

2023 Annual Report to the School Community

School Name: Jindivick Primary School (1951)



- 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 17 April 2024 at 10:58 AM by Lara-Jayne Wilson (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 24 April 2024 at 09:20 PM by Nadia Defazio (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

Jindivick Primary School is a rural community primary school with a current enrolment of 63 students. Our school has 4 classrooms, an Art Room, a Music Room, a STEM room, undercover play areas, a multipurpose all-weather basketball court and picturesque school grounds and views. Our school has first class facilities with a strong sustainability focus.

Our school has 5.4 equivalent full-time staff: 1.0 Principal Class, 4.0 Teacher Class and 1.95 Education Support Staff. Morning class sessions concentrate on Numeracy and Literacy, linking in with other curriculum strands. Other sessions include Art, AUSLAN, Music, Science, Respectful Relationships, Life Education and Sport/Health activities. We have a designated HAPS (High Ability Practice) leader, ensuring that all students are challenged to their learning potential. The school is committed to flexible learning, meeting individual needs, and aims for continuous improvement.

Our school also has a strong belief in the importance and benefits of a strong camps program for our students. The school is committed to the 5C's: Care, Courtesy, Consideration, Cooperation and Commonsense and these values are reinforced daily to build upon our students' development.

The three simple values of 'Care for Self, Care for Others, and Care for Property' are the deeply embedded into everything we do at Jindivick PS.

Our school's vision is to develop students to their potential: academically, socially and personally in a pleasant, stimulating and caring environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

The learning goal in 2023 continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal. The Tutor Learning Initiative continued to be a highlight with a considerable number of students engaging in tutoring, with the specific focus on supporting and extending their numeracy learning. To support the whole school focus on improving numeracy outcomes each staff member had the opportunity to attend professional learning with Di Siemons to further develop their understanding of the 'Big Ideas in Number.' These professional learning opportunities supported the work teachers engaged in during their professional learning team discussions to improve consistent whole school approach to teaching numeracy. During 2023, teachers implemented whole school Unassisted Problem-Solving assessments to identify student strengths and areas for improvement in numeracy problem solving skills. Teachers worked together to design the stimulus for the problem-solving assessment and moderated student responses to identify key themes.

In Literacy, teachers continued to implement strong literacy experiences for students with the use of modelled texts connected to broader themes of inquiry. Students engaged in building connections to the world while also developing their reading and writing skills.

NAPLAN results indicate a similar trend from 2022 with the school performing below both similar schools and the state average in year in year 3 and 5 reading and numeracy. However, the significant work that has been put in place to support the development of students' numeracy skills has shown a significant increase in the number of students performing in the strong and exceeding categories in both Year 3 and 5.

Wellbeing

In 2023 there was a continued to focus on student wellbeing to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. The focus of this work was to strengthen the approach to Respectful Relationships curriculum. These sessions were timetabled in weekly learning programs. To support the wellbeing of students they participated in an incursion with Southeast Melbourne Phoenix and discussed social and emotional learning opportunities. The students' Attitudes to School Survey reflected a positive 'sense of connectedness' to the school significantly above similar schools and the state average. The percentage of students positively endorsing the school's approach to managing bullying was also significantly above that of similar schools and the state average. The 2023 result for managing bullying was slightly below the school's 4-year average.

Engagement

The school held several events to encourage school engagement from both families and students. Activities such as the whole school picnic, soiree and end of year concert are all tailored to encourage whole school community participation, To encourage student engagement each student has a cross-age Buddy that they work with during whole school Buddy activities. Students engaged and led lunchtime clubs, the Junior School Council led several events throughout the year and raised funds to contribute to activities identified by the students, School leaders run assembly each week with each year 6 student taking the opportunity to be school captain for a term. The students also worked with the Art teacher to develop and paint a mural of the “learning pit” to reflect the conversations they had been engaging with in class around the emotions they may feel as they are learning.

