

# 2022 Annual Report to the School Community

School Name: Macarthur Primary School (1571)



- 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 03 May 2023 at 08:03 AM by Jane Langley (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 04 May 2023 at 10:03 AM by Melissa McDonald (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

Macarthur Primary School is a small rural school located in South West Victoria, midway between Hamilton and Port Fairy. Our local community, surrounded by farming land, has a population of approximately 450 residents. Macarthur is located on the edge of the world heritage listed Budj Bim National Park. Macarthur has several recreational options including golf, football/netball, lawn bowls, tennis and swimming. The town also has a community health/outreach service and kindergarten.

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). Possible socio-economic band values are: Low, Low-Medium, Medium and High. Our school's socio-economic band value which takes into account parents' occupations and education is: Medium. 12 percent of students have English as an Additional Language, with families relocating to Macarthur from the Phillipines to work on local dairy farms. No students enrolled in the school in 2022 identified as Aboriginal or Torres Strait Islanders.

In 2022 our school staffing profile consisted of a Principal (1.0 EFT) with a 0.8 EFT teaching load, 2 members of teaching staff, 0.6 Business Manager with a 0.1 Welfare Role and 0.42 Education Support to provide Intervention Programs in Literacy and Numeracy. The school had a teaching structure of three classrooms - P/1 2/3 and 4/5/6 to ensure our 33 students (12 female and 21 male) received the best support possible in achieving their learning growth. In 2022 the school was also supported by a 0.2 Music Specialist and a visiting MARC (Mobile Art Resource Centre) Teacher.

Macarthur Primary School is set in extensive and well maintained grounds with a large oval, a large undercover asphalted area and a veggie garden area. For a small school we are well resourced with three generous classrooms, a modern multi purpose room, a library and a functional kitchen. The school is also an outreach centre for the Corangamite Library with local residents being able to utilise the library facilities. In 2021 the school added a second playground to its facilities following a successful application to the Victorian State Government for Minor Works. In 2022 the school further made further improvements with the addition of a large shade sail to create an indoor/outdoor learning space to extend the multipurpose room. Our well maintained building and beautiful grounds ensures our students are provided with an welcome and engaging space to learn and play.

Macarthur Primary School's vision is to provide an engaging and caring learning environment that meets the individual needs of each student. An environment that promotes personal growth, wellbeing and positive relationships. Our goal is to have every student leave the best person they can be - kind, connected and passionate about learning. The development of this environment and school culture is supported by our three school values:

Respect: for self, for others, for property, for the environment

Connect - with each other, the school, the local community and in learning

Learn - Developing and acquiring knowledge, skills, and attitudes that support the ability to learn and get along with others

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

### Learning

In 2021 the school completed its School Review and in 2022 the school commenced a new Strategic Plan. The 2021 - 2025 Strategic Plan celebrates the strong rigour for learning the school has in place and aims to develop a stimulating learning environment that nurtures a love of learning.

In 2022 our focus was to implement curriculum planning documents that showed the link between assessment, data and the Victorian Curriculum. A key part of this work was the implementation of a structure and practices that ensured our ability to achieve this goal was maximised. This included the strategic allocation of TLI Funds (\$25,000) to maintain three small learning zones where narrow and purposeful teaching could occur, as well as ensuring equity funded students were being supported.

In 2022 staff began to define an understanding of what a stimulating learning environment would look like, particularly in Maths. They key elements of Stimulating Learning were determined to be:

- hands on
- at the point of need,
- linked to the real world
- including student voice.

The school's involvement in the GSWC Andrea Hillbrick project helped to build leadership and staff competence in working this way. The addition of the Essential Assessment platform in Mathematics was a significant step in becoming "data informed Responsive Teachers". Whilst great progress was made effective implementation was impacted due to significant staff and student absences, mainly due to illnesses and COVID across the year. This saw consistency in routine and practices affected across most terms.

This disruption was reflected in the level of student achievement for the 2022 year in the school's 'Performance Summary'. The number of student's achieving at or above the expected age in English in both Year 3 and Year 5 slightly decreased from 2021, but was in line with the State Average for Similar Schools. The three year average (2019, 2021 & 2022) NAPLAN data of students in the top three bands however was lower than the state average in both Reading and Numeracy for students in Year 3 and Year 5. In 2023 the school will continue to implement actions that reflect Responsive Teaching to increase students outcomes and strengthen students' love of learning.

