

# 2023 Annual Report to the School Community

School Name: Creswick Primary School (0122)



- 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 12 April 2024 at 11:34 AM by Helen Romeril (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 18 April 2024 at 01:40 PM by Julia Cornwell (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## School context

Creswick Primary School is situated in the township of Creswick, 18 km north of Ballarat. It has a total enrollment of 176 students. Our staff consists of a Principal Class member, a Leading Teacher, 11 Teaching Staff, a full-time Business Manager, a part-time Administration officer, 4 classroom Education Support staff members, and a School Chaplain.

Creswick Primary School's Vision is to create a respectful and welcoming environment where parents, teachers, and community members nurture students to achieve their best on an academic, social, and emotional level.

Creswick Primary School's objective is to provide an excellent education in a vibrant, safe and caring environment that challenges all students to be their personal best. Supporting this vision and mission are four core values.

- Safety - Moving and playing carefully in the school community.
- Respect - Treating people and property with consideration and manners.
- Resilience - Able to persevere with challenges and disappointments.
- Personal Best - Applying ourselves fully in all tasks and situations.

Based on families' occupations and education, the school's socio-economic profile is considered in the medium band, representing a spread in parent education level and socio-economic position from disadvantaged to advantaged.

Our curriculum at Creswick Primary School reflects the Victorian Curriculum framework, with specialist programs in Physical Education, Library/Wellbeing, STEM/ICT, and languages other than the English program (Indonesian).

Creswick Primary School prides itself on having a strong partnership between the school and the wider community. Being the largest Primary school in a small town, we actively promote and engage with our wider community in varied ways. Some of the community partnerships valued and maintained are with the Creswick Library, CresFest Music Festival, Neighbourhood House, Creswick Fire Brigade and the RSL.

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

### Learning

In 2023, learning at Creswick Primary School focused on 'supporting those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy'. Our staff continued to work collaboratively in planning teams with the support of Learning Specialists who were able to coach and support staff in providing differentiated instruction to students. We continued to implement the Tutor Learning Initiative (TLI) with an experienced teacher running small group sessions with senior students focusing on reading. The intervention program was supported by trained Education Support staff ensuring we could support students across all year levels in speech, reading and numeracy. Our students who thrived participated in the Victorian High Ability Program (VHAP) to support their continued development.

Our NAPLAN data reflected the school's strong numeracy teaching. Student learning data showed that 76.9% of our Year 3 students were in Strong or Exceeding, which is above the like school average of 60.6% and the state average of 67.4%. The results were also pleasing in Year 5, with 66.7% in Strong or Exceeding, which was well above that of similar schools at 56.5% and just below the state average of 67.9%.

In reading, our Year 3 NAPLAN data was 73.1%, which was above the 61.7% of similar schools and the 69.6% of the state average.

Our teacher judgement data shows that across our school, 80.7% of our students are at or above age-expected standards.

Teaching staff participated in professional learning around writing practices and used the Professional Learning Communities (PLC) initiative to support this work. Staff worked in flexible PLCs, both whole school and within teams to share writing approaches and begin to build a consistent instructional model in this area.

### Wellbeing

Creswick Primary School is proud of its strong Wellbeing Program, 'which supports students' physical, mental, and emotional health, especially the more vulnerable' in line with the state-wide goal set by the department led by a specialised Wellbeing Leading Teacher.

In 2023, the school delivered a range of tiered approaches to wellbeing. In the Tier 1 space, all teachers from Prep -6 taught Resilience, Rights and Respectful Relationships (RRRR). This was supported by our commitment to our School Wide Positive Behaviour Support (SWPBS) across the school, which actively teaches behaviours to students. This resulted in the school receiving

a Bronze SWPBS award. We continued to engage with our Regional Coach and hosted visiting schools. Our school Breakfast Program has continued to be well attended by our students.

At the Tier 2 level, we have a well-established Chaplaincy program, which includes a combination of individual sessions and social groups depending on the needs of students. The Hands-On Learning program continued to support students disengaging in school. This program enables a group of Year 5/6 students to have an active voice and role in improving the school through projects. The cubby house that was made for our courtyard is a particular highlight. The school continues to engage in external services such as allied health, the Department of Education and community services to support our Tier 3 students.

