

2022 Annual Report to the School Community

School Name: Fish Creek and District Primary School (3028)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2023 at 09:35 AM by Dale Banks (Principal)

- This 2022 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 27 April 2023 at 11:07 AM by Howard Prosser (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Fish Creek and District Primary School is a rural school situated 160km South East of Melbourne and had an enrolment of 115 students at census in 2022. This was a decrease from 122 the previous year. Students were split into 6 classes (Prep, 1/2, 3/4 x 2, 5 and 6) for the school year. Staff for 2022 consisted of a Principal, Learning Specialist, 6 Classroom Teachers, specialist teachers (EFT1.2) Business Manager (1.0), Welfare Officer (0.4), 4 Integration Aides (EFT 1.0), Tutor (0.6) and a visiting MARC Specialist for 6 hours per week. Fish Creek and District Primary School is a friendly place to learn, work and visit. With a tradition of high academic achievement, we pride ourselves on our school values of Respect, Fairness and Commitment. Our school works to provide an exemplary literacy and numeracy program, encourages the development of social skills through a whole school approach to mindfulness, builds relationships and nurtures our students' artistic and sporting talents. Our local community is proud of our school where all children are known individually, our staff is progressive and forward-thinking and our students attain a high level of academic achievement. From concerts to art shows, our students have many opportunities to succeed in a variety of areas. Our strong sporting achievements see many students attend regional and state level championships. The school is part of the Corner Inlet Learning Alliance (CILA) of schools for sport and cultural activities. The CILA network incorporates Foster, Toora, Tarwin Lower, Meeniyan, Welshpool and Fish Creek Primary Schools. This also includes professional development for staff between the cluster with Fish Creek, Welshpool, Tarwin Lower and Toora completing cluster PLC training together, the schools will work together to improve teaching and learning practices across the region. This successful initiative engaged teachers in professional learning with their colleagues whilst establishing strong, supportive formal and informal networks. It also created leadership positions for staff in the areas of instructional leaders and data literacy. Our school staff continued to monitor and assess student learning through ongoing professional learning; this will be further enhanced by our PLC work continuing on into the future. We have seen great steps forward in terms of staff, parent and student satisfaction data and have developed a team approach to decision making and process. The school is currently an extremely positive and vibrant place to learn and work for all students, staff and families. Our school prides itself on being family friendly and we get enormous support from our parent volunteer base especially through our Parents and Friends and School Council.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, DET provided all schools with the following Priorities Goal for their Annual Improvement Plan (AIP):

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.

DET also provided the following Key Improvement Strategy (KIS) for all schools to focus on for learning:

Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

Actions that we committed to undertake for this KIS were:

- Focus our PLC on numeracy to improve teacher capacity to teach and support each student at their point of need which will improve student outcomes.
- Attend a Maths professional development day with Michael Minas.

We were extremely proud of our students achievements and learning after coming off two years of remote learning in 2020 and 2021. In 2022 we had a focus on supporting the student both academically and also holistically as we prepared for the year ahead. Our NAPLAN Data for 2022 was extremely encouraging, In grade 3 and 5 we were above the state average in 9 out of the 10 categories, with highlights including 86% of students in grade 3 in the top 2 bands, 71% of students in the top 2 bands in Numeracy and 54% of students in grade 5 in the top 2 bands of Reading.

Wellbeing

As part of the 2022 Priorities Goal, all schools were provided with a wellbeing Key Improvement Strategy (KIS) to work on. This strategy was to: effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Given the impact of COVID 19 in 2020 and 2021, wellbeing was a high priority throughout the year. Strategies that we implemented to support well being across the school included

- Extension of the tutoring program, our program used additional resources (staffing) to ensure that our program was functional and accessible for students that needed extra support
- Additional welfare support, utilising the schools mental health fund finances we increased our time fraction of our Student Welfare Officer from .2 to .4.