## Wellbeing

At Macarthur Primary School we are committed to keeping student and staff wellbeing at the forefront of our decision making. This proved to be significantly important in what was a year of ongoing health challenges for our community in 2022. Despite these challenges staff continued to focus on ensuring an environment with the preconditions for effective teaching, learning and wellbeing was established and maintained. The school's effectiveness in achieving this goal is reflective in the Student Attitude to School Survey with the student's positive endorsement of Sense of Connectedness at 87.7% - above that of Similar Schools of 80.8%

Regular wellbeing lessons were held across the year by the wellbeing leader, in collaboration with staff. These sessions aimed to build the personal attributes listed within the Victorian Curriculum, utilize the Respectful relationships Resource and respond to the current needs of our students. Students demonstrated an improved awareness of the choices that affect their health and wellbeing, improved emotional literacy, an understanding of personal strengths, and an improved ability to use problem solving and coping strategies. The development of these social and emotional competencies was further supported through close and regular liaison with SSS staff and regular visits by the network social worker.

Across the year a key piece of work was working with the school community to build awareness of, and refine, the school values. The end of 2022 saw the values reduced to three - Respect, Connect and Learn. An understanding of these values was built through classroom discussions, conversations at whole school gatherings and the introduction of "Student Acknowledgment" certificates at Assembly. In addition to this staff, students and school council worked together to explore how these values linked with the school vision and were represented in the school logo.

In the second half of the year the school received its Mental Health Fund allocation. The credit component of this funding was utilised to employ a 0.2 classroom teacher to release the wellbeing leader from the classroom. The funds supported the reviewing of wellbeing data and the development an action plan to meet the needs of our students in 2023. A key part of the role of the Wellbeing Leader was mentoring and developing staff knowledge, skills and strategies in supporting student wellbeing.

## Engagement

In 2022 the Victorian community continued to be impacted by the COVID-19 with isolation guidelines continued to be implemented and a significant cold and flu season. This again interrupted normal school operations with many staff and students absent across each term. One of the challenges the school again faced in maintaining strong attendance across 2022 was the importance of following the Victorian Government's health advice of staying home if unwell. As a small rural community our families were very aware of how easily illness could be spread. Many students who would normally attend school with a mild cold stayed home until

symptoms subsided. We are grateful for the support and understanding of our families during this challenging time. Despite this, the school's attendance rate for the school year was relatively strong in comparison to the state average, and with other like schools. All year levels again achieved a minimum of 89 % attendance for the school year, with 12 days being the average amount of days absent. This is slightly below the State Average of 15 days. These scores continue to reflect our school expectations and the strong focus on school and learning at Macarthur Primary School. It is our belief that when strong relationships with families are in place and communication between school and home is clear then student attendance increases and as a result student outcomes improve.

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## Financial performance

At the end of the 2022 school year Macarthur Primary School maintains a healthy operating position for 2022 in both the credit and cash budgets. The school worked closely with DET Strategic Financial Management Advisors to effectively utilise funds to establish a 2022 staffing team that would maximise student outcomes and support student wellbeing. The TLI (Tutor Learning Initiative Funding) which commenced in 2021 continued to support the implementation of narrow and targeted teaching across the school. Ensuring our students had the best learning opportunities was further supported through utilising Equity Funding so Education Support Staff (ES) could implement sequenced and scaffolded literacy programs (mini-lit, multi-lit and Sounds Write). Students wellbeing needs were met through the provision of Primary Welfare Officer Funding and the introduction of the Mental Health Fund.

The school received several additional funds for the 2022 school year to supplement the school's resources. These included:  
# Bushfire Preparedness funding. The school utilised these funds to provide grounds maintenance, complete the 10 year service of the fire tanks, review the bushfire hazard report, complete advised work on several trees, and ensure emergency vehicles had improved access to the grounds.

# Sporting Schools funding. This funded our two week swimming program delivered by Jayson Lamb's Splash Factory in Term 1 and also funded the provision of Active After Schools in both Term 2 and Term 3.

# A successful application in 2021 saw a State Government Shade Sail Grant of \$25,000 received. The school worked with the VSBA and selected contractor, Warrnambool Shades and Blinds to install a large shade cloth to extend the multipurpose room to an indoor/outdoor learning space

# funding to run the Corangamite Library four hours a week. The school holds this money as a "staffing reserve" sub budget for future school staffing needs. The school continues to hold money in trust for the local Macarthur Kindergarten (\$20,469).

#OSHC Funding of \$200,00 to provide Outside School Hours Care, however at this point the school has been unable to secure a provider.

The school works hard with the support of School Council to responsibly manage funds to effectively meet the learning needs of students and maintain the schools beautiful grounds and buildings. The staff, students and parents are proud of Macarthur Primary School.

