

2023 Annual Report to the School Community

School Name: Falls Creek Primary School (5067)



- 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 18 March 2024 at 10:44 AM by Helen Whittaker (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 03 May 2024 at 11:32 AM by Hayley Seaton (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

Falls Creek Primary School is a remote, rural school in an alpine environment in the Upper Kiewa Valley, 30 kilometres from Mount Beauty in north east Victoria. Our school workforce changes from summer to winter. In summer the school has two full time employees: the principal and a classroom teacher who both teach 5 days a week and in Term 3 the school employs two additional short-term staff to cater for temporary enrolments. The school is supported by a Business Manager 2 days per week. Student numbers vary seasonally, from an initial enrolment of 12 at the beginning of 2023, to a maximum of 40 in Term 3, (winter ski season).

The vision of Falls Creek Primary School is to provide a range of challenging, integrated and motivating learning experiences for our students spanning all areas of the Victorian Curriculum, which will develop high standards, foster high self-esteem, maximise each child's potential and prepare them for further education. This is done in a positive, caring environment with teachers, parents and students working together in partnership. This vision is the basis for all our teaching. The teachers at this school are extremely dedicated and truly care for all the students. They have high expectations ensuring that every student attains their maximum learning potential. We value: mutual respect, honesty and integrity, and responsibility. Our school has a strong environmental education program which is enhanced by our unique location adjacent to the Alpine National Park. In winter we have an extensive snow sports program. We also have a strong instrumental music program based around African drumming and ukulele.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Learning Goal of our school is to provide high quality programs which lead to high levels of achievement for all students.

2023 data demonstrates that 87.9% of our students are performing at or above the age expected standard in English and 100% in mathematics. All our students have maintained or exceeded expected growth levels in Literacy and Numeracy relative to levels they achieved in the previous year. We ensure that all our students are extended and supported to improve their achievement within all areas of the Victorian Curriculum and that teaching is accurately targeted to the individual learner by effective use of assessment data.

The strategic employment of an experienced tutor, via the Tutor Learning Initiative, was an important step towards supporting improved student literacy outcomes. Our school further implemented a whole school writing approach using the VCOP approach (Vocabulary, Connectives, Openers, Punctuation) to strengthen teacher instructional practice and student outcomes in this area. Student achievement in Mathematics was achieved by the use of individual learning programs for all students using Mathletics in addition to our normal class lessons.

Due to the very small cohort of students completing NAPLAN testing in 2023 and the risk of identifying individual students, no data is available, however the 4-year average for the number of students in the Top 3 Bands of NAPLAN at our school in Grade 3 Reading is 100%, Grade 5 Reading 71.4%, Grade 3 Numeracy 100% and Grade 5 Numeracy 100%. These results are significantly higher than other small schools or the state average.

Wellbeing

The Wellbeing Goal for our school is to provide seamless transition into, through and out of the school for students and families.

Student 'Attitude to School Survey' data is extremely high which indicates that our students are happy and engaged in all areas of the school.

Careful consideration is given to student pathways that facilitate effective transitions from pre-school to school and from primary to secondary school and we also ensure that opportunities are provided for socialization in a larger cohort of students. All pre-school students are given the opportunity to attend our school for transition days in Term 4 of the

year prior to commencing school in order to establish familiarity with school routines and expectations and to develop relationships with existing school students.

As an extension to our transition program, all students engage with local cluster schools for sporting and cultural events several times each year. This enables our students to build relationships with students from other cluster schools prior to transition into secondary school. All Grade 5 and 6 students participate in a cluster transition program with Mount Beauty Secondary College which consists of orientation visits to the secondary school and a Grade 6/ Year 9 Buddy Day at Bogong Outdoor School. Transfer of key information regarding student needs prior to entering our school for 'winter only' students ensures that our students quickly settle into their new school environment.

Student Attitudes to School data in the areas of 'Sense of Connectedness' and 'Management of Bullying' show a 4-year average of 100% student satisfaction.

Engagement

Student absences remained significantly below the state average of 21.0 days per student in 2023, which is below the State average of 23.3 days.

In 2023, teachers focused on building quality relationships that enhanced student engagement, self-confidence and growth as a learner.

In order to promote self-awareness, teachers continued to implement the Play is the Way program across the school. This program supports the teaching of social and emotional skills using guided play, classroom activities and empowering language. Our 12-month target was to maintain Student Opinion Survey (SOS) results on the Student Voice and Agency section in the top quartile for 2023 and we achieved this target.