Engagement

At Fish Creek Primary School, we pride ourselves on how our students engage with the community and how they know their place in a global society. 2022 was another difficult year for everyone but I was proud of the work we did as a school community to stick together. This was a joint effort with the community, staff and students all coming together to provide a great year for our students. Our grade 6 students were wonderful all year and everyone of them showed great growth and leadership throughout the year culminating in their fantastic graduation ceremony in the gym. After a couple of years in hiatus we once again held our traditional Christmas dinner and it was also wonderful to see the return of the school trivia night, which raised much needed funds for the school. We once again returned to our 'First Foot Forward' orientation program for the kindergarten students ensuring that they all felt settled and comfortable in our school setting. We continued as a partner school for Respectful Relationships program, at our school we strongly support gender equality, it was wonderful to see one of our students artwork displayed in junior building as part of the 16 days of activism against gender based violence. Our enthusiastic Junior School Council continued to work diligently, they run several lunchtime activities and raised money for many worthy causes. Our students have led the way with sustainable practices across our school, our environmental leaders have conducted rubbish audits and now we have an extremely viable recycling program, which helps reduce rubbish falling into land fill. We continued to work on our school grounds with the redevelopment of our vegie garden which was looking a bit run down after the COVID years. Attendance is and will remain an area of focus at Fish Creek with non-attendance above what we expect, while this has improved from previous years it is still a focus to get better.

Other highlights from the school year

Thanks to the positive start program we were able to send our grade 3 to 6 students on an additional camp. All students spent 4 days in Paynesville. On this camp they did many adventure activities which included a boat trip to Raymond Island. Our grade 5/6 students additionally had their Melbourne camp. It was great that our students were able to spend a week in Melbourne to take in the culture and excitement of the city. Highlights of this camp included ice skating, a MCG tour and MSAC to name a few. Academically I was extremely proud of our NAPLAN results being the highest performed school in all of Gippsland was an amazing achievement.

Financial performance

Fish Creek and District Primary School is in a sound financial position, with an operating surplus. Our equity money of \$16,106.00 went towards contributing to extra welfare support for our students, this extra support will continue into following years. In 2022 the school completed its upgrades of the grounds area with shade sails installed. Additional building works included the panting of the decking areas and some internal walls and installation of a new split system in the music and Indonesian room.. We also received \$6600 from sporting schools, which contributed, to our sports program (swimming and basketball). At Fish Creek Primary School, we are extremely fortunate to receive extra support from the parent community with our Parents and Friends committee raising much needed funds for additional resources and classroom furniture at the school.

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 115 students were enrolled at this school in 2022, 54 female and 61 male.

0 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

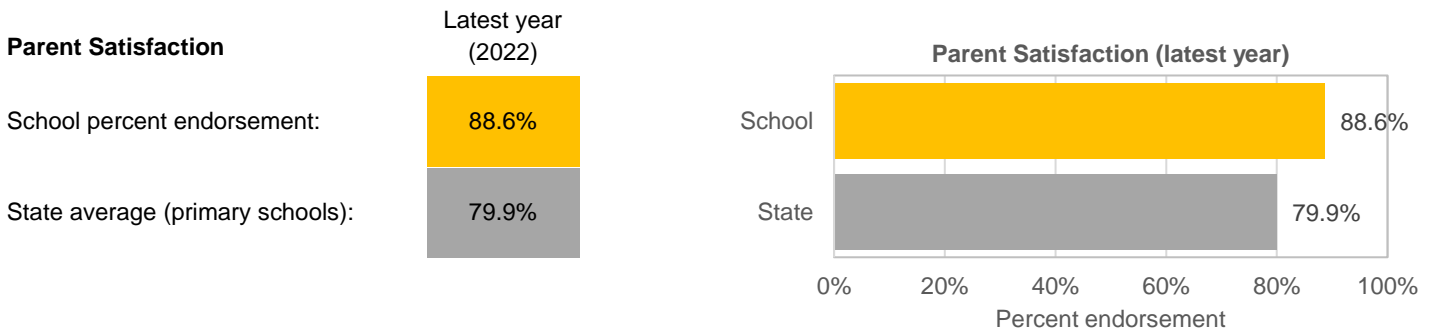
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

