

2023 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 \(VIT\)](#)
- 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 27 March 2024 at 12:58 PM by Jane Langley (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 08 April 2024 at 03:29 PM by Melissa McDonald (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Macarthur Primary is a small rural school located in South West Victoria, midway between Hamilton and Port Fairy. Our local community is located on the edge of the world heritage listed Budj Bim National Park, which is surrounded by farming land. In 2023 the school consisted of a teaching principal with a 0.8 EFT teaching load, 2 classroom teachers, a 0.6 Business Manager with a 0.1 Welfare Role, and a 0.42 Educational Support Staff. The school had a teaching structure of three classrooms P/1, 2/3, 4/5/6, which were also supported by a 0.2 Music Specialist and a visiting MARC Van teacher. Specialist classes in Science, Phys Ed and Science were provided by classroom teachers with expertise in these areas.

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 and positive relationships. Our goal is to have every student leave kind, connected and passionate about learning. The development of this environment and school culture is supported by our three core values:

- Respect – for self, for others and the environment
- Connect – with each other, the school and community as well as connections in learning
- Learn – a focus on students developing the knowledge, skills and attitudes to learn and get along with others.

In 2023 the school had a total student enrolment of 37 students. 12 percent of students have English as an Additional Language, with families relocating to Macarthur from the Philippines to work on local dairy farms. No students enrolled in the school in 2023 identified as Aboriginal or Torres Strait Islanders. Our school's socio-economic band value which takes into account parents' occupations and education is: High, representing a high level of socio-educational disadvantage

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school commenced a new Strategic Plan. The 2021 - 2025 Strategic Plan aims to develop a stimulating learning environment that nurtures a love of learning and challenges teachers to become 'responsive teachers whose practices are data informed with clear links to the Victorian Curriculum.'

To align the Strategic Plan with the mandated DeT directives of improvements in Numeracy the school has focused on improvements in Numeracy. Across the last two years three key pieces of work have influenced improvements in teacher practice, including:

- defining Stimulating Learning to be at point of need, hands on, connected to the real world and including student voice.
- building leadership capacity through the GSWC Andrea Hillbrick Project in 2022 and the WSW Numeracy Project in 2023
- developing staff knowledge and skills through attending the Bronwyn Rylie Jones' s Responsive Teaching PD in 2023.

Despite some unexpected challenges across 2022 and 2023 due to staff taking unexpected leave, COVID and staff illnesses there has been significant changes and progress in teacher pedagogical thinking. Our key approach to teaching and learning across all areas of the curriculum, but particularly in Maths, is to be concise and responsive teachers in a stimulating learning environment. The unexpected changes in staffing at the start of 2023 did however impact the effective implementation of NAPLAN. This is evident in the very low results attained. The school had only 12.5% of Year 3 students achieve strong or exceeding in Reading, and no students achieving strong or exceeding in Numeracy. There were no students in Year 5 in 2023. The school is unable to compare these results to previous years due to the new timing of NAPLAN being completed and the new band categories. In 2024 the school strives for a smoother and more efficient NAPLAN implementation and process so that the results are a more accurate reflection of our students capabilities.

The school notes that the Teacher Judgements in Reading and Numeracy continue to be in line with similar schools and the State Average and believe these to be a more accurate reflection of student progress in English and Maths. In English the number of students at or above the expected standard was 82.1% with similar schools achieving 84.3% and the State Average being 87.2%. Numeracy was not quite as strong with 79.2% of students achieving at or above the expected standard, with similar schools being 84.5% and the State Average 86.4%. This reflects the importance of the school committing to improving practice in Numeracy.

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 followed by staff

taking long term carer's leave in 2023. Although staff and students adapted well across these two years the impact of a long serving staff member taking leave was evident in the Student Attitude to School Survey.

Whilst the school had achieved strong positive endorsement of Sense of Connectedness at 87.7% - above that of Similar Schools of 80.8% this decreased significantly to 64.4% in 2023. This also impacted the four year average of 75.3%, now slightly below the State Average of 78.3% and well below the similar schools average of 83.2%. The Attitude to School Student Survey (AtoSS) results also indicated further work needs to be done in supporting students in developing problem solving and coping strategies. In 2023 the positive endorsement of the school's management of bullying was only 63%, significantly less than the State Average of 84.3%. This sees the school's four year average reduce to 76.5%

To address this feedback the school will continue with regular wellbeing lessons reflective of the current needs of our students. This work will be linked to the Respectful Relationships Resource and the online Big Life Program the school will be trialling in the second half of 2024. Through these lessons it is our aim that students continue to demonstrate improved emotional literacy and understanding of personal strengths, and that they are provided with the necessary tools to solve conflict with others.