Other highlights from the school year

Falls Creek Primary School celebrated their 50th year in 2023. It was a huge success.

While the school year started off with operational complexities surrounding access due to the landslide, the school was still able to function and deliver its stated curriculum including wellbeing for the students, staff and parents. This was a huge feat and no doubt took its toll on everyone. Hopefully 2024 wont be the same.

The start of the year saw an Acting Principal, Roger Blackwell assist the school in term 1. In term 2,3 and 4, Marie Davey stepped in as acting principal while managing a teaching load.

Financial performance

Financial highlights for the year were as follows.

- \$2000 Grant received from Victorian Court system – this will be spent on updating some reader books for the younger year levels.
- \$2800 Raised from the 50th Anniversary Celebrations – these were noted to be spent on health and well being activities for the students. A mountain biking course was run for the students in Term 4 predominantly funded by these funds.
- A student wellbeing boost of \$15000 was received midyear which was then used for student wellbeing, staffing and also wellbeing activities for the students.
- The Building project was completed early in the year with the only expense to the school being the Signage on the exterior as the word "School" was missed in the name. This was corrected at the school's own expense of \$2500 (Inc installation)
- At the end of the year the High Yield account held \$134 000.07 and the Operating Account held \$11982.92

Financial Challenges for the year were as follows:

- During the year we had the effects of the Landslide on Bogong High Planes Road affecting the school's operation and the staff costs increased significantly during this time but also the school was able to apply for reimbursement of these costings of which were provided to the school.
- The school also acquired a deficit due to wages relating to Staffing aspects for Principal and Acting Principal wage areas. These have been monitored closely by the Education Department Regional Staff and have been rectified for the school into 2024

For more detailed information regarding our school please visit our website at
<https://falls creekps.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 8 students were enrolled at this school in 2023, 4 female and 4 male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

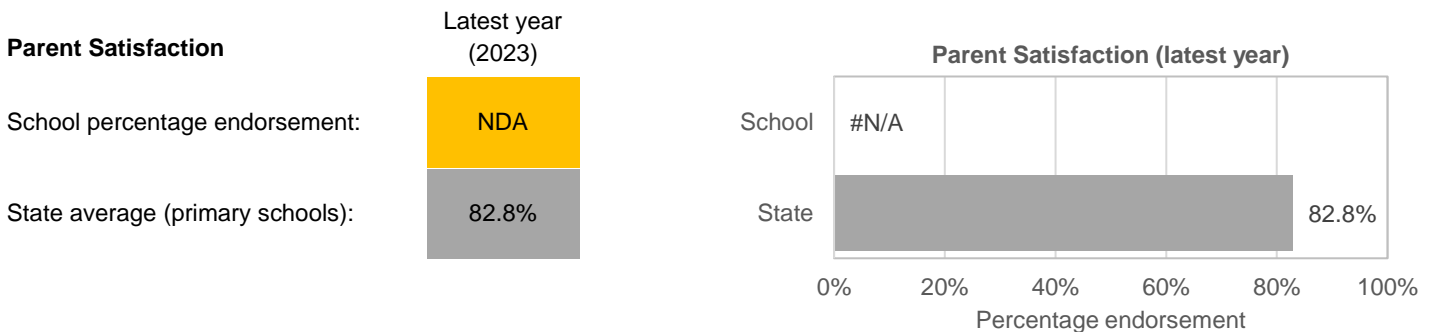
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

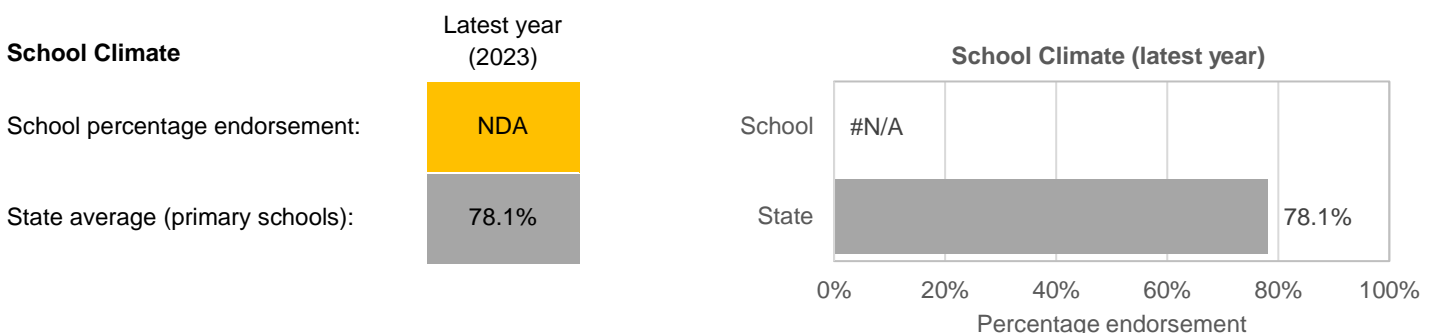


School Staff Survey

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:

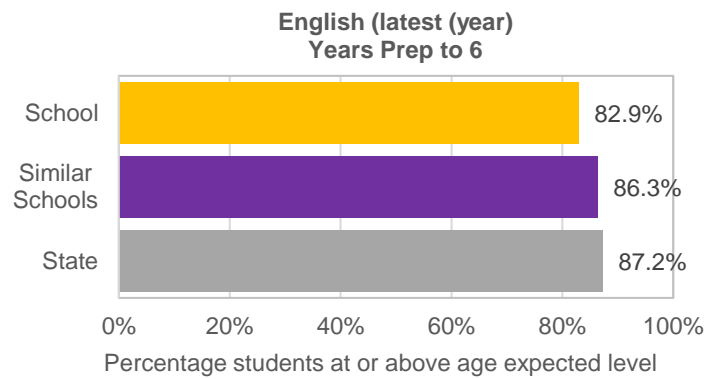
82.9%

Similar Schools average:

86.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

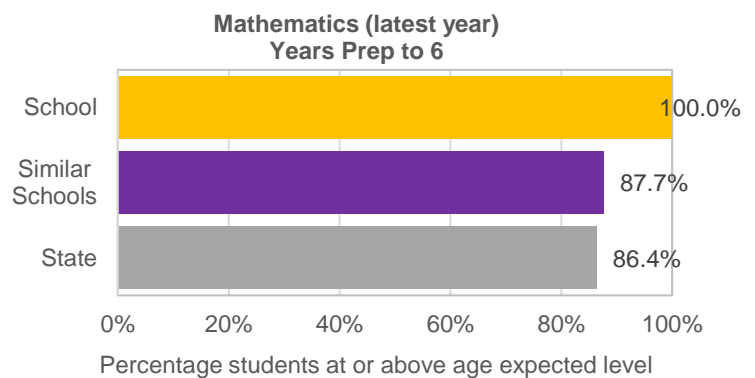
100.0%

Similar Schools average:

87.7%

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:

NDP

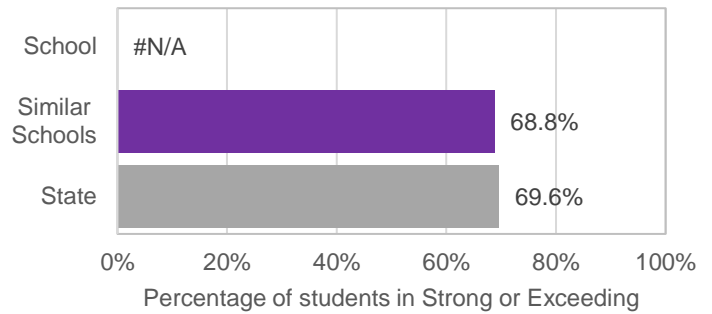
Similar Schools average:

68.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

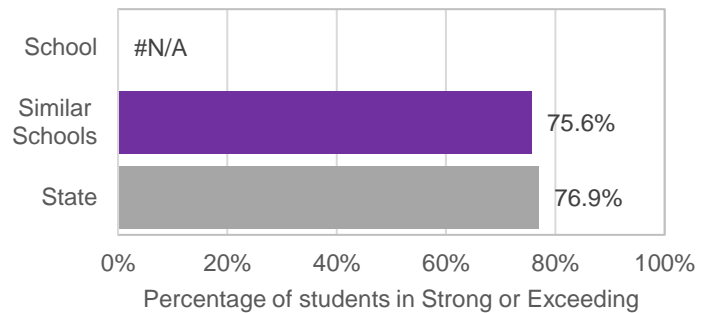
Similar Schools average:

75.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

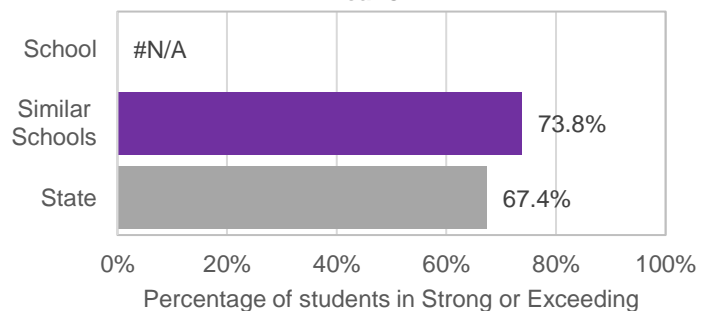
Similar Schools average:

73.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

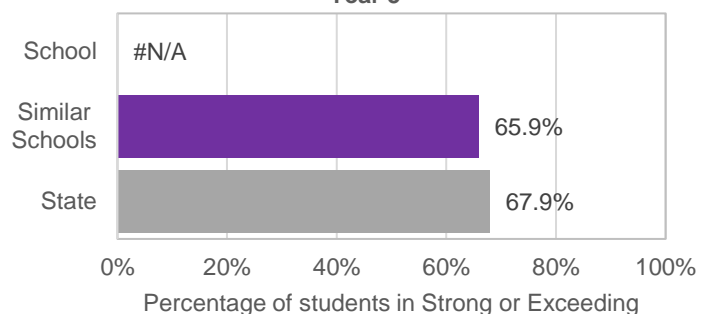
Similar Schools average:

65.9%

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:

NDA

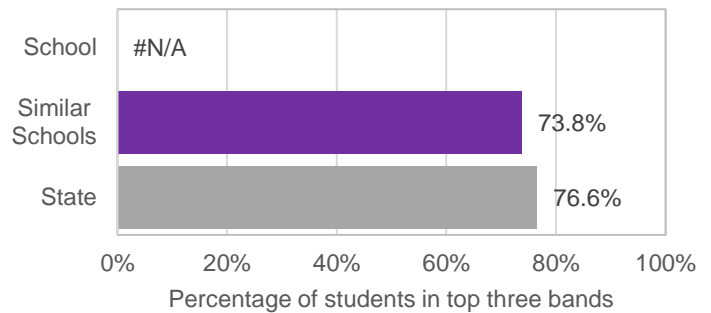
Similar Schools average:

73.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

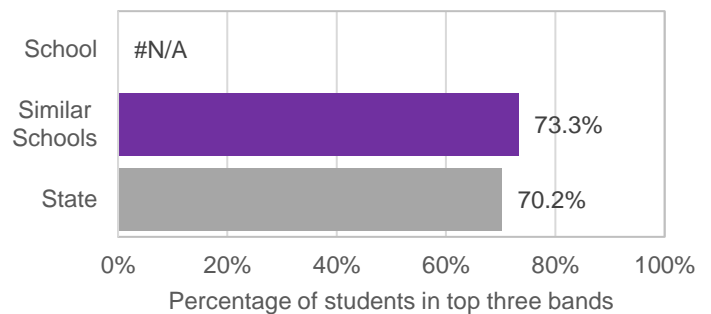
Similar Schools average:

73.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

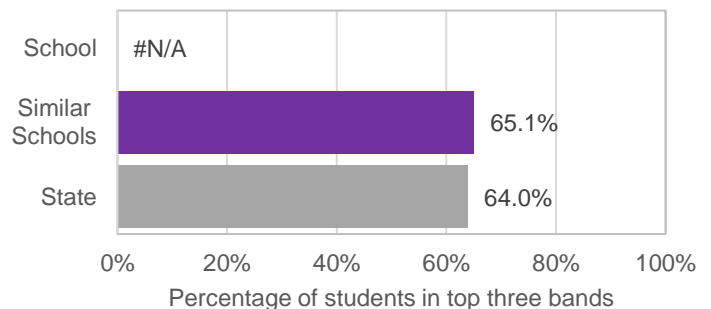
Similar Schools average:

65.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

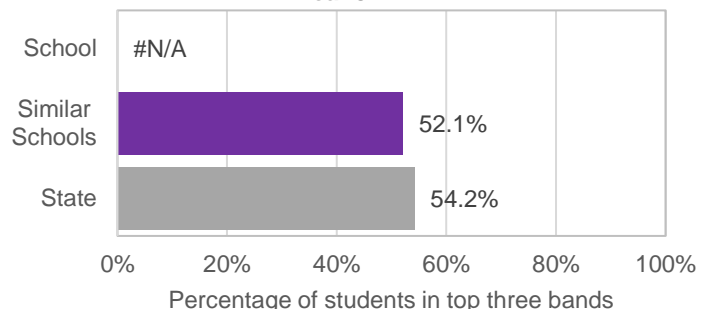
Similar Schools average:

52.1%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

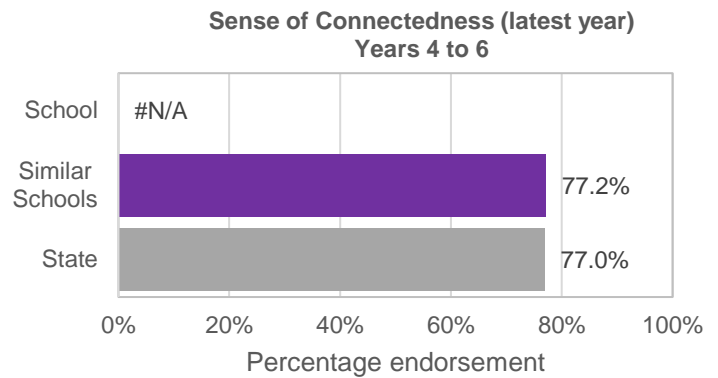
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDP	99.0%
Similar Schools average:	77.2%	82.0%
State average:	77.0%	78.5%

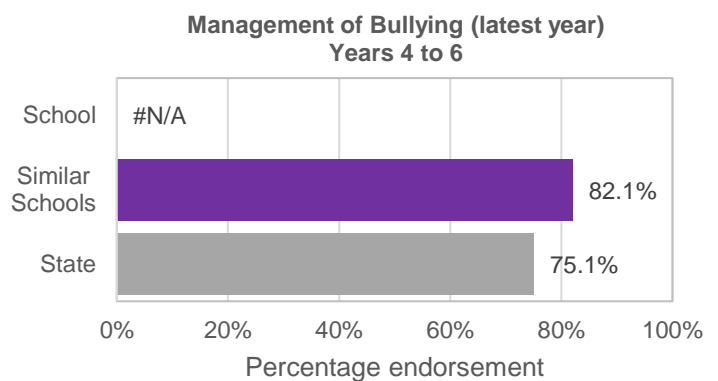


Student Attitudes to School – Management of Bullying

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:	NDP	100.0%
Similar Schools average:	82.1%	86.0%
State average:	75.1%	76.9%



ENGAGEMENT

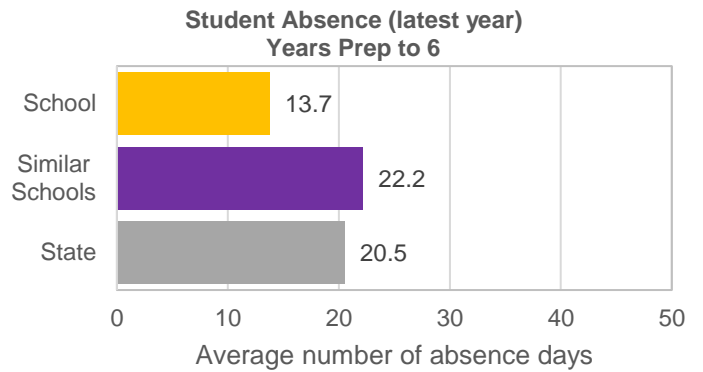
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.7	11.4
Similar Schools average:	22.2	18.5
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):	NDP	94%	86%	92%	96%	94%	93%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$364,959
Government Provided DET Grants	\$87,621
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$40,255
Locally Raised Funds	\$34,080
Capital Grants	\$0
Total Operating Revenue	\$526,915

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$381,049
Adjustments	\$0
Books & Publications	\$116
Camps/Excursions/Activities	\$13,893
Communication Costs	\$727
Consumables	\$5,493
Miscellaneous Expense ³	\$1,862
Professional Development	\$1,439
Equipment/Maintenance/Hire	\$5,347
Property Services	\$10,174
Salaries & Allowances ⁴	\$65,979
Support Services	\$0
Trading & Fundraising	\$2,568
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,601
Total Operating Expenditure	\$504,248
Net Operating Surplus/-Deficit	\$22,667
Asset Acquisitions	\$0

- (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	\$134,000
Official Account	\$11,983
Other Accounts	\$0
Total Funds Available	\$145,983

Financial Commitments	Actual
Operating Reserve	\$19,786
Other Recurrent Expenditure	\$47
Provision Accounts	\$760
Funds Received in Advance	\$0
School Based Programs	\$0
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
Total Financial Commitments	\$20,593

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.