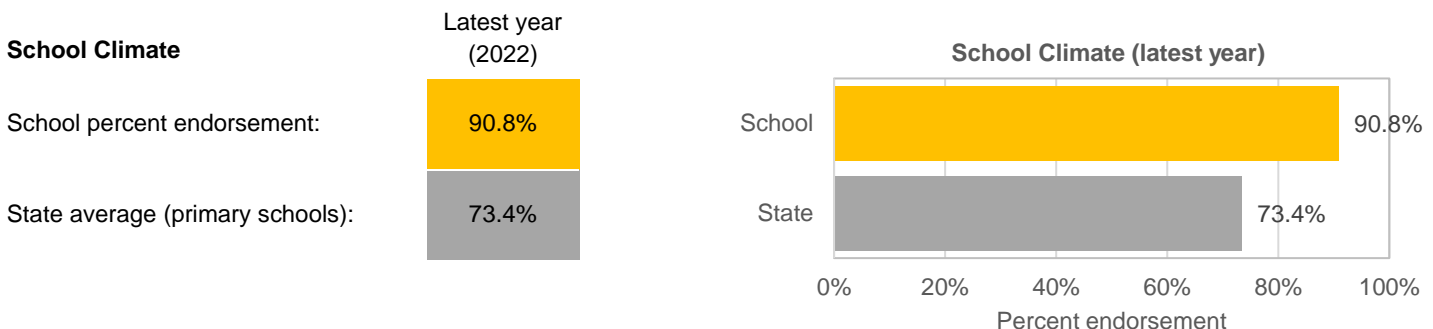


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

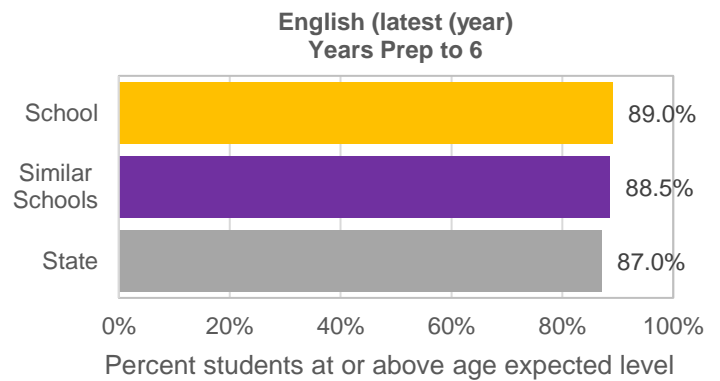
89.0%

Similar Schools average:

88.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

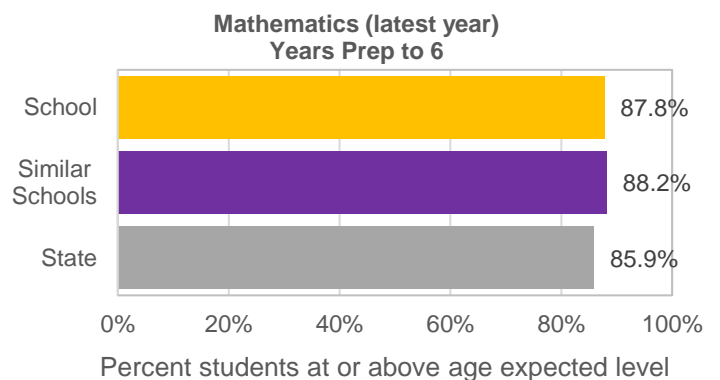
87.8%

Similar Schools average:

88.2%

State average:

85.9%



LEARNING (continued)