For more detailed information regarding our school please visit our website at [Website under Construction](#)

# 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 33 students were enrolled at this school in 2022, 12 female and 21 male.

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

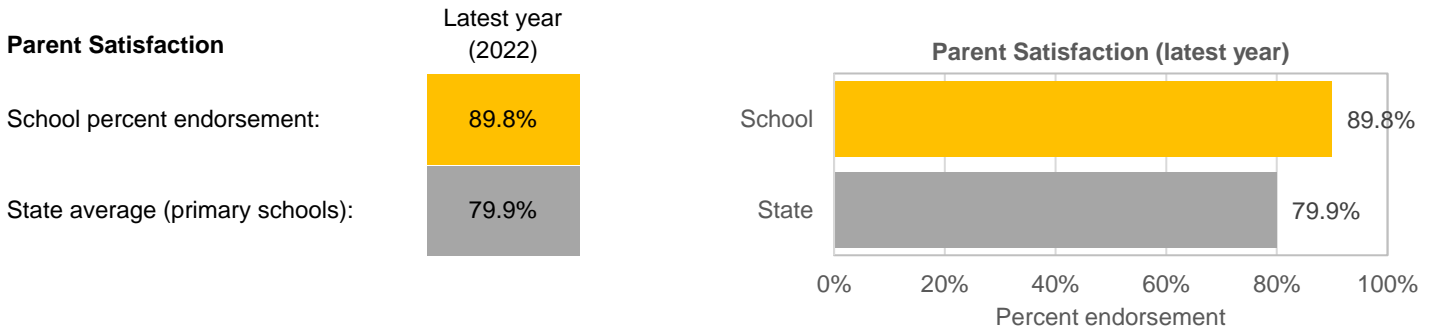
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

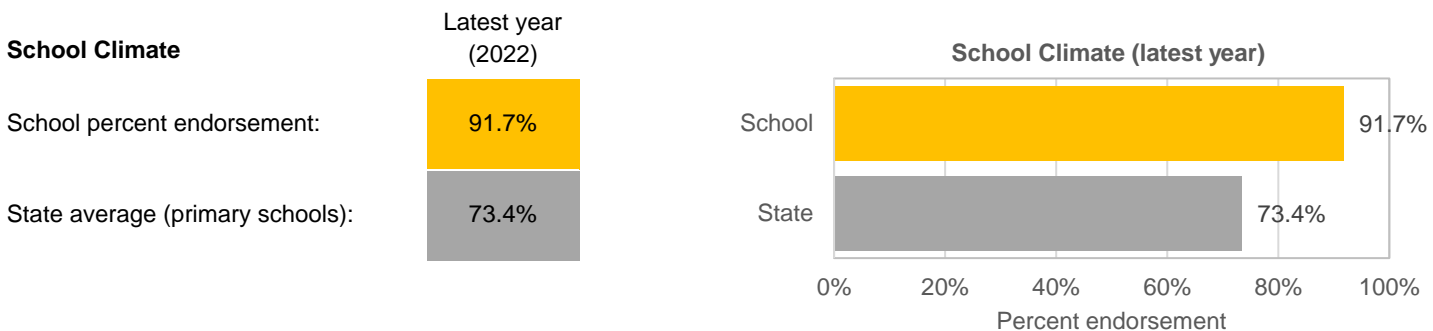


### School Staff Survey

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:

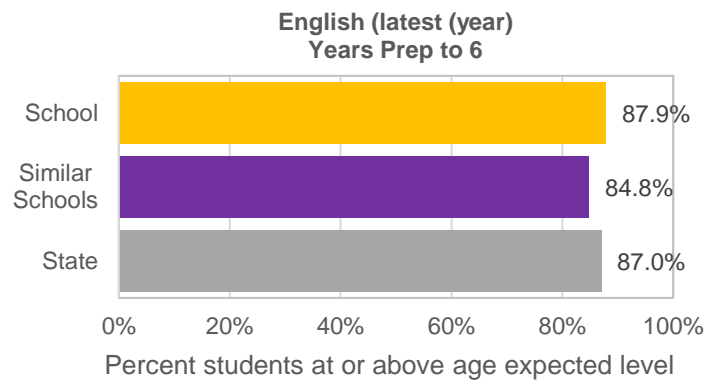
87.9%

Similar Schools average:

84.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

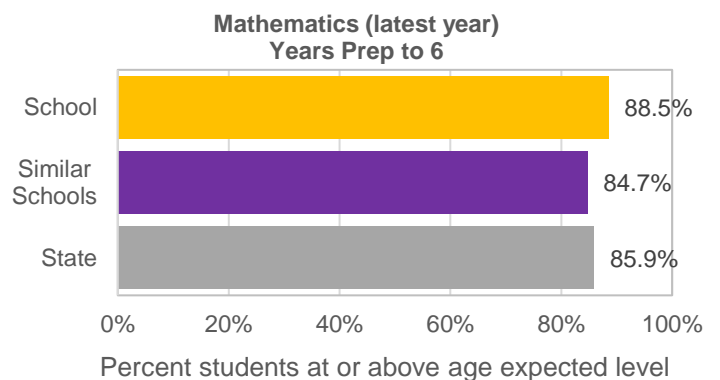
88.5%

Similar Schools average:

84.7%

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.