A highlight for the school has been the development of the TAPPOC Cluster between Macarthur PS, Branhholme Wallacedale CS and Penshurst PS. With the support of the CEP (Country Education Project) the schools have established the purpose **"Working together to share ideas, resources and expertise across the schools to improve learning and wellbeing"**. The coming together of the three schools for extra curricula events such as athletics days, school camps, excursions and special events is beneficial for our students in widening their friendships and developing their social & emotional competencies.

Engagement

The school's attendance rate for the school year was slightly below the state average, and with other like schools. All year levels achieved a minimum of 87% attendance for the school year, with 18.2 days being the average amount of days absent. This is slightly below the State Average of 20.5 day and Similar Schools of 21.3. The school has a strong belief around the correlation of regular attendance, strong learning outcomes and friendships. This is a belief shared by our parent community however the school is aware that a small minority of students continued to be impacted by illness across 2023.

Financial performance

At the end of the 2023 school year Macarthur Primary School maintains a healthy operating position for 2024. The school worked closely with DET Strategic Financial Management Advisors to effectively utilise funds to establish a 2023 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), particularly for those students deemed at risk. Student wellbeing needs were met through the provision of Primary Welfare Officer Funding, continuation of the Mental Health Fund and a one off Mental Health Boost Fund.

The school received several additional funds for the 2023 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 supported the delivery of the Active After Schools Program across the year.

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).

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 School Council with the support of the parent community once again raised substantial additional funds through a range of events including catering for the Lion's Club Dinner and organising a cake stall for the Byaduk Show.

The staff, students and parents are proud of Macarthur Primary School and the resources available.

For more detailed information regarding our school please visit our website at [Website under Construction - Due to be completed 2024](#)

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 37 students were enrolled at this school in 2023, 16 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).

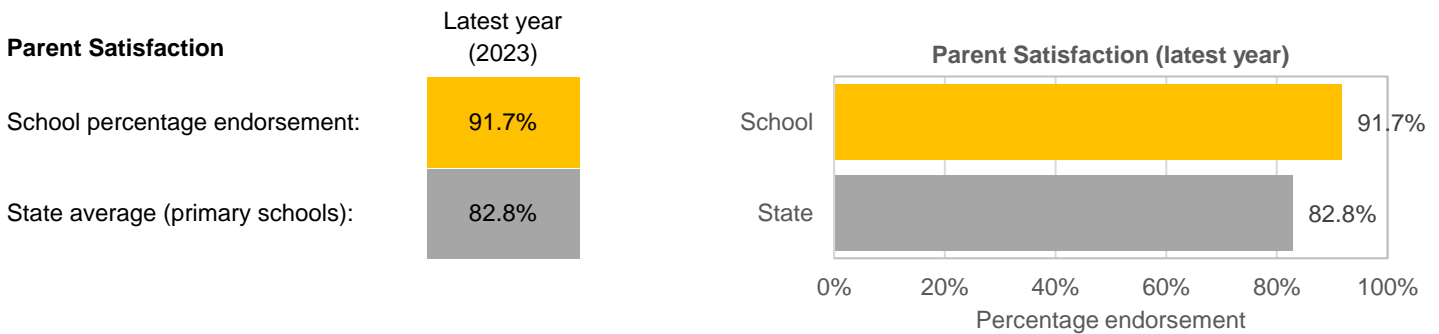
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

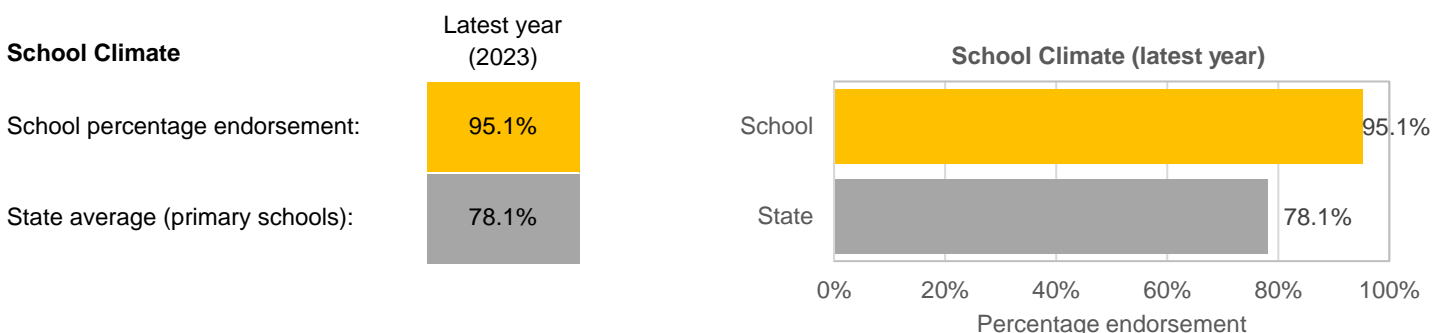


School Staff Survey

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:

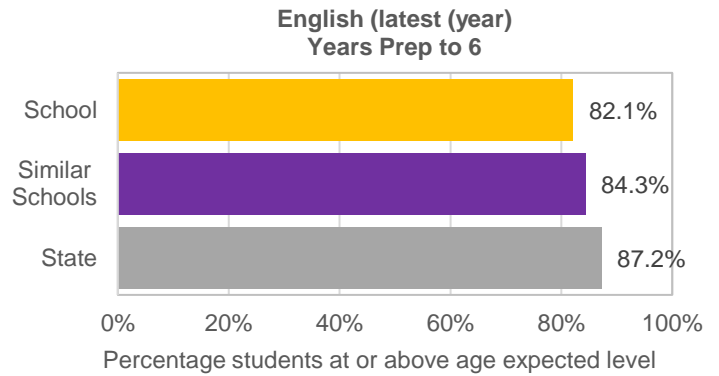
82.1%

Similar Schools average:

84.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

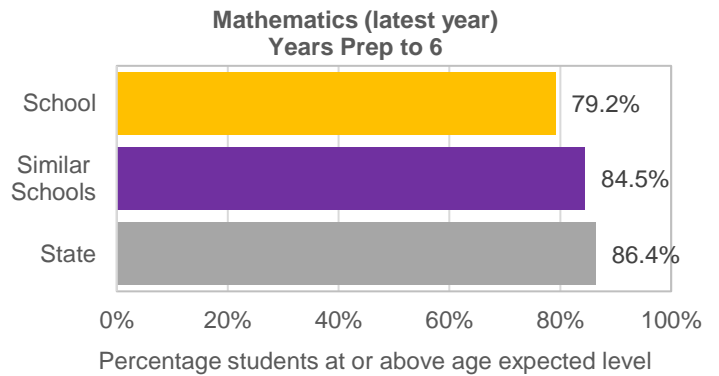
79.2%

Similar Schools average:

84.5%

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:

12.5%

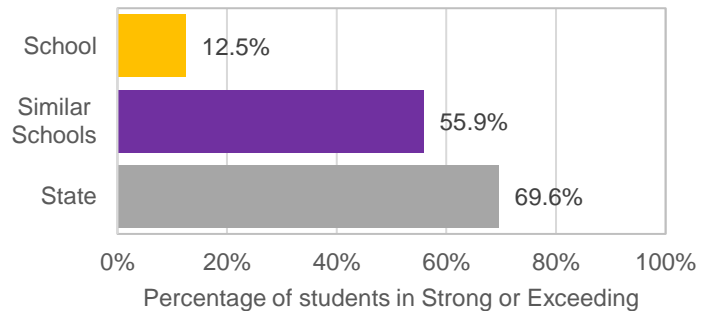
Similar Schools average:

55.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

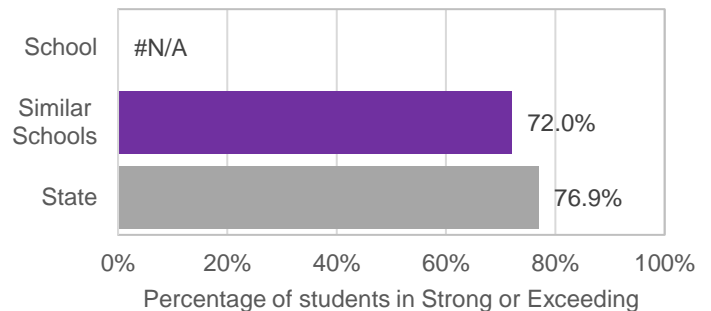
Similar Schools average:

72.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

0.0%

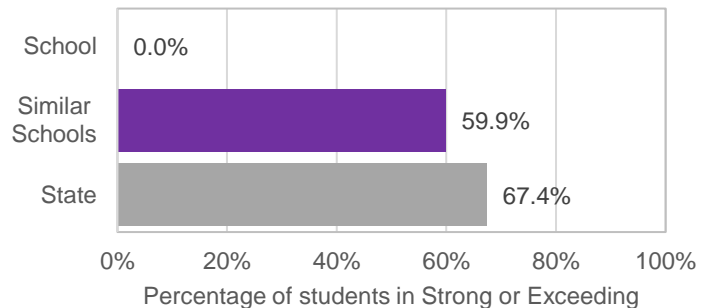
Similar Schools average:

59.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

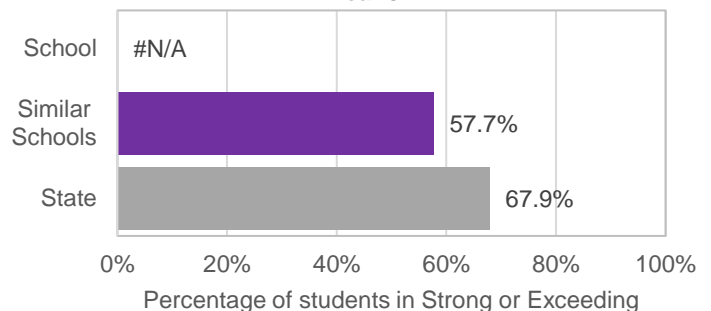
Similar Schools average:

57.7%

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:

60.0%

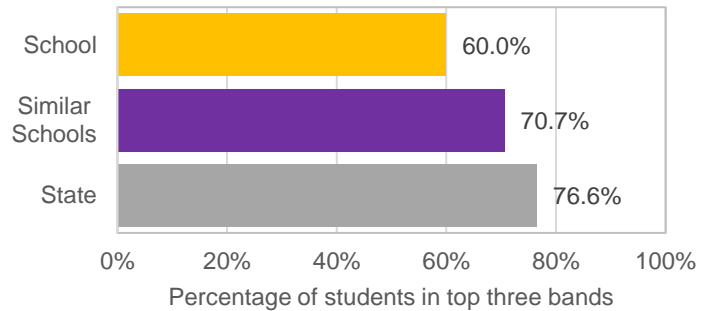
Similar Schools average:

70.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

25.0%

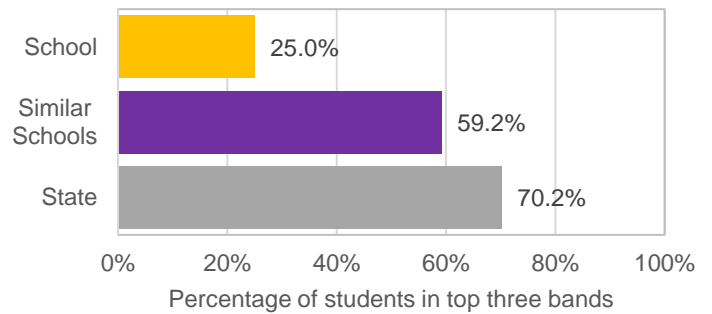
Similar Schools average:

59.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

40.0%

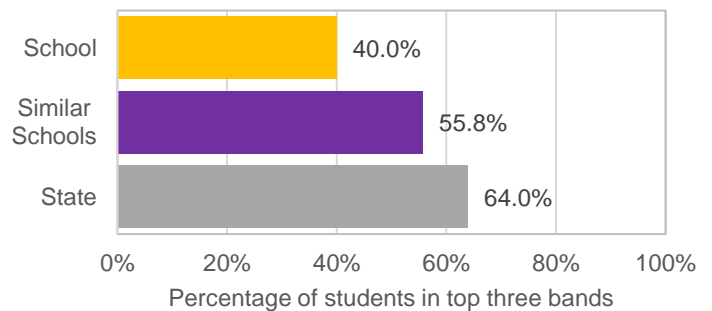
Similar Schools average:

55.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

25.0%

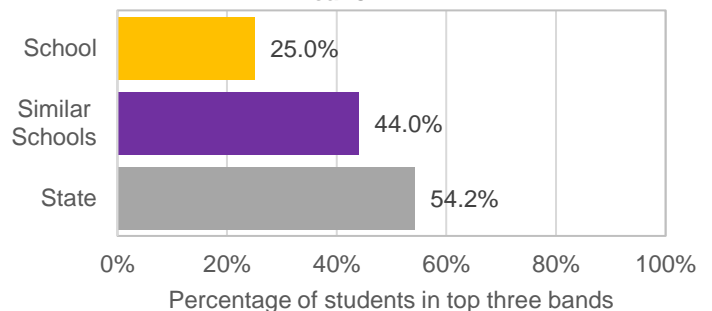
Similar Schools average:

44.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

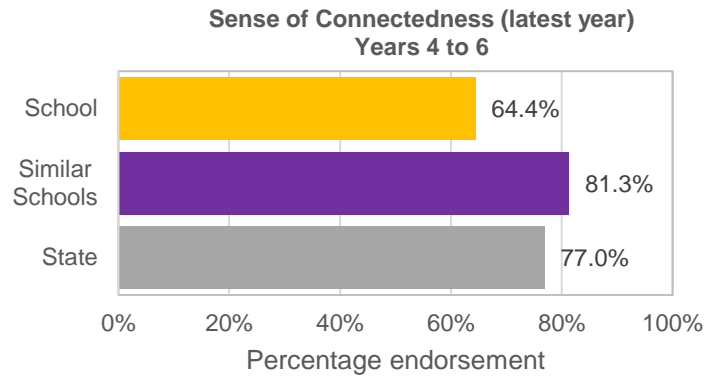
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	64.4%	75.3%
Similar Schools average:	81.3%	83.2%
State average:	77.0%	78.5%

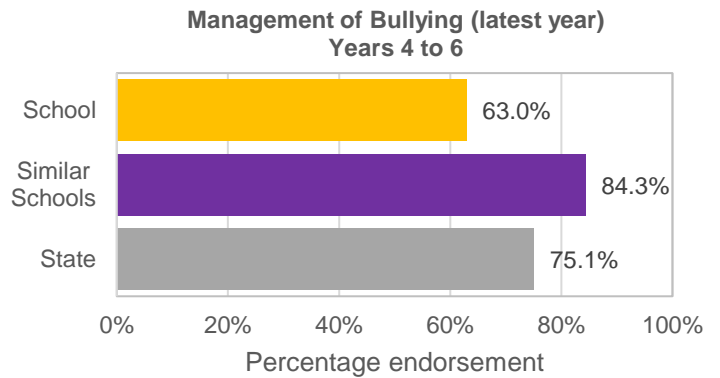


Student Attitudes to School – Management of Bullying

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:	63.0%	76.5%
Similar Schools average:	84.3%	85.9%
State average:	75.1%	76.9%



ENGAGEMENT

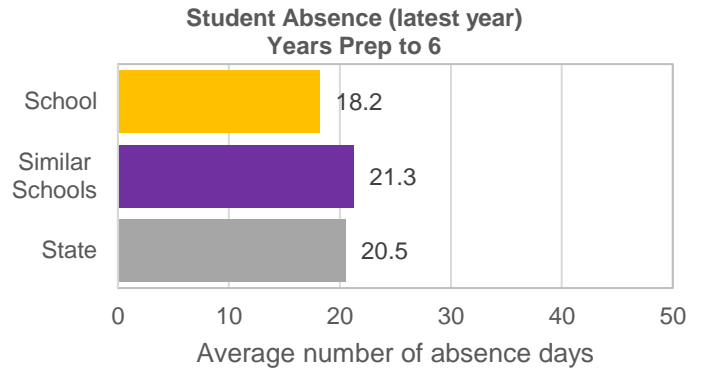
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.2	15.8
Similar Schools average:	21.3	18.1
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):	90%	95%	87%	92%	90%	NDA	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$577,413
Government Provided DET Grants	\$157,838
Government Grants Commonwealth	\$2,200
Government Grants State	\$0
Revenue Other	\$17,371
Locally Raised Funds	\$22,931
Capital Grants	\$0
Total Operating Revenue	\$777,752

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,824
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$31,824

Expenditure	Actual
Student Resource Package ²	\$548,757
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$16,179
Communication Costs	\$1,109
Consumables	\$12,329
Miscellaneous Expense ³	\$6,133
Professional Development	\$6,630
Equipment/Maintenance/Hire	\$6,185
Property Services	\$33,012
Salaries & Allowances ⁴	\$69,563
Support Services	\$4,552
Trading & Fundraising	\$103,094
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,304
Total Operating Expenditure	\$816,848
Net Operating Surplus/-Deficit	(\$39,095)
Asset Acquisitions	\$13,636

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$223,912
Official Account	\$15,076
Other Accounts	\$0
Total Funds Available	\$238,988

Financial Commitments	Actual
Operating Reserve	\$41,148
Other Recurrent Expenditure	\$0
Provision Accounts	\$3,000
Funds Received in Advance	\$0
School Based Programs	\$165,431
Beneficiary/Memorial Accounts	\$20,469
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$21,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$280,048

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.