

# 2022 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 ([www.vit.vic.edu.au](http://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 05 April 2023 at 04:11 PM by Shane Hoffmann (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 06 April 2023 at 03:27 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).

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)

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### 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.

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### 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.

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### 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

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## School context

Creswick Primary School is situated in the township of Creswick, which is 18 km north of Ballarat, with a total student enrolment of 161 children. Our student demographic is made up of 73 females and 88 males, with 7 per cent of students identifying as Aboriginal or Torres Strait Islander. Our staff consists of 1 Principal Class, 1 Leading Teacher, 11 teachers and 4 Education Support Staff who work in a part-time capacity and 1 ES staff Business Manager who holds a full-time role. Our Junior Unit consists of 3 classes (Prep, 2 x Year One/Two). Our Senior Unit consists of 4 classes (2 x Year Three/Four and 2 x Year Five/Six). There is also an on-site Before and After School Care Program that families can access.

Creswick Primary School's socio-economic profile, based on families' occupations and education, is considered in the medium band, which represents a spread in parent education level and socio-economic position from disadvantaged to advantaged.

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. Our mission is to provide an excellent education in a vibrant, safe and caring environment that challenges all students to achieve their personal best. Our objective is to ensure the staff, students, parents and wider community work cooperatively to form strong partnerships in order to build a culture of lifelong learning for all students.

Creswick Primary School's values are Respect, Resilience, Safety and Personal Best.

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

Classrooms are well equipped with sufficient space to meet all educational needs. Specialist classrooms include an Art Craft room, Multi-Purpose Building and a Library. The Gallery and our Multi-Purpose Building are utilised for a wide range of activities, including play-based social learning, Friday afternoon assemblies, and breakfast club twice a week. Playgrounds are extensive and feature a broad range of equipment that is regularly checked by our maintenance person, annually by playground auditors and our OHS committee members. We also have facilities that cater to a Before and After School Care program.

There is a strong partnership between the school and the wider community and a high level of parent participation. The community is fortunate in having access to extensive and varied recreational facilities, a number of active service clubs and organisations catering for children's recreational needs. Being the largest primary school in a small town we believe that we have a responsibility to actively promote and engage with our community. Students are encouraged to participate in community events, sporting teams in the town and other engagement activities. Community partnerships are maintained with the Lawn Bowling Club, RSL, Creswick Railway Workshops, Pavilion Arts Group, Creswick Library, Community Bank, Creswick Fire Brigade, Police, Ballarat Community Health, CAFS, Hepburn Health, School Focused Youth Service, Hepburn Shire, Hepburn Engaging Youth and the Cres Fest music festival.

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

### Learning

Creswick Primary School continues to be extremely proud of our achievements in student learning outcomes, which was highlighted in the four-year review at the end of 2022. The Review Panel agreed that the school has developed and maintained a number of strengths in the area of teaching and learning. These include:

- Consistent approaches to teaching literacy, particularly in Reading and Viewing
- Collaborative planning between teachers
- Consistent lesson structure from Prep to Year 6
- Use of learning data to identify students' specific learning needs

Throughout 2022, Learning Specialist teachers worked with staff to build consistency of teaching practice across the school through weekly peer observations. These observations enabled teachers to observe and learn about good teaching practice from one

another. By building staff knowledge and skills, this has enabled staff to strengthen their teaching practice and develop consistent approaches across the school. The strategic employment of Education Support Staff and experienced tutors, via the Tutor Learning Initiative, were also key strategies to support the learning of students who required additional support or extension.

Student learning data reflected the effectiveness of the strategies and initiatives implemented, however the results compared slightly lower than to similar schools. Teacher judgement of students in years Prep – 6 working at or above age expected standard in English was 80.4%, compared to 83% for similar schools. NAPLAN Reading results in the top three bands for Year 3 and Year 5 were slightly lower in 2022 compared to similar schools, however our 4-year averages were substantially higher (by approximately 5%) in comparison to similar schools.

In Mathematics, a similar narrative can be drawn. Teacher judgement of students in years Prep – 6 working at or above age expected standard was 82.2%, compared to 82.3% for similar schools. NAPLAN Numeracy results for Year 3 were particularly strong, with 68.8% of students achieving in the top three bands, compared to 56.7% for similar schools. Our Year 5s performed marginally higher than similar schools at 43.3% achieving in the top three bands, compared to 43.1%. Similar to our English results, the 4-year averages for Year 3 and Year 5 were substantially higher than that of similar schools (8.4% higher for Year 3, 3.6% higher for Year 5).