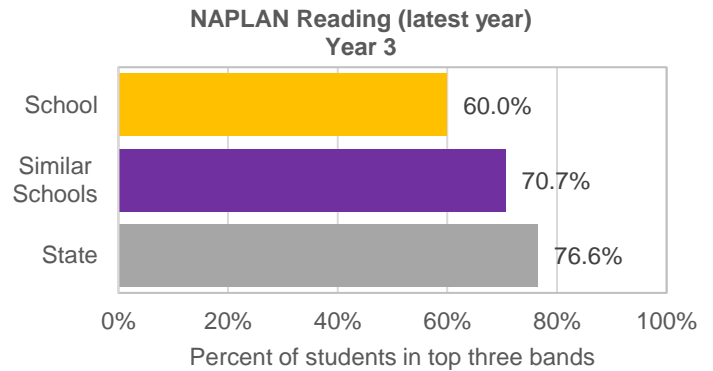
### NAPLAN

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.

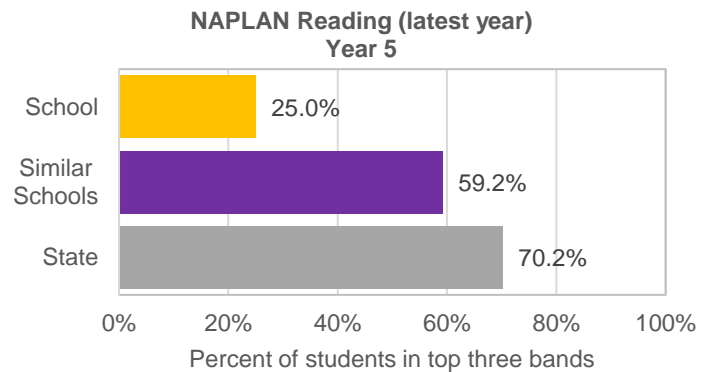
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	64.7%
Similar Schools average:	70.7%	72.0%
State average:	76.6%	76.6%



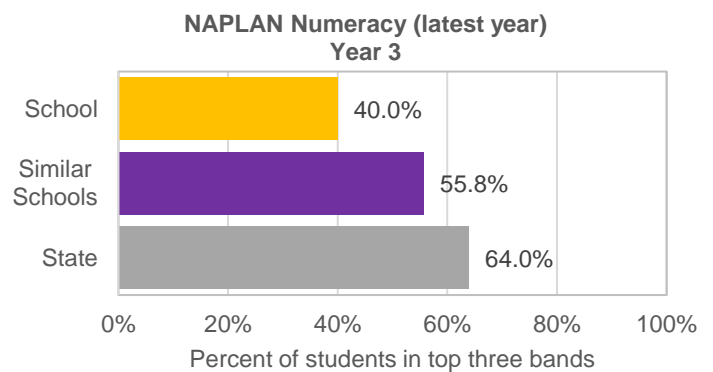
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	63.2%
Similar Schools average:	59.2%	61.4%
State average:	70.2%	69.5%



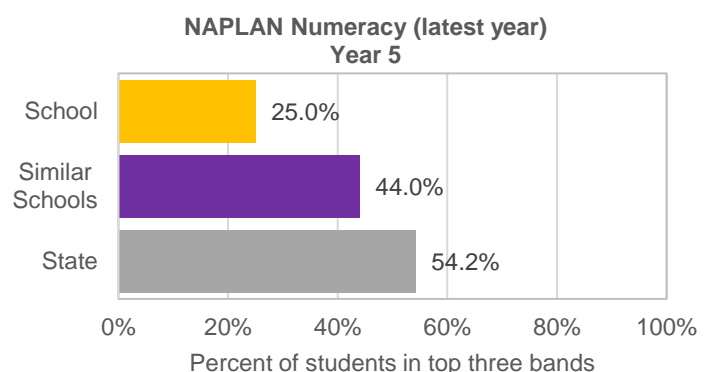
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	58.8%
Similar Schools average:	55.8%	64.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	52.6%
Similar Schools average:	44.0%	51.8%
State average:	54.2%	58.8%