The Leading Teacher supported staff throughout the year to deliver and improve processes around wellbeing. These included termly meetings to discuss students, refining the Disability Inclusion process, developing Individual Education Plans, and running regular Student Support Group meetings.

In the 2023 Attitudes to School Survey, the percentage of positive responses for Sense of Connectedness has decreased and is below that of similar schools and the state average, suggesting work needs to continue in this area.

## Engagement

Creswick Primary School greatly emphasised school attendance throughout 2023, utilising a whole-school approach. The Leading Teacher regularly monitored attendance data to identify at-risk students early and provide timely updates to staff. The Leading Teacher and classroom teachers are responsible for following up with parents when an explanation for an absence is not provided. The Leading Teacher engaged in the Department of Education Wellbeing Services to support at risk families in this space. In 2023, our school's average number of days dropped from 25.8 in 2022 to 22.8 in 2023. While this is still above the similar school average of 20.9 and the state average of 20.5, it is pleasing that our data is improving based on the strategies we have implemented.

Creswick Primary School continued to focus on student transitions to support student engagement in 2023, both from Kindergarten to Foundation and Year 6 to Year 7. We have a strong partnership with our two local Kindergartens, allowing us to build familiarity with our school early on. Individual school tours and a staged transition process proved very successful. Our Year 6 students participated in various transition activities with feeder schools, including sports days, maths challenge days and visits from feeder secondary schools. The Principal and Leading Teacher worked closely with staff from secondary schools to ensure at-risk students were supported in their transition to secondary school.

To further promote student engagement throughout 2023, Creswick Primary School implemented multi-age days that allowed our students to engage in cross-age activities focusing on Koori perspectives. Whole school activities like our annual Jogathon and the Christmas Concert continued to be a highlight. Our Junior School Council was very active and fundraised to provide new games and equipment for our outdoor quiet areas so that every child has access to something that engages them.

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## Other highlights from the school year

Throughout 2023, there were many highlights for Creswick Primary School.

Our engagement in the community was re-invigorated this year. We supported the CresFest music festival, with students contributing to artwork, performing in a choir and using our facilities for the event. We worked with the Department of Energy, Environment and Climate Action to plant trees in the creek adjoining our school for regeneration. Our school leaders toured Selkirk, and Selkirk partnered with the school to support our Hand On Learning and Breakfast Club programs. All of our classes attended the local library for our Book Week celebrations.

This year we continued our partnership with Melbourne University to welcome allied health students to our school. These students of occupational therapy, physiotherapy and social work contributed positively to our wellbeing programs.

Our Student Leadership program was enhanced with a reinvigorated Junior School Council group. As part of this group, the students organised and ran fundraising activities that raised money for local charities and equipment and games for our students to use within the school. The students also presented to the School Council on numerous occasions. Our school leaders led assemblies and represented the school at community events, like the ANZAC Day Ceremony.

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## Financial performance

Creswick Primary School finished with a surplus of \$143 078 at the end of 2023 due to a careful review of budget lines throughout 2023.

The school received equity funding, and this was used to fund teaching and support staff as part of the Student Resource Package to support our school chaplain, the student wellbeing program and the operation of Hands On Learning and Breakfast Club programs.

Our government grants consist of money from Sporting Schools to deliver specialised sporting coaching and funds paid by universities to supervise pre-service teachers. We also received a grant from the Daylesford Foundation of \$3 750 which we carried over to use in 2024.

Our staffing profile continues to be steady, with a high level of experience across our teaching staff. This experience led to larger class sizes in 2023, enabling a tutor to be maintained.

The total funds available to the school at the end of the school year and its overall financial position is strengthening to fund future improvement projects.

**For more detailed information regarding our school please visit our website at**  
<https://creswickps.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 176 students were enrolled at this school in 2023, 72 female and 104 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).