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

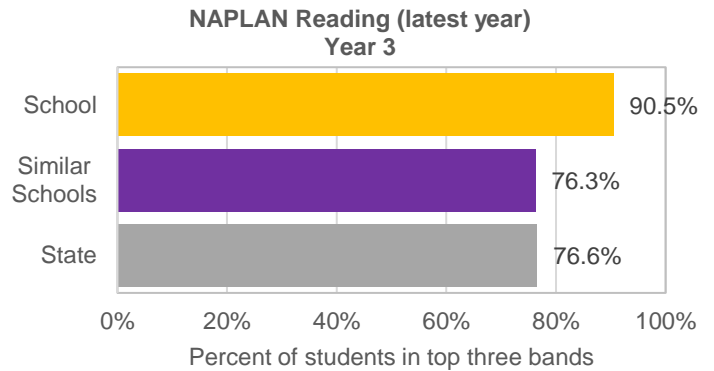
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

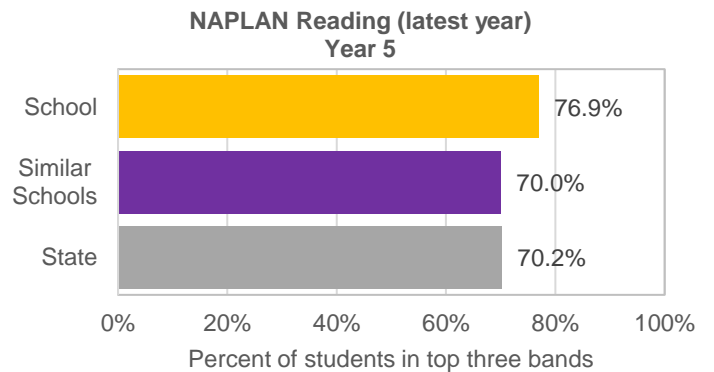
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.5%	89.5%
Similar Schools average:	76.3%	76.7%
State average:	76.6%	76.6%



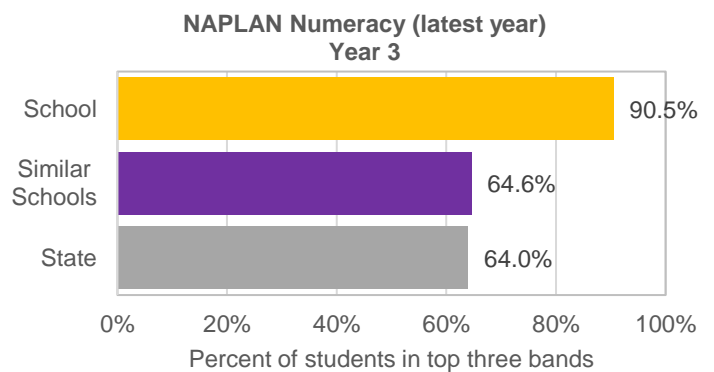
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	81.0%
Similar Schools average:	70.0%	71.5%
State average:	70.2%	69.5%



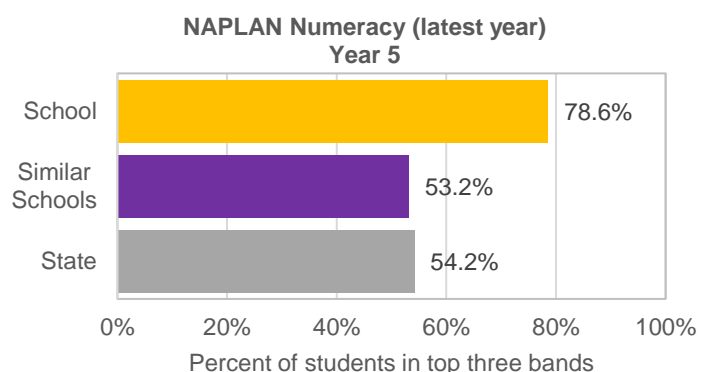
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.5%	89.5%
Similar Schools average:	64.6%	68.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.6%	72.1%
Similar Schools average:	53.2%	59.0%
State average:	54.2%	58.8%