## WELLBEING

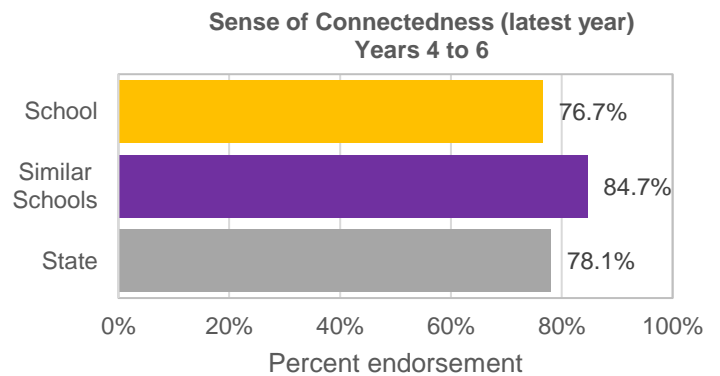
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	76.7%	83.0%
Similar Schools average:	84.7%	83.2%
State average:	78.1%	79.5%

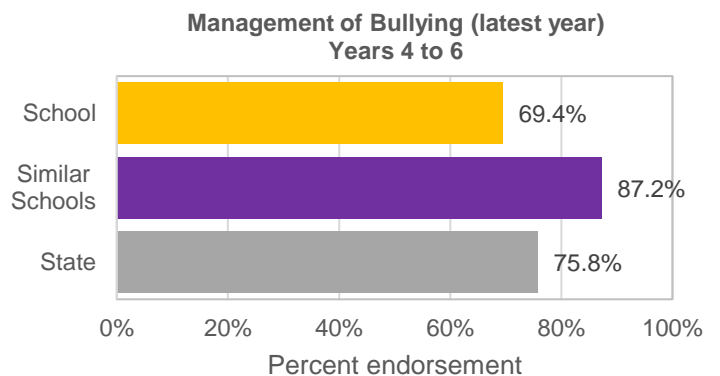


### Student Attitudes to School – Management of Bullying

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:	69.4%	84.0%
Similar Schools average:	87.2%	85.9%
State average:	75.8%	78.3%



## ENGAGEMENT

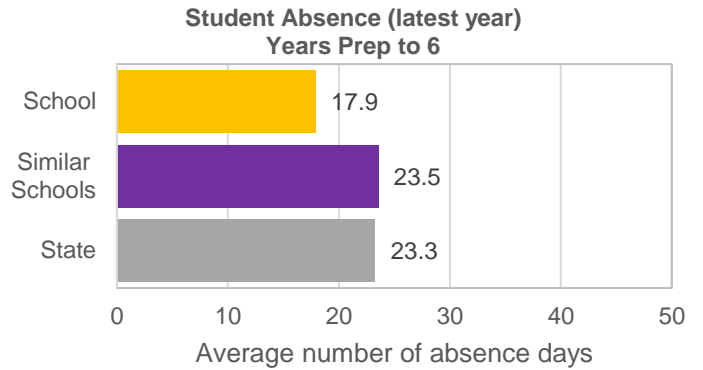
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.9	14.0
Similar Schools average:	23.5	16.8
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%	88%	90%	94%	NDP	95%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$504,741
Government Provided DET Grants	\$259,542
Government Grants Commonwealth	\$7,600
Government Grants State	\$0
Revenue Other	\$20,352
Locally Raised Funds	\$26,554
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$818,789</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$25,298
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$25,298</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$483,521
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$14,912
Communication Costs	\$1,170
Consumables	\$17,292
Miscellaneous Expense <sup>3</sup>	\$4,525
Professional Development	\$6,927
Equipment/Maintenance/Hire	\$13,850
Property Services	\$25,744
Salaries & Allowances <sup>4</sup>	\$58,574
Support Services	\$7,242
Trading & Fundraising	\$4,665
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,531
<b>Total Operating Expenditure</b>	<b>\$646,952</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$171,838</b>
<b>Asset Acquisitions</b>	<b>\$9,091</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	\$306,389
Official Account	\$16,738
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$323,127</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$25,029
Other Recurrent Expenditure	\$0
Provision Accounts	\$3,000
Funds Received in Advance	\$100,000
School Based Programs	\$125,236
Beneficiary/Memorial Accounts	\$22,407
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$29,000
Capital - Buildings/Grounds < 12 months	\$15,000
Maintenance - Buildings/Grounds < 12 months	\$27,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$346,672</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.*