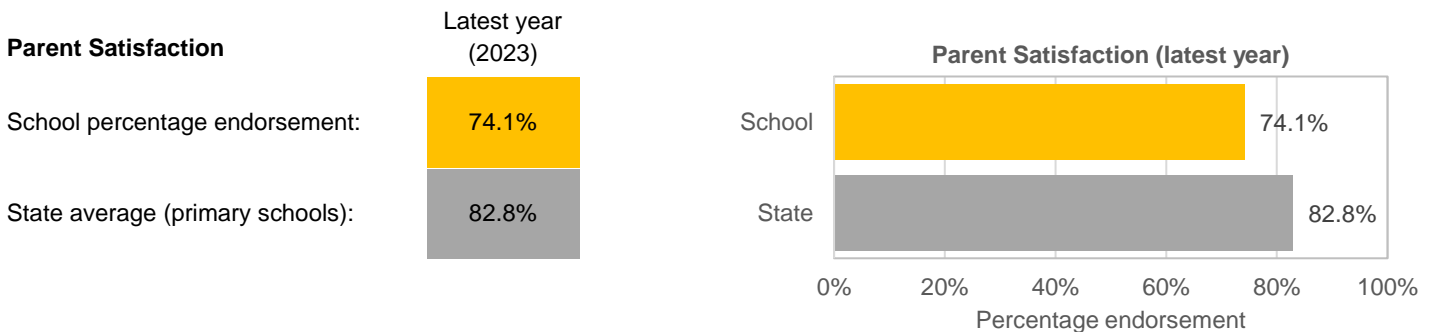
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

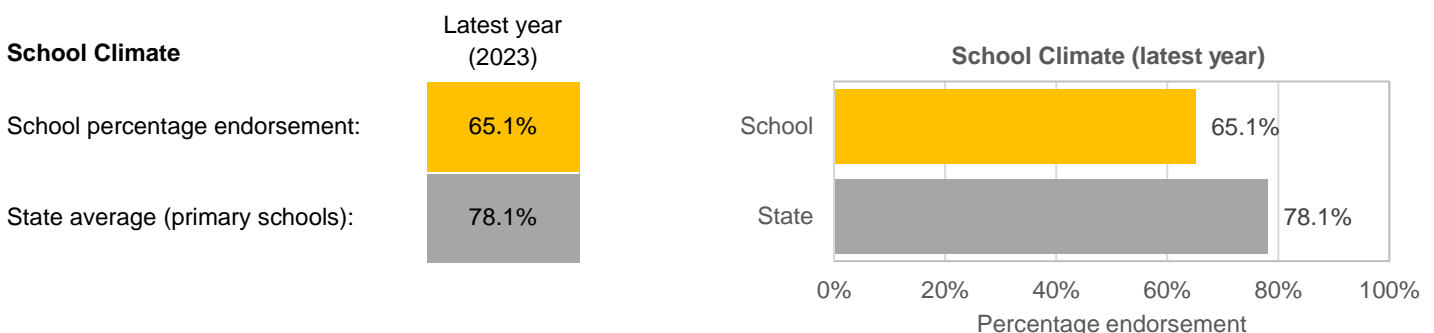


### School Staff Survey

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:

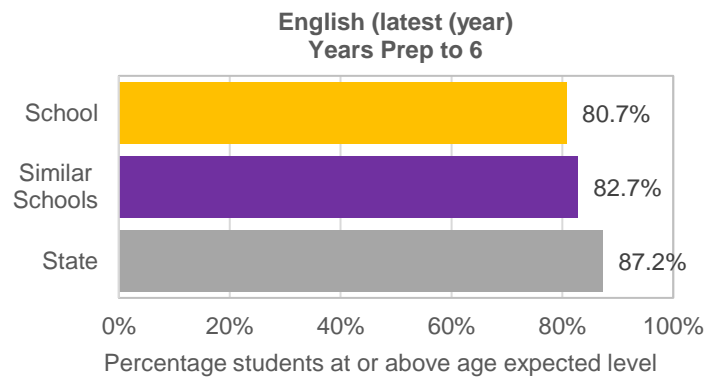
80.7%

Similar Schools average:

82.7%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

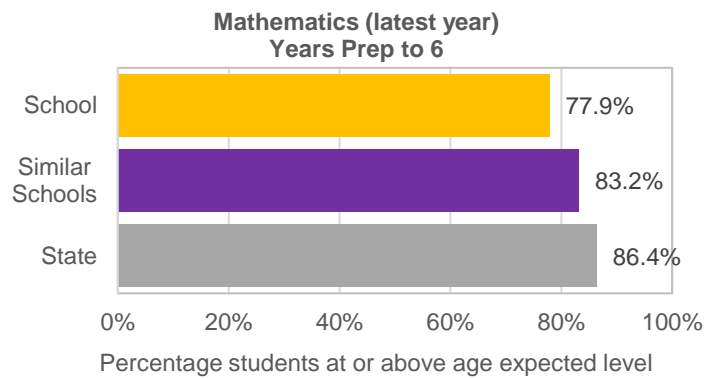
77.9%

Similar Schools average:

83.2%

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:

73.1%

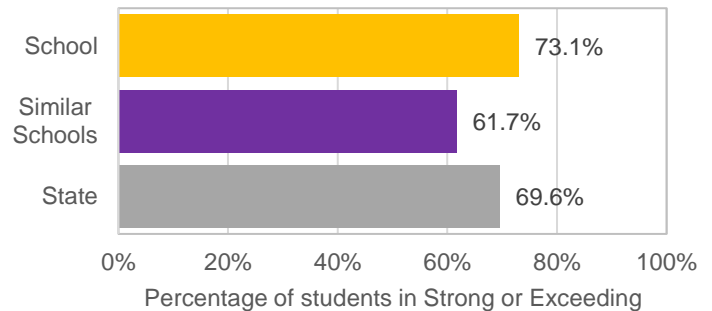
Similar Schools average:

61.7%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.1%

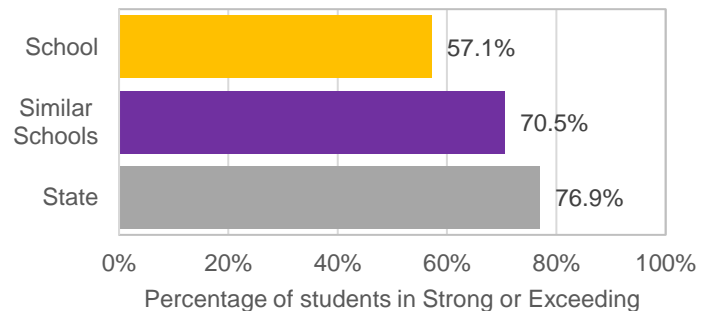
Similar Schools average:

70.5%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.9%

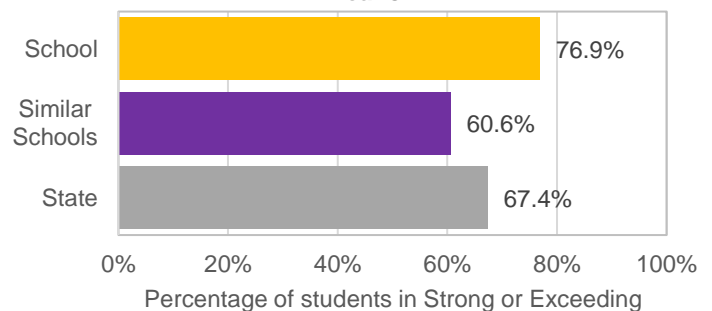
Similar Schools average:

60.6%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

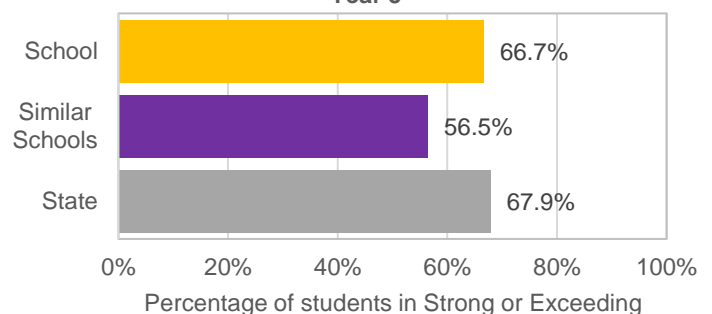
Similar Schools average:

56.5%

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:

68.8%

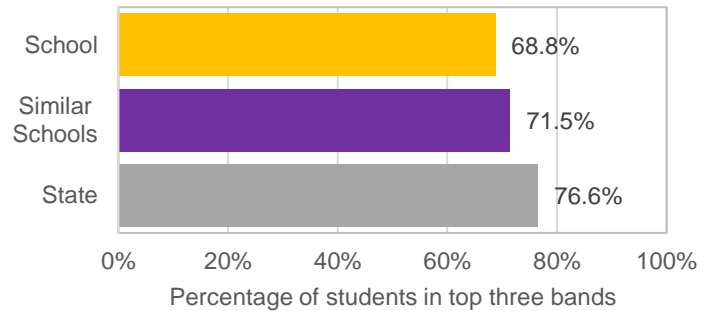
Similar Schools average:

71.5%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

60.0%

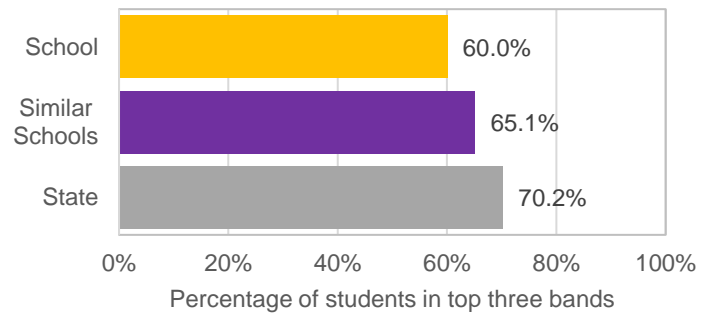
Similar Schools average:

65.1%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

68.8%

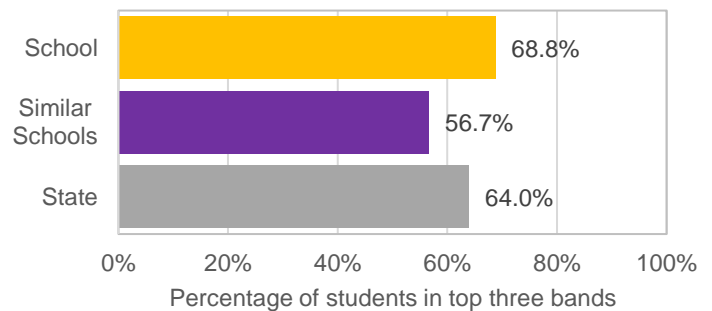
Similar Schools average:

56.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

43.3%

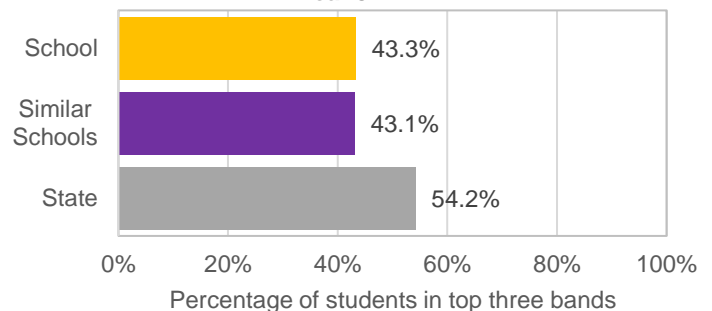
Similar Schools average:

43.1%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

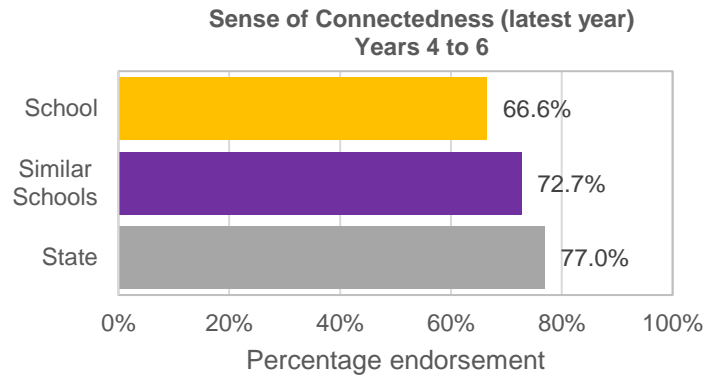
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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: | 66.6%              | 71.3%          |
| Similar Schools average:       | 72.7%              | 74.1%          |
| State average:                 | 77.0%              | 78.5%          |

