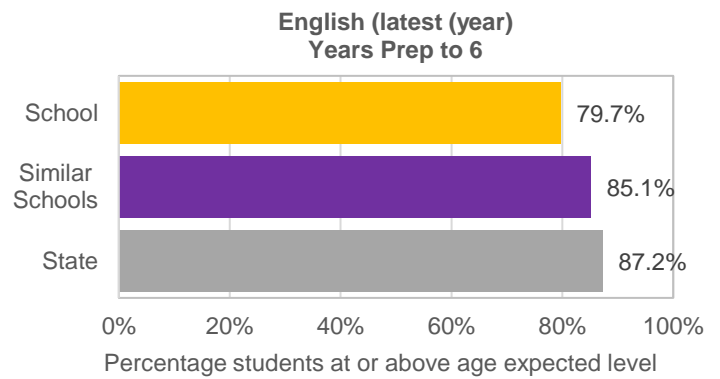
79.7%

Similar Schools average:

85.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

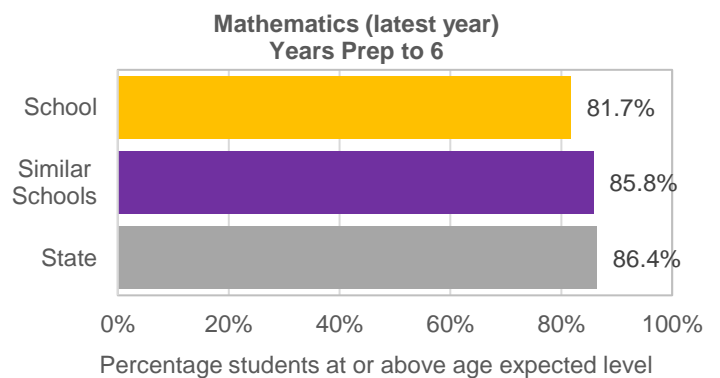
81.7%

Similar Schools average:

85.8%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

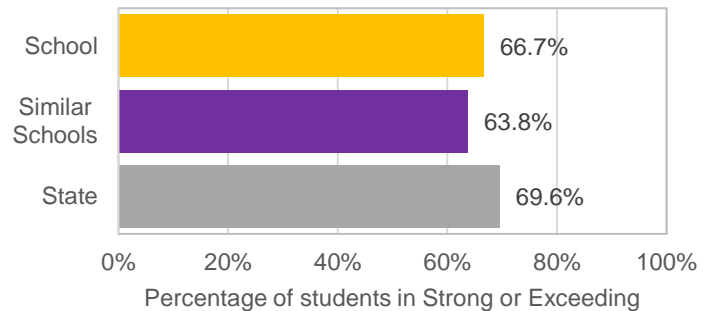
Similar Schools average:

63.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.7%

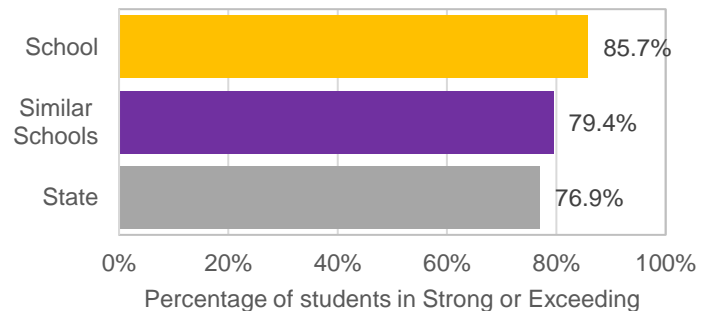
Similar Schools average:

79.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

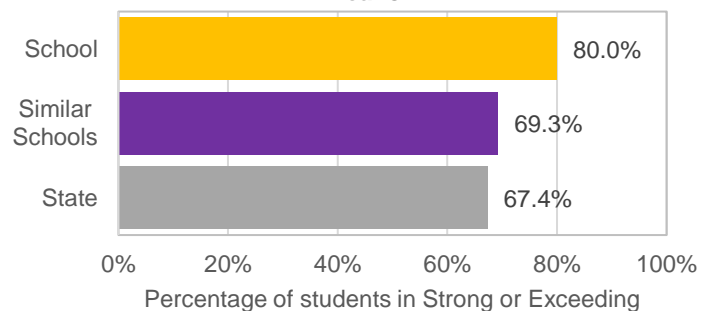
Similar Schools average:

69.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.1%

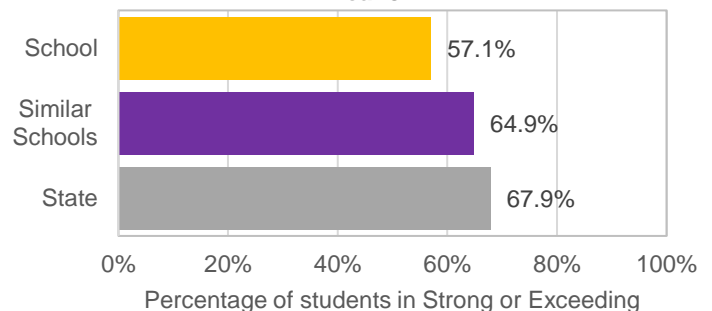
Similar Schools average:

64.9%

State average:

67.9%

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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

54.5%

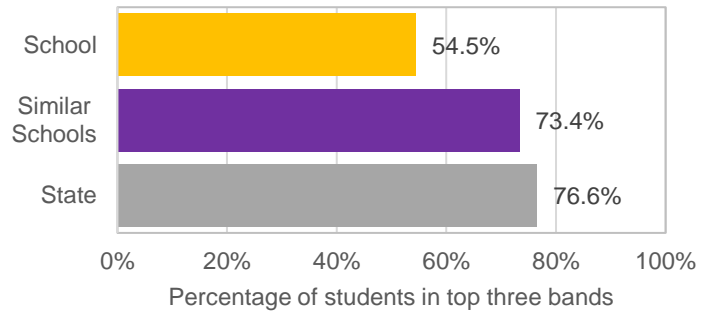
Similar Schools average:

73.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

25.0%

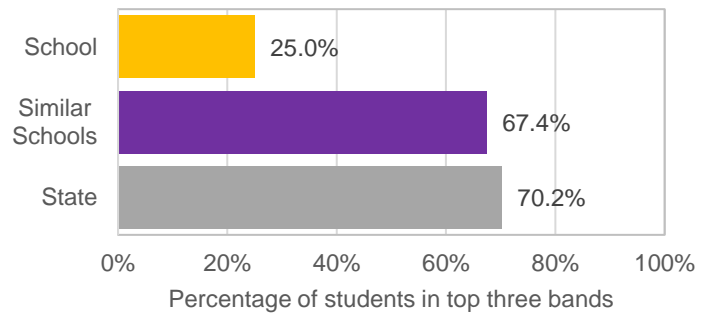
Similar Schools average:

67.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

9.1%

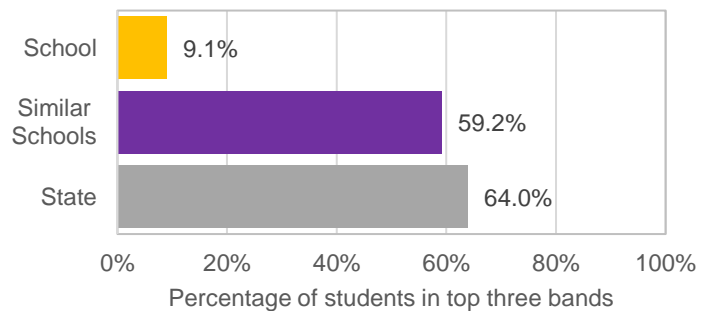
Similar Schools average:

59.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

25.0%

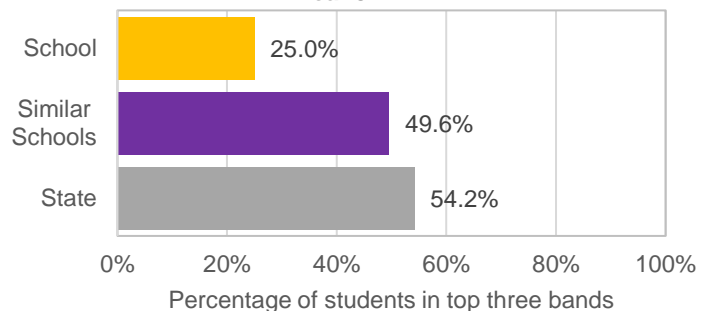
Similar Schools average:

49.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

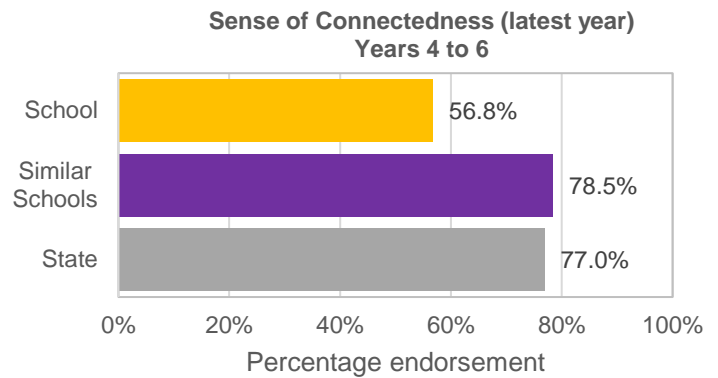
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	56.8%	78.1%
Similar Schools average:	78.5%	79.6%
State average:	77.0%	78.5%

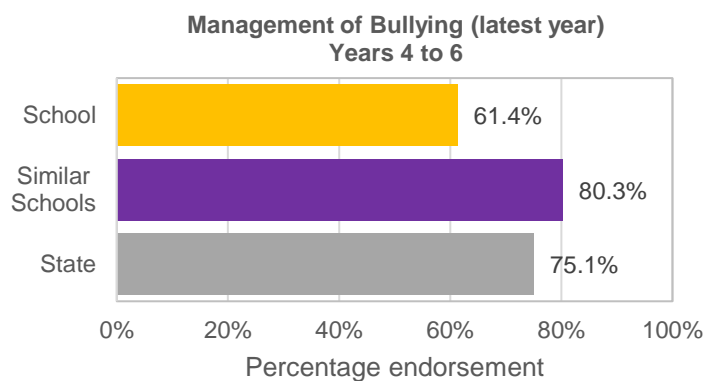


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	61.4%	79.7%
Similar Schools average:	80.3%	81.0%
State average:	75.1%	76.9%



ENGAGEMENT

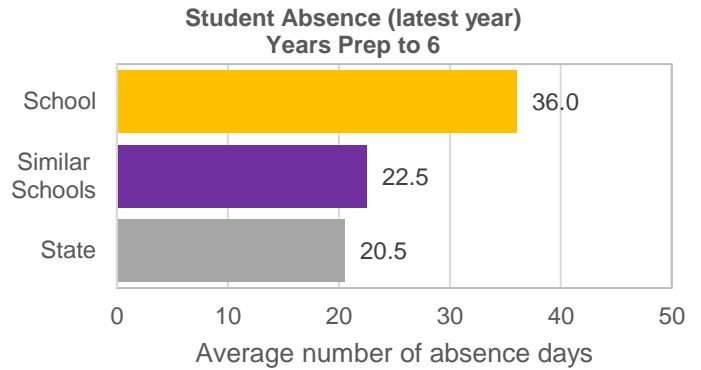
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	36.0	29.3
Similar Schools average:	22.5	19.8
State average:	20.5	18.1



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 (2023):	83%	84%	78%	81%	83%	78%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,041,186
Government Provided DET Grants	\$228,729
Government Grants Commonwealth	\$13,797
Government Grants State	\$29,620
Revenue Other	\$9,336
Locally Raised Funds	\$78,100
Capital Grants	\$0
Total Operating Revenue	\$1,400,768

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,003
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,003

Expenditure	Actual
Student Resource Package ²	\$1,008,901
Adjustments	\$0
Books & Publications	\$788
Camps/Excursions/Activities	\$25,818
Communication Costs	\$613
Consumables	\$19,811
Miscellaneous Expense ³	\$6,366
Professional Development	\$12,260
Equipment/Maintenance/Hire	\$46,334
Property Services	\$161,190
Salaries & Allowances ⁴	\$103,830
Support Services	\$12,684
Trading & Fundraising	\$16,412
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,046
Total Operating Expenditure	\$1,422,053
Net Operating Surplus/-Deficit	(\$21,285)
Asset Acquisitions	\$118,514

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$123,573
Official Account	\$18,998
Other Accounts	\$0
Total Funds Available	\$142,572

Financial Commitments	Actual
Operating Reserve	\$44,462
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$44,462

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.