We feel that this is cause for celebration for the hard work in improving the quality and consistency of teaching practice over the course of the 2018-2022 Strategic Plan.

## Wellbeing

Creswick Primary School is proud of its strong wellbeing programs that support students' physical, mental and emotional health, and is led by a specialised Wellbeing Coordinator (Leading Teacher).

Wellbeing Meetings have been introduced to ensure that time is allocated for each staff member to meet with the Wellbeing Coordinator to discuss matters such as students' learning progress, current interventions, attendance and potential referrals for further support.

A highly trained School Chaplain supported student wellbeing three days per week in 2022. These supports included a combination of one-to-one sessions and social groups, according to the needs of each student. This program was highly valued across the school, with approximately half of our students engaging with the service. In addition, the school is fortunate to own a trained therapy dog (Ollie) to support students with emotional regulation during particularly challenging periods.

The school has a strong focus on providing School Wide Positive Behaviour Support. This framework is based on research that encourages rewarding students' positive behaviours, especially when linked with the school values of Personal Best, Respect, Resilience and Safety. The school has continued to engage closely with a Regional Coach within the Department and is now considered a "lead school" and a role model for others.

The Hands on Learning program continued to support students at risk of disengaging from school. The program enables a group of ten Year 5/6 students to have an active voice and role in improving the school through projects such as building visual School Values displays, painting outdoor equipment, and other student-led initiatives.

Student Support Group meetings are coordinated by the Wellbeing Coordinator to support particular students with varying additional needs. These meetings occur 2-4 times per year for each student, and involve the participation of the student, parents, classroom teachers and relevant Education Support staff, in addition to the Wellbeing Coordinator. Specific and achievable goals are set, and progress is monitored across the year.

Creswick Primary School actively engaged the support of external services such as allied health, Department of Education and community services.

In the 2022 Attitudes to School Survey, the percentage of positive responses for a number of domains dropped slightly from previous years, suggesting that there is some variation with how students have responded to pandemic-related disruptions to learning.

## Engagement

The importance of school attendance in 2022 was promoted at Creswick Primary School by utilising a whole-school approach. Attendance data was regularly monitored by the Leading Teacher for early identification of at-risk students. The Leading Teacher and classroom teachers are responsible for following up with parents when an explanation for an absence is not provided. School attendance strategies and implementation are overseen by the principal. Whilst Creswick Primary School did record slightly higher absences in 2022 than the state mean and similar schools, this data is quite difficult to interpret given the circumstances around the pandemic. The school's average number of absence days was 25.8, which is also higher than our 4-year average of 18.1 days. Creswick Primary School continued to focus on student transitions to support student engagement in 2022, both from Kindergarten to Year Foundation and Year 6 to Year 7. The school engaged with School Focused Youth Services to implement transition

programs in collaboration with nearby primary schools and Mount Rowan Secondary College to build Year 6s students' familiarity with a secondary school setting.

In 2022, to further promote student engagement, we prioritised the continuation of extra-curricular activities including House Awards, Jogathon, and the whole-school production.

Although we feel that these strategies had a positive effect on our students, our Attitudes to School Survey data indicates a slight reduction of positive response rates to attendance and motivation & interest. The impact that the pandemic has had on these responses is yet to be determined.

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## Financial performance

Creswick Primary School finished with a surplus of \$13,363 at the end of 2022. The school received equity funding in 2022 and used this to:

- Employ our school chaplain an extra day per week
- Employ casual support staff to run intervention programs and support the needs of individual students and cohorts
- Support the operation of the Hands On Learning Program
- Support student wellbeing
- Purchase a range of teaching and learning resources

Our government grants consisted of money from Sporting Schools to purchase sporting equipment and funds paid by universities for the supervision of pre-service teacher placements.

Due to the high level of experience across our teaching staff, class sizes will increase slightly in 2023, particularly in our Year 5/6 cohorts.

# 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 161 students were enrolled at this school in 2022, 73 female and 88 male.

0 percent of students had English as an additional language and 7 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).

