

2023 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 \(VIT\)](#)
- 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 10:35 AM by Dale Banks (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 22 April 2024 at 03:32 PM 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).

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

Fish Creek and District Primary School is a rural school situated 160km South East of Melbourne and had an enrolment of 107 students at census in 2023. This was a decrease from 115 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 2023 consisted of a Principal, 6 Classroom Teachers - with one of them being our Learning Specialist, Specialist Teachers (EFT1.2) Business Manager (1.0), Welfare Officer (0.4), 4 Integration Aides (EFT 1.0), Tutor (0.6) and 2 MARC Specialist (0.6 and 0.4). 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, Meeniyah, 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 on-going 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 2023 at Fish Creek and District Primary School we had a school focus on Spelling. We had in previous years had high results in reading, maths and writing however this was not translating across to our spelling program. After much research, we transferred to the components of a spelling program under the guidance of Dr Tessa Daffern. Our whole school staff engaged in professional development with Dr Daffern and we are working collaboratively to create an Individual spelling program which works for our school. This is a process which we estimate will take a couple of years to embed into our school program. We were extremely proud of our students' achievements and learning after coming off two years of remote learning in 2020 and 2021 and a challenging 2022 in regards to staffing. In 2023 we had a focus on supporting the students both academically and also holistically as we prepared for the year ahead. Our NAPLAN Data for 2023 was extremely encouraging, in grade 3 and 5 we were above the state average in students that were strong and exceeding in reading and numeracy with a major highlight being 100% of students in grade 5 reading reaching the strong or exceeding level.

Wellbeing

As part of the 2023 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, 21 and 22, wellbeing was a high priority throughout the year. Strategies that we implemented to support wellbeing 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 school's mental health fund finances we increased our time fraction of our Student Welfare Officer from .2 to .4. As we went to a new funding model for disability, the school hired a Disability Inclusion Coordinator to oversee this program (.2), This role has now continued into 2024 and beyond.

Engagement

At Fish Creek and District Primary School, we pride ourselves on how our students engage with the community and how they know their place in a global society. 2023 was another challenging year for everyone but I was proud of the work we did as a school community to stick together. This was particularly evident as the community was hit hard by the arson attack on the football/netball social rooms. Everyone banded together to help support our town and community in this tough time. Our grade 6 students were wonderful all year and every one of them showed great growth and leadership throughout the year, culminating in their fantastic graduation ceremony in the gym. There were many fantastic events that brought the community together including our first ever colour run, Christmas dinner at the pub and our fantastic whole school production of Shrek to name just a few. We supported our new students through our 'First Foot Forward' orientation program ensuring that they all felt settled and comfortable in our school setting. We continued as a partner school for the Respectful Relationships Program and we strongly support gender equality. It was wonderful to see one of our students artwork displayed in our 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 5/6 students on an additional camp. Through this program our students were lucky enough to have a snow camp at Mount Buller. On this camp they did many adventure activities which included skiing and tobogganing. For many students it was their first ever experience with snow and truly an experience they will never forget. After a long hiatus due to Covid, in 2023 we were able to once again run a school production. Our whole school production of Shrek was simply amazing and all the students did a fantastic job. Academically I was extremely proud of our NAPLAN results with our school once again performing well to be one of the top scoring schools in Gippsland. This was a brilliant achievement.

Financial performance

Fish Creek and District Primary School is in a sound financial position, with an operating surplus. Our equity money of \$13,626.00 went towards contributing to extra welfare support for our students. This extra support will continue into upcoming years. In 2023 the school completed its upgrades of the grounds area with asphalt works to the entrance of the school and new fencing installed at the front of the school. We also received \$4400 from sporting schools, which contributed, to our sports program (swimming and basketball). At Fish Creek and District 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.

For more detailed information regarding our school please visit our website at
<https://fishyps.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 108 students were enrolled at this school in 2023, 51 female and 56 male.

0 percent of students had English as an additional language and 8 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).