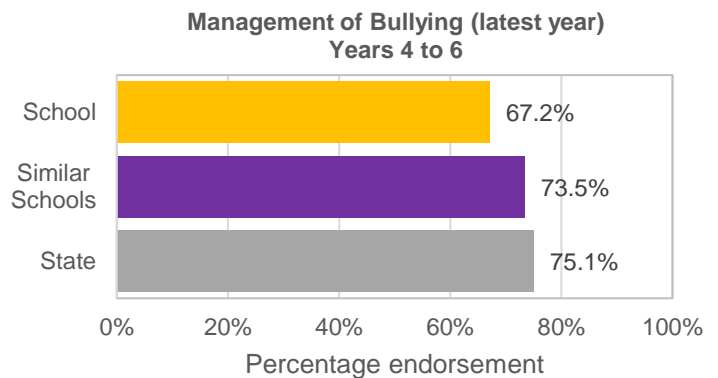


### Student Attitudes to School – Management of Bullying

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: | 67.2%              | 67.7%          |
| Similar Schools average:       | 73.5%              | 74.6%          |
| State average:                 | 75.1%              | 76.9%          |



## ENGAGEMENT

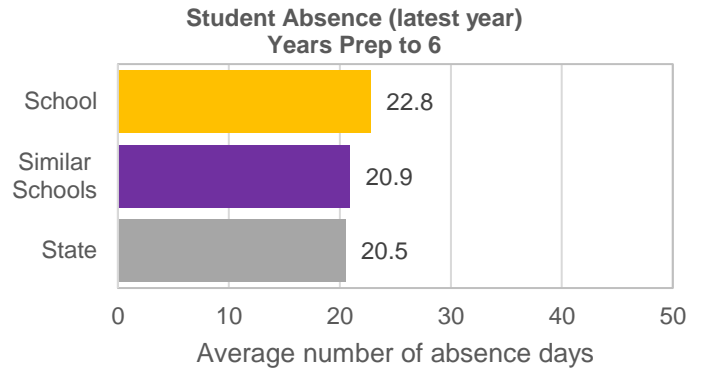
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 22.8               | 19.0           |
| Similar Schools average:               | 20.9               | 19.2           |
| 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%  | 86%    | 91%    | 88%    | 85%    | 85%    | 91%    |

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$1,818,003        |
| Government Provided DET Grants | \$404,392          |
| Government Grants Commonwealth | \$8,271            |
| Government Grants State        | \$0                |
| Revenue Other                  | \$8,763            |
| Locally Raised Funds           | \$76,078           |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$2,315,507</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$89,078        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$89,078</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$1,802,958        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$0                |
| Camps/Excursions/Activities           | \$44,774           |
| Communication Costs                   | \$9,943            |
| Consumables                           | \$44,232           |
| Miscellaneous Expense <sup>3</sup>    | \$7,081            |
| Professional Development              | \$4,364            |
| Equipment/Maintenance/Hire            | \$15,410           |
| Property Services                     | \$85,514           |
| Salaries & Allowances <sup>4</sup>    | \$107,812          |
| Support Services                      | \$15,210           |
| Trading & Fundraising                 | \$16,222           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$18,909           |
| <b>Total Operating Expenditure</b>    | <b>\$2,172,429</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$143,078</b>   |
| <b>Asset Acquisitions</b>             | <b>\$16,738</b>    |

- (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 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 | \$141,475        |
| Official Account              | \$11,251         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$152,725</b> |

| Financial Commitments                       | Actual           |
|---|------------------|
| Operating Reserve                           | \$54,920         |
| Other Recurrent Expenditure                 | \$0              |
| Provision Accounts                          | \$4,768          |
| Funds Received in Advance                   | \$0              |
| School Based Programs                       | \$29,316         |
| 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 | \$17,352         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$106,356</b> |

*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.*