

2023 Annual Report to the School Community

School Name: Drouin South Primary School (2313)



- 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 26 March 2024 at 08:48 AM by Michael Smith (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 27 March 2024 at 09:08 PM by Aoife Shaw (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

Drouin South Primary School is a rural school in West Gippsland located 5 kilometres south of the growing town of Drouin. Our school vision is "Learning Together" - A community of active thinkers who can achieve our dreams. This vision was developed collaboratively by the school community to emphasise the commitment to developing active learners and that teachers and parents are always learning better ways to assist our students to grow.

In 2023 the funded school enrolment was 157 students which represented a growth of 20 students from the previous year. The school had 12.2 equivalent full-time staff: 1.0 Principal class, 9.8 teachers and 1.0 education support staff (administration) and 2.6 education support staff (inclusion).

The school offers an Out of School Hours Care Program (OOSHC) operated by Windermere. This service provides child care for our families 5 mornings and afternoons per week. The school facilities include a BER building which includes six classrooms, large flexible learning spaces, withdrawal rooms, bathroom facilities, a kitchen and two large multipurpose learning areas. The school also has an Arts and Science room, also used for Out of School Hours Care, and an older building which includes the administration office, staffroom, library, and four classrooms spaces.

Drouin South PS strives to provide highly effective learning and social opportunities for all students. The school is a Positive School Wide Behaviour School with the expectations of 'Caring, Respectful, Learners'. The school offers a curriculum that focuses on the essential learning areas of literacy and numeracy. Our instructional model throughout 2023 was strongly based on the principles of gradual release and our literacy sessions followed the Reader's and Writer's Workshop models. Our Mathematics program focused on providing a carefully sequenced, guaranteed and viable curriculum across all year levels with a solid focus on the capabilities of understanding, fluency, reasoning and problem solving. Student learning is enhanced through wider curriculum programs and extra-curricula activities that support student engagement and connectedness to school. Integrated studies are supported by comprehensive units of work that expose students to community and global issues. During 2023, specialist programs in Visual Arts, Performing Arts and Physical Education were provided for all students. We also introduced AUSLAN as our LOTE curriculum for all students. Instrumental Music, Lego Club, Junior School Council and Lunch-time clubs are examples of optional extra-curricula activities that operated throughout the year. Parent participation on school council, working bees, celebration days and well supported fundraising activities is a valued part of school life. The Farm World Delivery Service has been a school fundraising event that is well supported by current and past families that takes place in March/April each year.

Teachers at Drouin South are committed to working in a Professional Learning Community and have been committed to this process for several years. This arises from a strong belief that a highly effective team has a greater positive effect on student learning than a team of strong individuals.

Parent Satisfaction for 2023 resulted in a 75% positive endorsement whilst the Staff Opinion Survey yielded a 92.7% positive endorsement of School Climate.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Drouin South Primary School continued to work on its strategic plan goal of building the capacity of teachers to implement agreed writing strategies and analyse student writing with a shared understanding of curriculum standards, along with the DET priority of Learning, Catch-up and Extension. Throughout 2023 the teaching staff continued to build knowledge of the 6 plus 1 Traits of writing and specifically the use of Conferring as a type of formative assessment to springboard the development of students' writing.

All teachers were engaged in collaborative inquiry cycles throughout 2023 in Professional Learning Teams. In these teams teachers continued to refine and develop their knowledge of the mathematics curriculum across P-6. This included collaborative development of knowledge and skills at each level of the curriculum and the development, implementation and analysis of common assessment tasks. Teacher learning was driven by rigorous discussion, reflection and through shared professional readings. All of these elements were aimed at building highly effective teaching strategies to positively impact student learning.

The P-2 team implemented the Sounds-Write approach to ensure the teaching of sequential synthetic phonics program was embedded in P-3 classrooms. PLT processes included inquiry cycles in Mathematics with a focus on skills and knowledge of areas identified as the guaranteed and viable curriculum at all year levels. Teachers continued to build knowledge of the mathematics

curriculum and developed collective teaching capacity through shared readings and reflective practice. During the latter part of Semester 2, teachers and leadership began investigating the Science of Reading research and introduced teaching staff to the "Big 5" (or Big 6) components of effective teaching and learning in Reading.