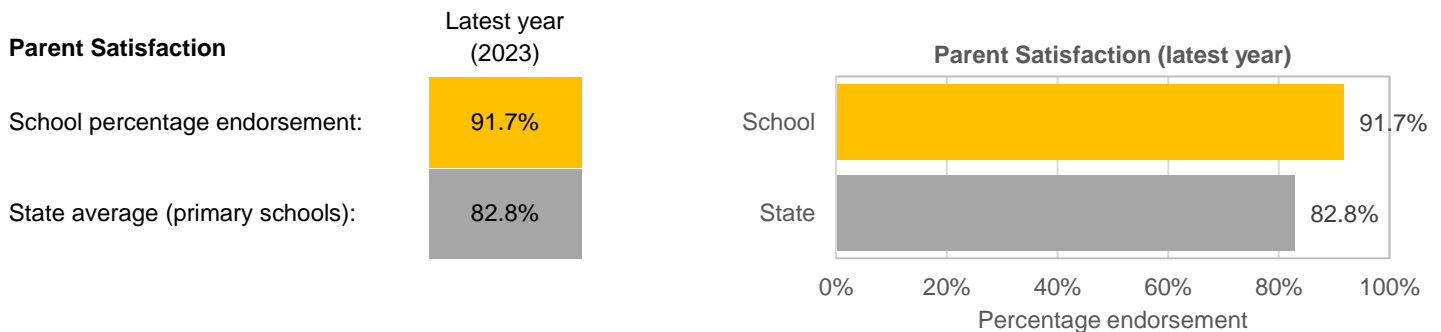
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

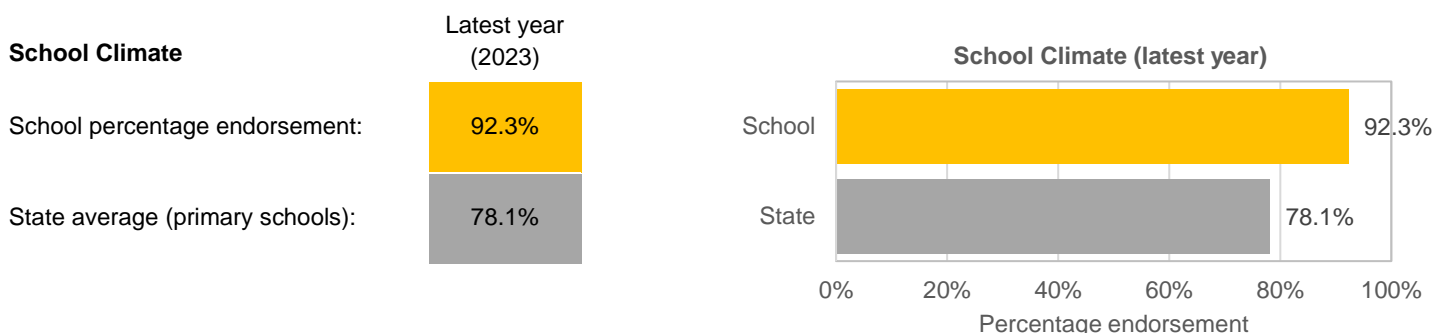


School Staff Survey

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:

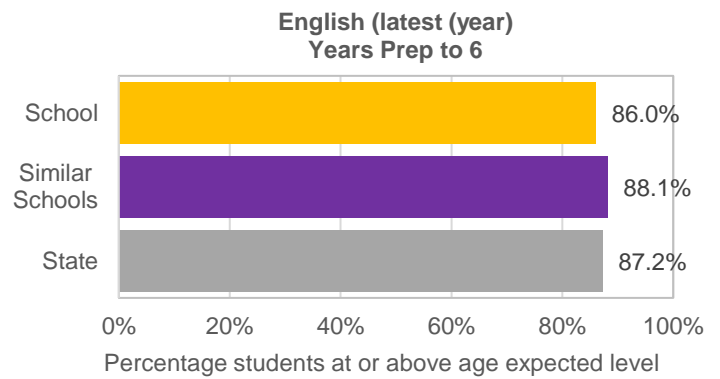
86.0%

Similar Schools average:

88.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

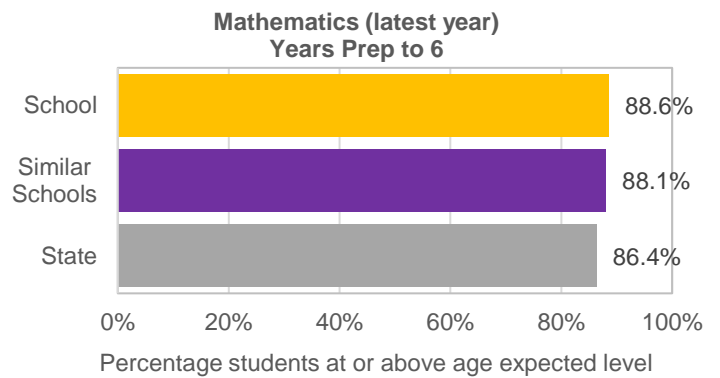
88.6%

Similar Schools average:

88.1%

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:

80.0%

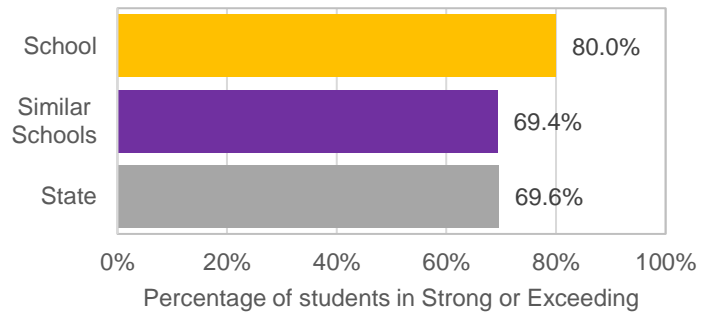
Similar Schools average:

69.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

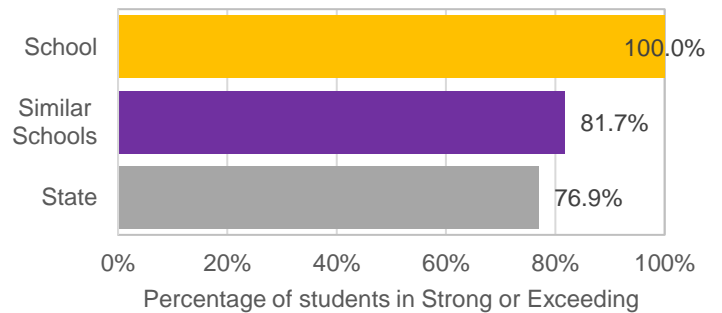
Similar Schools average:

81.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

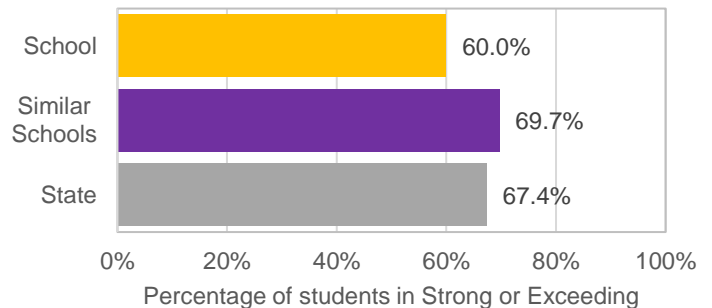
Similar Schools average:

69.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

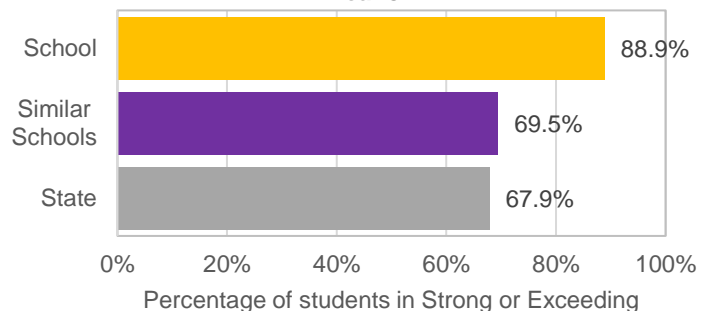
Similar Schools average:

69.5%

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:

90.5%

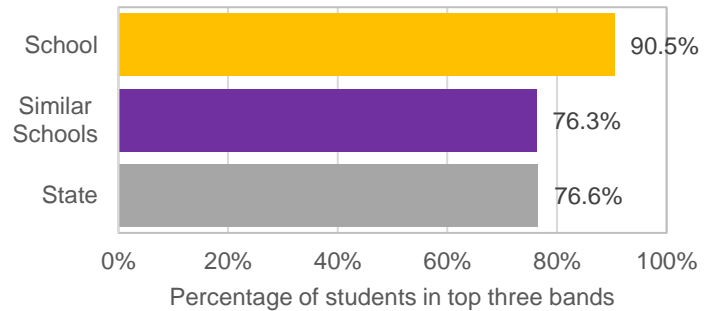
Similar Schools average:

76.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

76.9%

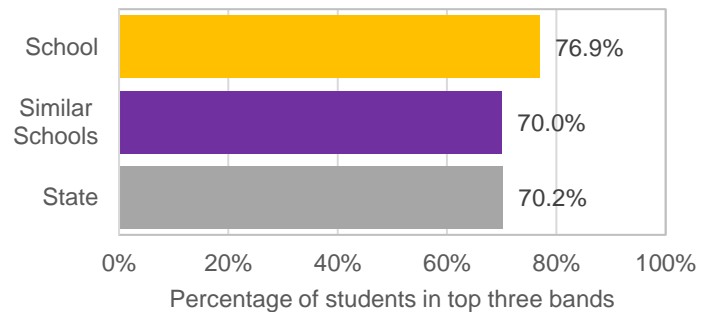
Similar Schools average:

70.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

90.5%

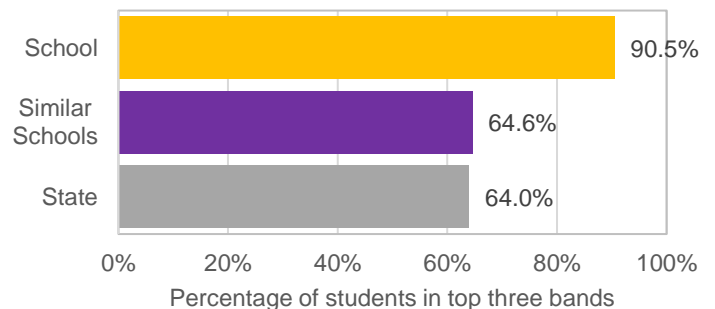
Similar Schools average:

64.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

78.6%

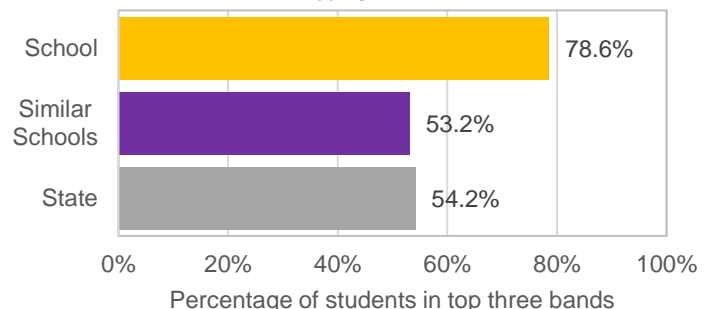
Similar Schools average:

53.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

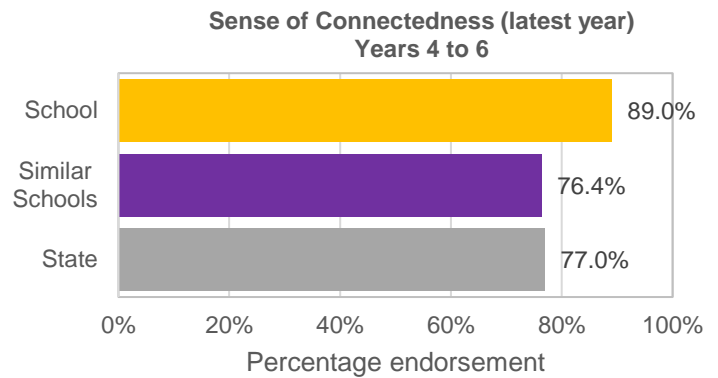
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	89.0%	87.4%
Similar Schools average:	76.4%	78.5%
State average:	77.0%	78.5%

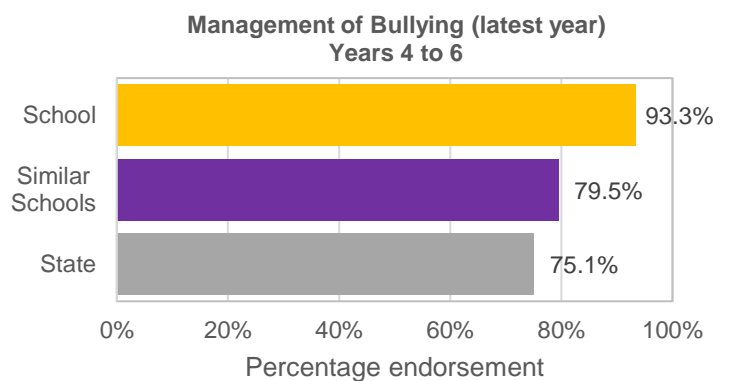


Student Attitudes to School – Management of Bullying

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:	93.3%	93.9%
Similar Schools average:	79.5%	80.4%
State average:	75.1%	76.9%



ENGAGEMENT

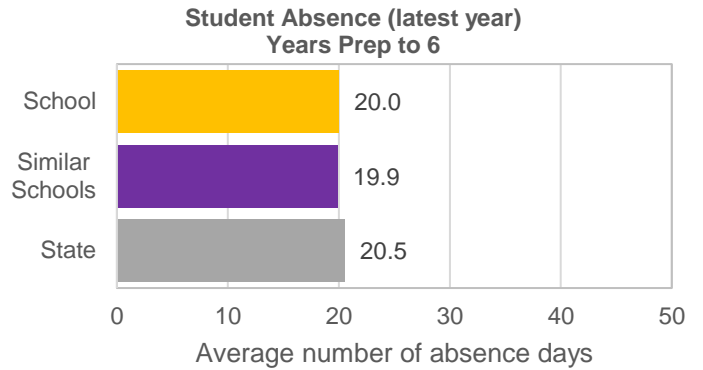
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.0	16.7
Similar Schools average:	19.9	17.3
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):	92%	91%	92%	82%	91%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,428,437
Government Provided DET Grants	\$323,018
Government Grants Commonwealth	\$2,943
Government Grants State	\$3,000
Revenue Other	\$66,261
Locally Raised Funds	\$59,614
Capital Grants	\$0
Total Operating Revenue	\$1,883,272

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,626
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,626

Expenditure	Actual
Student Resource Package ²	\$1,409,924
Adjustments	\$0
Books & Publications	\$5,826
Camps/Excursions/Activities	\$35,330
Communication Costs	\$1,175
Consumables	\$40,376
Miscellaneous Expense ³	\$5,324
Professional Development	\$8,151
Equipment/Maintenance/Hire	\$18,304
Property Services	\$36,502
Salaries & Allowances ⁴	\$160,931
Support Services	\$0
Trading & Fundraising	\$14,521
Motor Vehicle Expenses	\$5,412
Travel & Subsistence	\$0
Utilities	\$11,753
Total Operating Expenditure	\$1,753,530
Net Operating Surplus/-Deficit	\$129,742
Asset Acquisitions	\$44,930

- (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	\$455,111
Official Account	\$9,883
Other Accounts	\$0
Total Funds Available	\$464,995

Financial Commitments	Actual
Operating Reserve	\$52,003
Other Recurrent Expenditure	\$275
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$84,825
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,000
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	\$143,103

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.