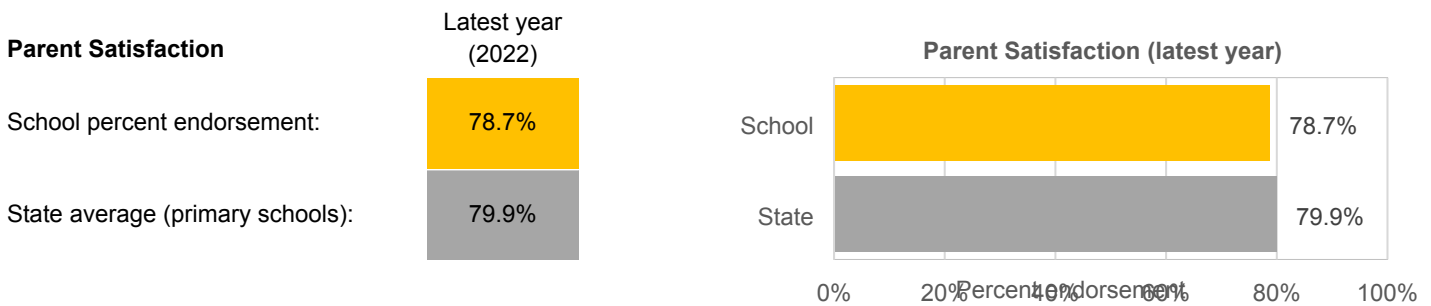
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The 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.

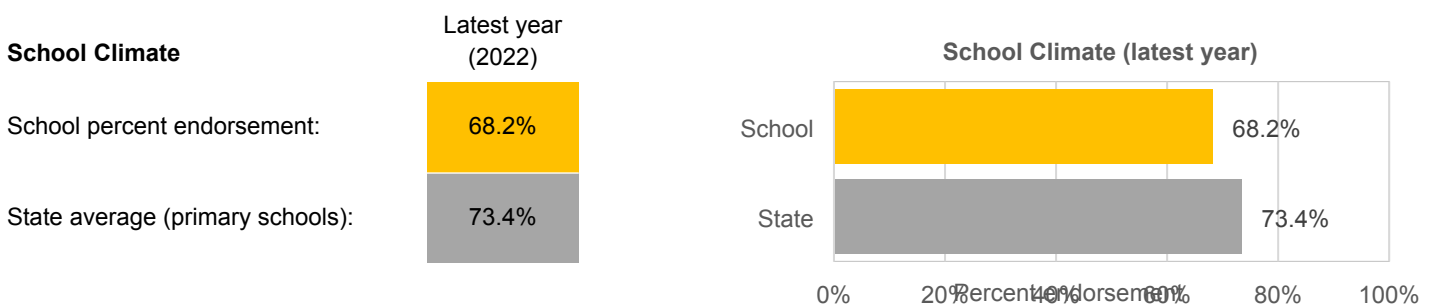


### School Staff Survey

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:

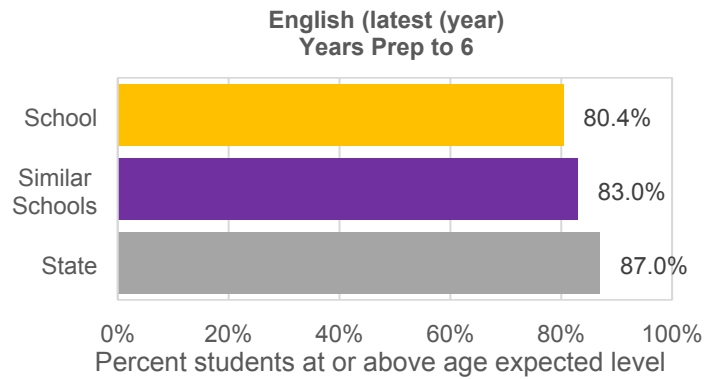
80.4%

Similar Schools average:

83.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

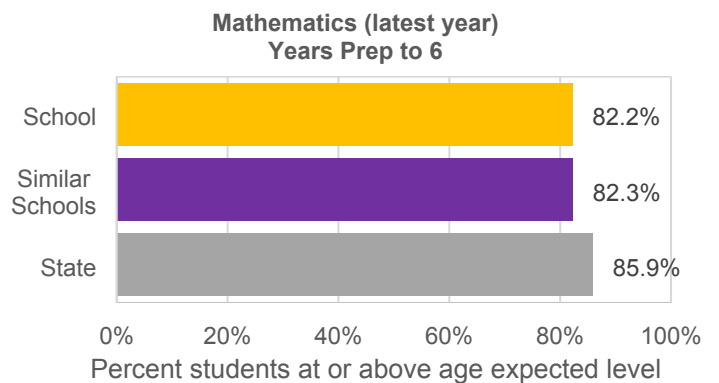
82.2%

Similar Schools average:

82.3%

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.