Our teacher judgments for both Mathematics and English had students at 66.3% and 70.3% at or above age expected standards. 2023 Naplan Reading in Strong and Exceeding proficiency levels was slightly above similar schools in Year 3 (63.2%) and Year 5 (72.2%).

2023 Numeracy in Strong and Exceeding proficiency levels was above similar schools in Year 3 (68.4%) and below similar schools Year 5 (50.0%).

Wellbeing

The integration of Learning and Well-Being became a focus throughout 2023 through the implementation of FISO 2.0. The school acknowledges that one element cannot exist in isolation from another and that learning about Well-Being and embedding Well-Being within the learning framework is a priority for the school.

In order to provide a safe and orderly learning environment that encourages the well-being of all students, the school is focused on building and maintaining strong relationships between student, staff, parents and peers. Drouin South Primary School adopts the practices of School Wide -Positive Behaviour. The school received a "Silver" recognition award for the second year running for the structures and systems in place.

The school curriculum supports this through specific lessons relating to the three school expectations and through the delivery of the Respectful Relationship curriculum across P-6. The school well-being team met fortnightly to discuss cohort and individual well-being issues and to develop strategies to support students. In 2023 the school was able to employ a new Chaplain through School Chaplaincy Funds. The chaplain has worked 2 days per week to support students and families most in need.

Mental Health Funding provided to schools made it possible to introduce all staff the the Berry Street Education Model. This model has gradually been implemented throughout 2023 and has included the introduction of Morning "Yarning" Circles that help prepare students for learning each morning by starting the day with positive primers and an opportunity to discuss daily goals and expectations.

The Students Attitudes to School data for 2023 showed an increase in sense of connectedness at 80.8% (above similar schools) and Management of Bullying at 76% (also above similar schools).

The Term 1, "Start Up" program assisted to induct students into their new classes and acquaint students with our school expectations and routines. Students worked with their teacher and classmates to learn more about what helps us be successful learners. Other highlights for the year included the upscaled Prep Transition held throughout Terms 3 and 4.

Engagement

Drouin South Primary School provides stimulating learning programs and adjustments to cater for the individual needs of all students.

The importance of attendance is communicated through regular newsletter articles and discussions with families. Our average number of absence days P-6 for 2022 was 21.3 days which is slightly more than similar schools (20.7). Our percentage attendance across each year level ranged from 88% to 90%. Students with unexplained absences were followed up throughout the year and tracking of students with chronic absenteeism was assisted through contact with the Well-Being Leader and the school Chaplain to provide supports and advice.

The new Disabilities and Inclusion processes were overseen by a new position of Well-Being and Inclusion Leader. This provided opportunities for the reworking of Individual Education Plans and the processes surrounding them such as Student Support Group Meetings to run effectively throughout the year. The school successfully applied for support through the DIP process on two occasions in the second semester.

Class Dojo continued to be a communication approach used between home and school to share stories, news and for teachers and parents to have a point of contact.

Throughout the year, Drouin South Primary School Students were involved in a range of extra-curricular and enrichment activities to help engage and inspire students. These included opportunities such as Minecraft Club, Chess Club, Online Maths games, extension and enrichment activities, Buddy Program, Years 3-6 Camp, Sports clinics, Winter Sports and interschool sports, PMP, excursions, Book Week events, school concert and P-6 Swimming. Strong and engaging specialist programs in Performing and Visual Arts and Physical Education supported a comprehensive curriculum and the online AUSLAN LOTE program provided an opportunity for learning a second language. Our Parent's Club also provided opportunities for rich engagement throughout the year with Colour Run, Mother's Day/Father's Day stalls and a range of special events throughout the year.

Financial performance

Drouin South Primary School's commitment to financial controls, planning and management has enabled the school to operate and end the 2023 school year in a sound financial position with a strong operating reserve to carry forward.

Program budgets for 2023 were developed in consultation with staff and school council to ensure funds were targeted towards priority areas of Learning and Well-Being. Equity funding provided opportunity to provide extra supports and adjustments for students in need as well as the purchase of literacy and numeracy resources to support classroom programs.

Locally raised funds from the Farm World Delivery Service and Parent's Club fundraisers have been prioritised for grounds improvements and technology upgrades in the coming years.