WELLBEING

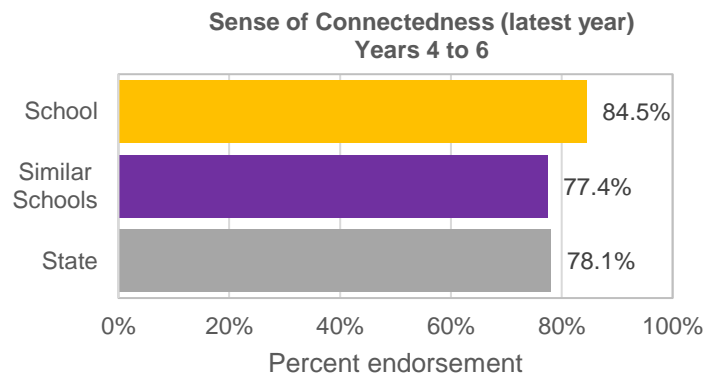
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	84.5%	86.5%
Similar Schools average:	77.4%	79.6%
State average:	78.1%	79.5%

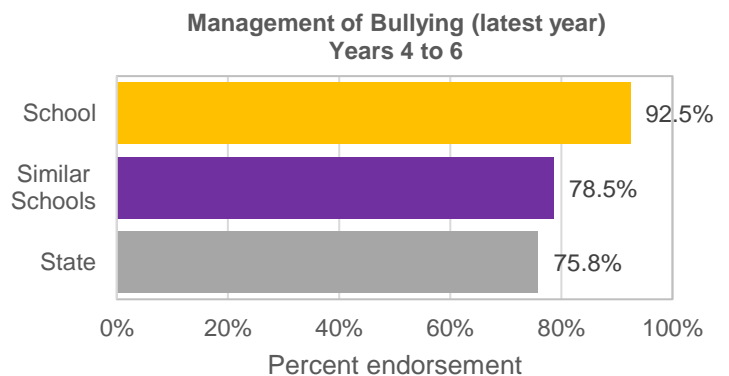


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	92.5%	94.3%
Similar Schools average:	78.5%	81.0%
State average:	75.8%	78.3%



ENGAGEMENT

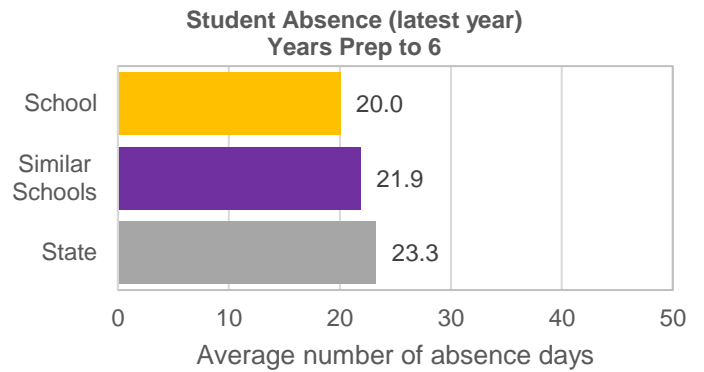
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.0	16.1
Similar Schools average:	21.9	16.3
State average:	23.3	17.0



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 (2022):	90%	90%	90%	90%	90%	92%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,248,328
Government Provided DET Grants	\$315,633
Government Grants Commonwealth	\$4,778
Government Grants State	\$4,500
Revenue Other	\$11,518
Locally Raised Funds	\$55,834
Capital Grants	\$0
Total Operating Revenue	\$1,640,591

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,106
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,106

Expenditure	Actual
Student Resource Package ²	\$1,199,723
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$34,399
Communication Costs	\$1,303
Consumables	\$35,759
Miscellaneous Expense ³	\$5,297
Professional Development	\$4,192
Equipment/Maintenance/Hire	\$7,007
Property Services	\$27,208
Salaries & Allowances ⁴	\$136,629
Support Services	\$0
Trading & Fundraising	\$15,453
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,599
Total Operating Expenditure	\$1,477,568
Net Operating Surplus/-Deficit	\$163,024
Asset Acquisitions	\$11,709

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$379,933
Official Account	\$15,945
Other Accounts	\$0
Total Funds Available	\$395,878

Financial Commitments	Actual
Operating Reserve	\$42,728
Other Recurrent Expenditure	\$883
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$110,025
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	\$153,635

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.