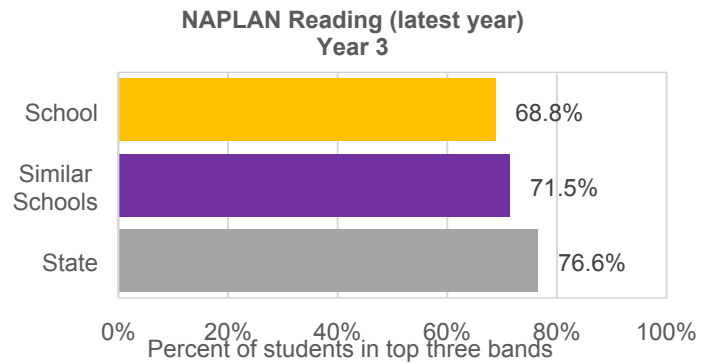
### NAPLAN

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.

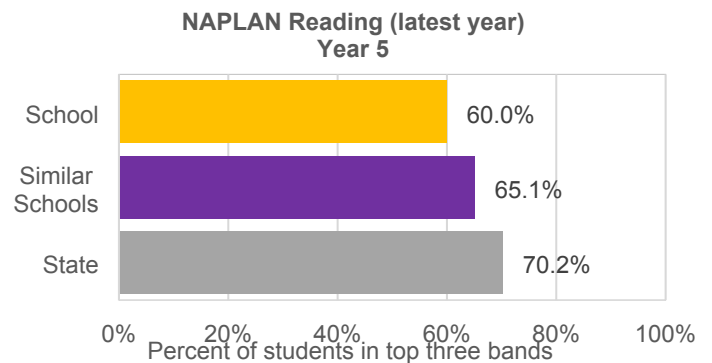
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.8%	73.7%
Similar Schools average:	71.5%	70.9%
State average:	76.6%	76.6%



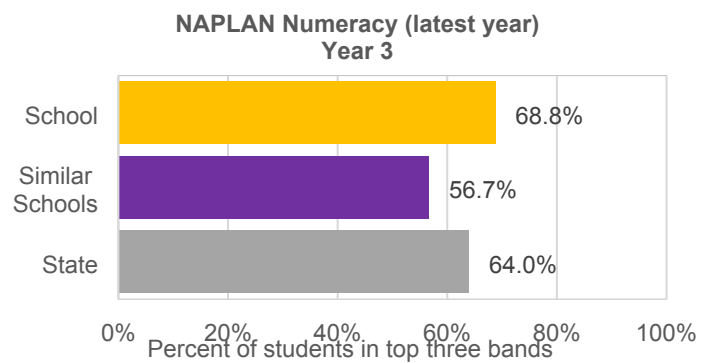
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	65.3%
Similar Schools average:	65.1%	63.3%
State average:	70.2%	69.5%



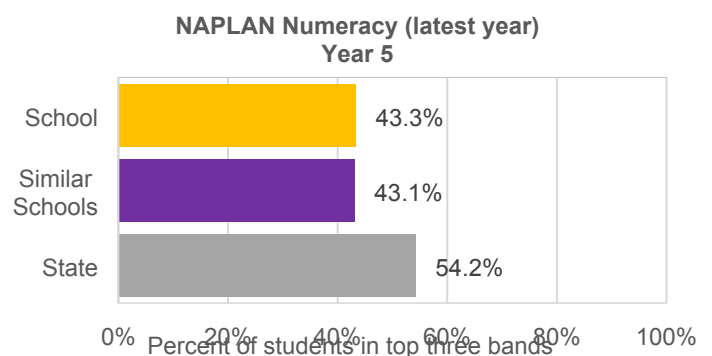
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.8%	69.0%
Similar Schools average:	56.7%	60.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.3%	52.1%
Similar Schools average:	43.1%	48.5%
State average:	54.2%	58.8%