Our Physical Education and Sports programs were supplemented by two Sporting Schools grants throughout the year. One of these grants subsidised the cost of the whole school swimming program making it accessible for all students.

The Credit component of the SRP ran in a significant surplus due to the growth of student enrolments early in the school year. The school leadership of Learning and Well-Being was supported through the employment of a Well-Being and Inclusion Leader (LT3) and a Learning Specialist (LS3).

For more detailed information regarding our school please visit our website at
www.drouinsouth.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 157 students were enrolled at this school in 2023, 74 female and 83 male.

NDP percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

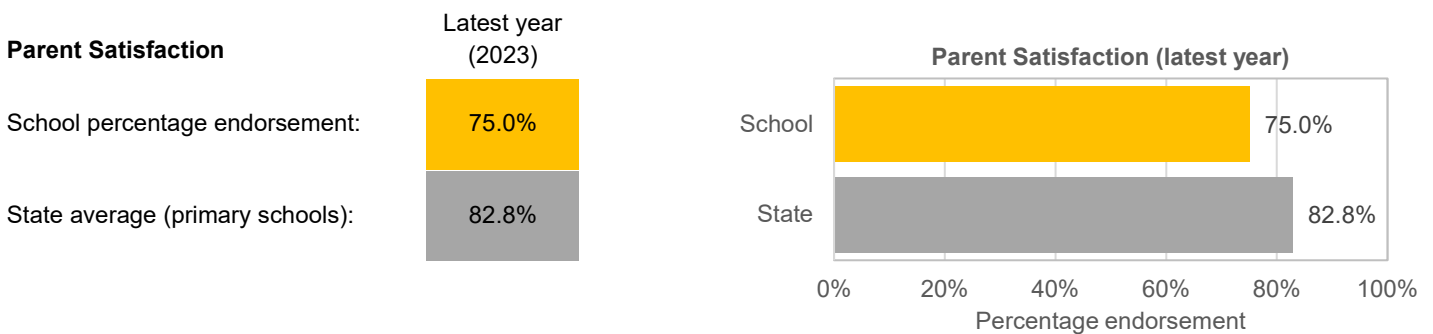
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

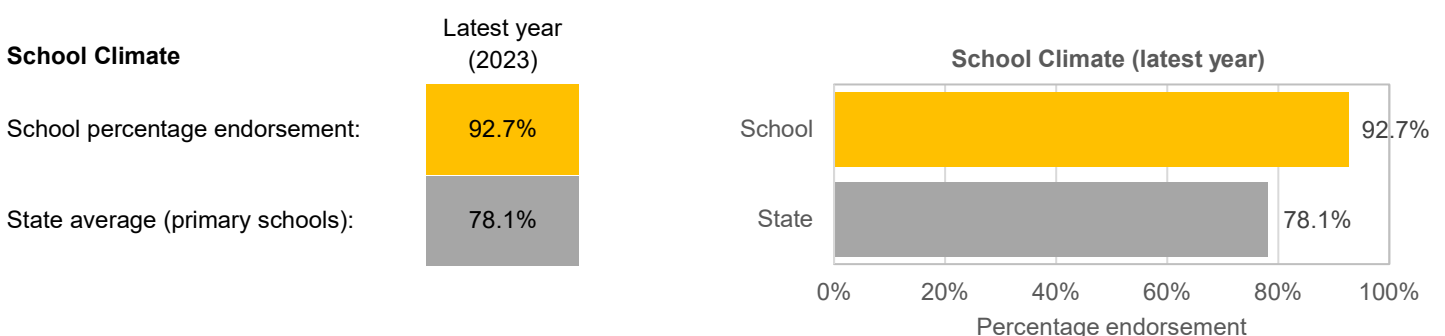


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

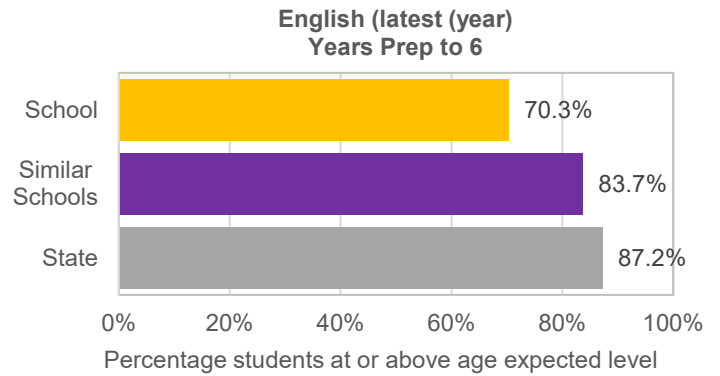
70.3%

Similar Schools average:

83.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

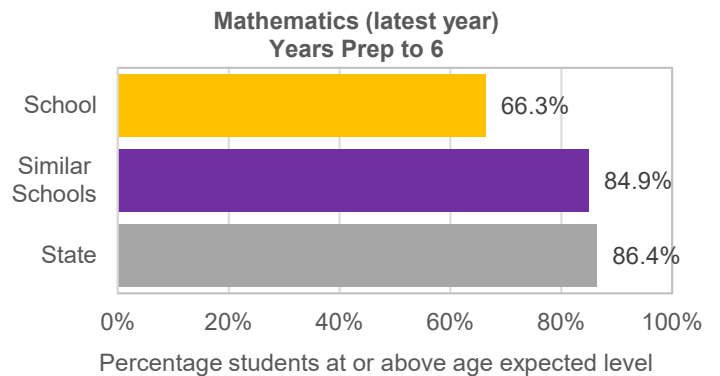
66.3%

Similar Schools average:

84.9%

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:

63.2%

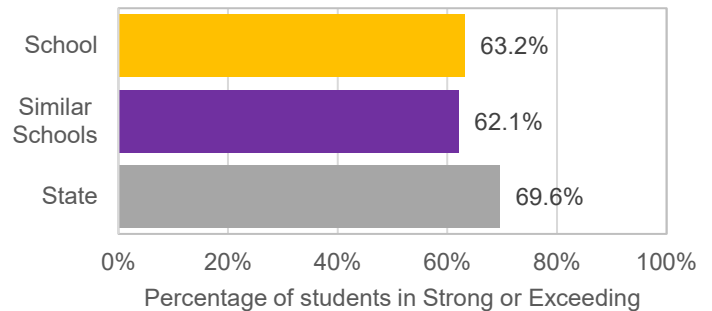
Similar Schools average:

62.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.2%

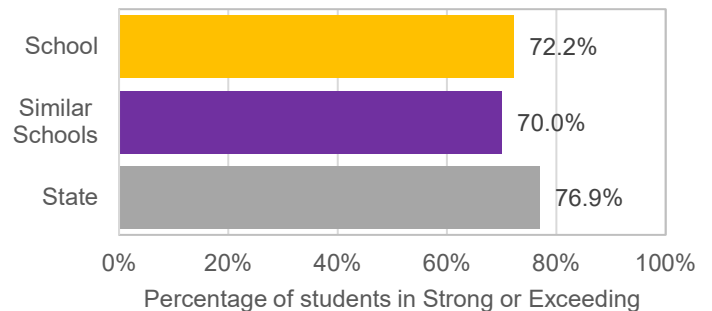
Similar Schools average:

70.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.4%

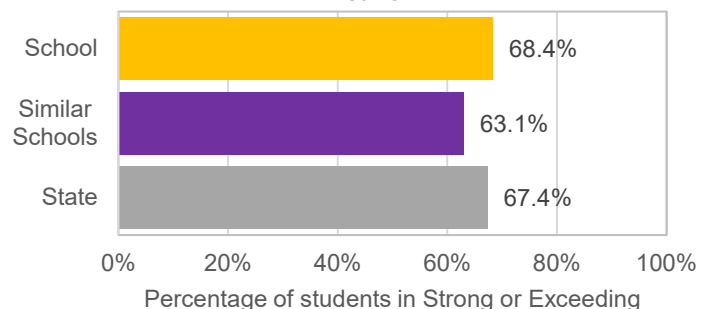
Similar Schools average:

63.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

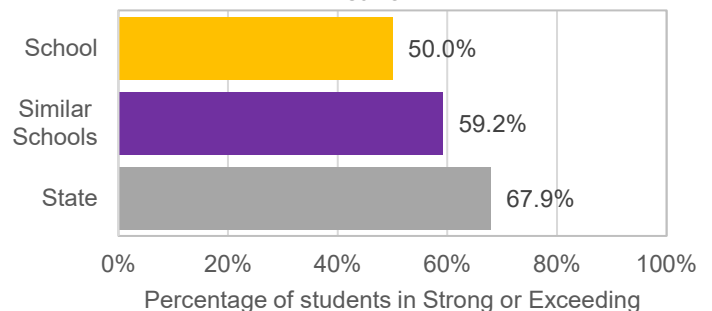
Similar Schools average:

59.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

68.4%

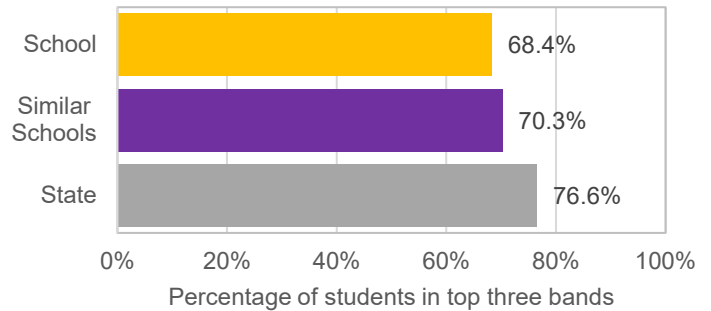
Similar Schools average:

70.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

42.9%

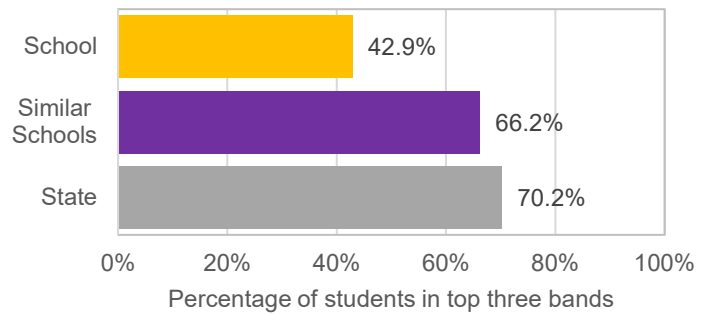
Similar Schools average:

66.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

45.0%

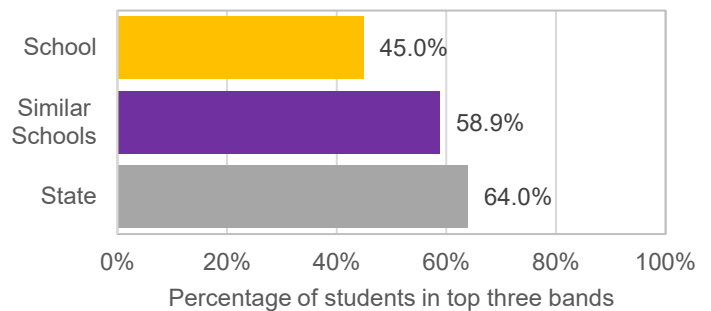
Similar Schools average:

58.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

32.1%

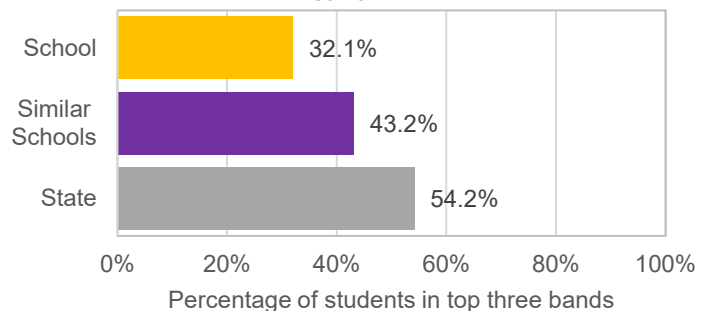
Similar Schools average:

43.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

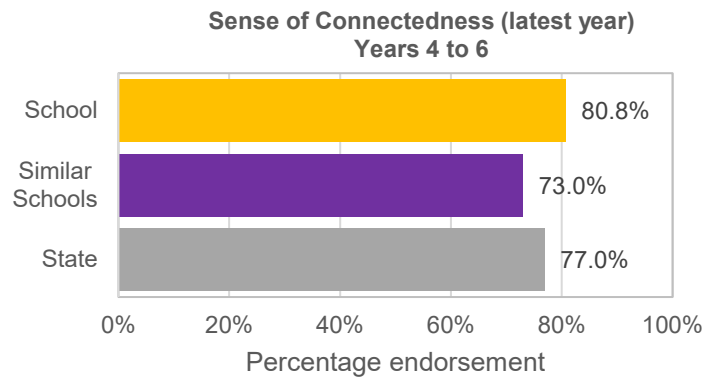
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	80.8%	75.1%
Similar Schools average:	73.0%	75.0%
State average:	77.0%	78.5%

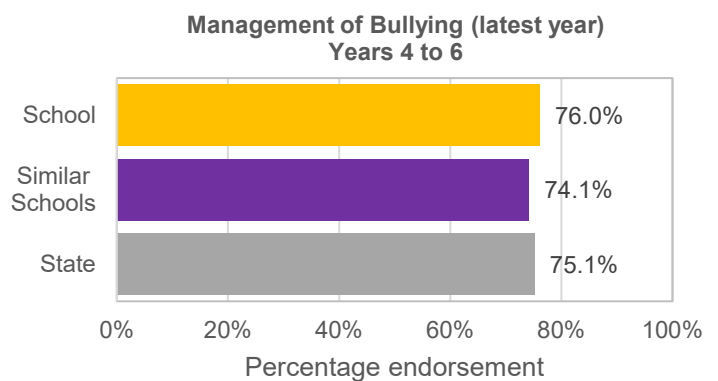


Student Attitudes to School – Management of Bullying

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:	76.0%	71.2%
Similar Schools average:	74.1%	75.8%
State average:	75.1%	76.9%



ENGAGEMENT

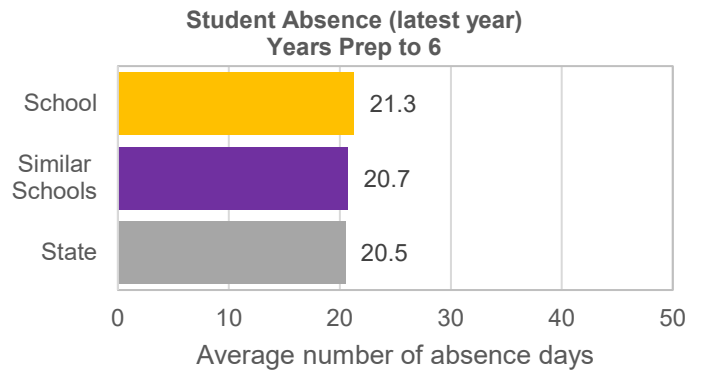
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	21.3	18.7
Similar Schools average:	20.7	18.7
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):	89%	90%	90%	88%	90%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,822,573
Government Provided DET Grants	\$296,248
Government Grants Commonwealth	\$23,000
Government Grants State	\$0
Revenue Other	\$12,120
Locally Raised Funds	\$84,862
Capital Grants	\$2,920
Total Operating Revenue	\$2,241,723

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,442
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$53,442

Expenditure	Actual
Student Resource Package ²	\$1,597,227
Adjustments	\$0
Books & Publications	\$273
Camps/Excursions/Activities	\$21,929
Communication Costs	\$2,416
Consumables	\$28,987
Miscellaneous Expense ³	\$7,967
Professional Development	\$14,561
Equipment/Maintenance/Hire	\$13,528
Property Services	\$138,769
Salaries & Allowances ⁴	\$102,761
Support Services	\$35,788
Trading & Fundraising	\$13,863
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,675
Total Operating Expenditure	\$2,004,744
Net Operating Surplus/-Deficit	\$234,058
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	\$186,937
Official Account	\$10,330
Other Accounts	\$0
Total Funds Available	\$197,267

Financial Commitments	Actual
Operating Reserve	\$52,763
Other Recurrent Expenditure	\$6,018
Provision Accounts	\$0
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	\$26,000
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	\$84,781

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.