## WELLBEING

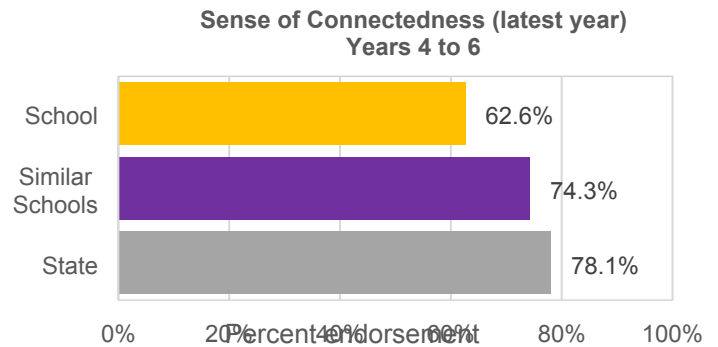
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	62.6%	71.2%
Similar Schools average:	74.3%	75.8%
State average:	78.1%	79.5%

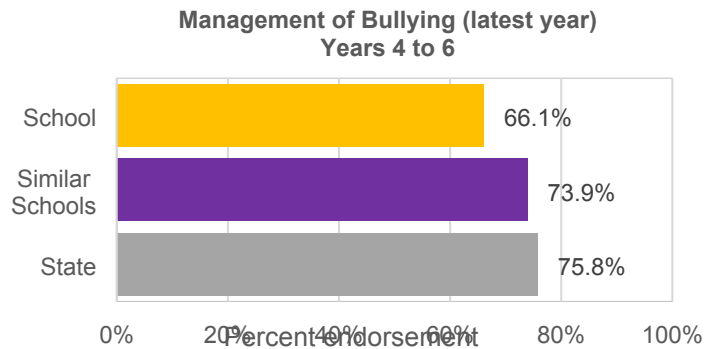


### Student Attitudes to School – Management of Bullying

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:	66.1%	66.9%
Similar Schools average:	73.9%	76.3%
State average:	75.8%	78.3%



## ENGAGEMENT

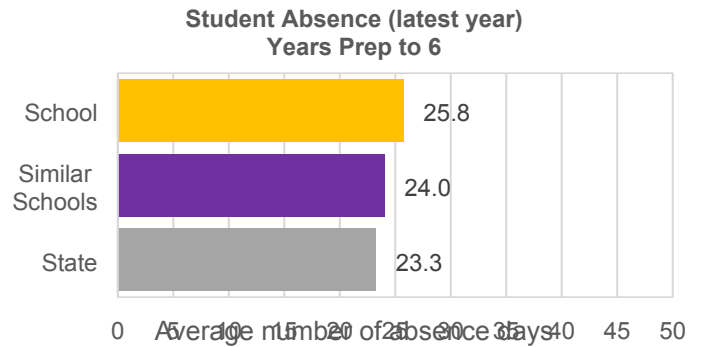
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	25.8	18.1
Similar Schools average:	24.0	18.2
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):	85%	89%	88%	86%	86%	91%	80%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,700,351
Government Provided DET Grants	\$301,764
Government Grants Commonwealth	\$3,775
Government Grants State	\$0
Revenue Other	\$3,449
Locally Raised Funds	\$75,418
Capital Grants	\$18,600
<b>Total Operating Revenue</b>	<b>\$2,103,357</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$94,918
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$94,918</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,691,643
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$40,902
Communication Costs	\$4,517
Consumables	\$38,777
Miscellaneous Expense <sup>3</sup>	\$31,961
Professional Development	\$11,273
Equipment/Maintenance/Hire	\$9,722
Property Services	\$57,977
Salaries & Allowances <sup>4</sup>	\$126,063
Support Services	\$16,375
Trading & Fundraising	\$18,705
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,480
<b>Total Operating Expenditure</b>	<b>\$2,071,394</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$13,363</b>
<b>Asset Acquisitions</b>	<b>\$8,138</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$15,014
Official Account	\$33,574
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$48,588</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$48,588
Other Recurrent Expenditure	\$2,200
Provision Accounts	\$4,768
Funds Received in Advance	\$20,368
School Based Programs	\$4,095
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
<b>Total Financial Commitments</b>	<b>\$80,019</b>

*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.*