Over the past few years there has been an increase in the number of absences students have engaged in with the number of students engaging in 30+days of absence significantly above pre-covid numbers. A lot of these absences are as a result of family holidays and illness. The 2023 data was significantly higher than similar schools and the state.

Other highlights from the school year

There were many highlights throughout the year including several incursions, excursions, and a camp.

At the beginning of the year the whole school engaged in an excursion to Inverloch, students explored ocean/beach conservation and the impact of climate change. During their excursion they also developed their understanding of Indigenous perspectives, and the connection Indigenous people hold with the country.

The year 3-6 students went on a camp to Sovereign Hill, which supported the learning they had been engaging in their humanities lessons about early settlers.

Each excursion was designed to support the learning in classrooms and the curriculum focus of the term. The year 3-6s went to Dandenong Market, where they planned a meal to cook, purchased the items required and cooked the meal. This supported their curriculum learning in numeracy and literacy and supported their understanding of cultural diversity. The Foundation-year 2 students took the train and tram into the city and went to the Melbourne Museum and explored a variety of exhibitions to broaden their understanding of the world and make connections to their science lessons.

Some of the school events included: Junior and Senior Athletics Days, Fun Run, Jump Rope, Harmony Day, Breast Cancer awareness, Book Week, Anzac Day community event, swimming lessons, Soiree, end of year concert.

Financial performance

Jindivick PS finished the year with a total cash balance of \$102,264.65 including an operating reserve of \$33,737.72, compared to total available funds of \$48,273 in 2022. A major change in school funds was due to JPS becoming the base school for the MARC schools cluster. A credit to cash transfer of \$45,000 for the MARC program was made which increased the school cash funds but it is allocated for MARC use including future van replacement. Grants received included Bushfire Preparedness (\$16,224 – 80% of grant), a School Led Maintenance Grant from 2022 of \$7035 which was used for replacing damaged concrete curbing in the grounds. Mental Health cash funding of \$15,000 was allocated to the subsidising of the Grades 3 – 6 camp, the Healthy Relationships Program for grades 5 & 6, and a whole school Phoenix wellbeing session, with the remaining funds to assist with subsidising the 2024 Grades 3 – 6 Camp.

For more detailed information regarding our school please visit our website at
<https://jindivickps.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 63 students were enrolled at this school in 2023, 32 female and 31 male.

NDP 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).

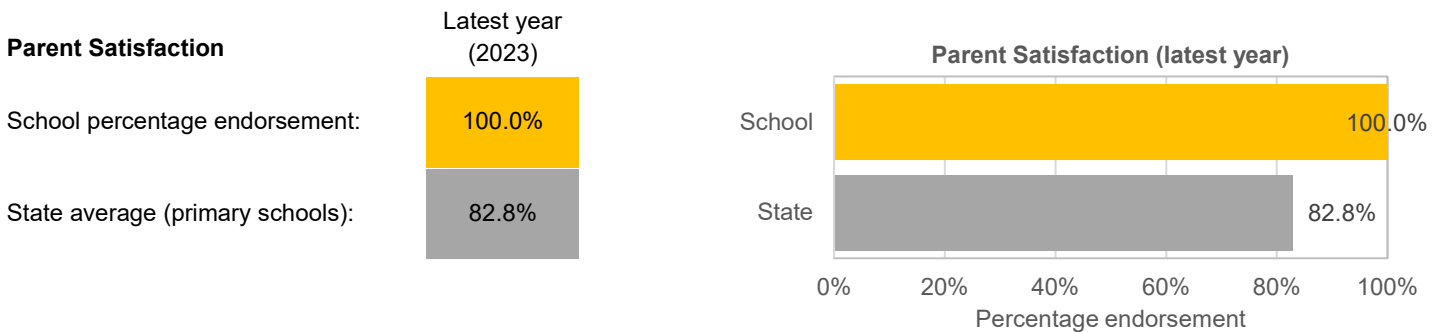
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

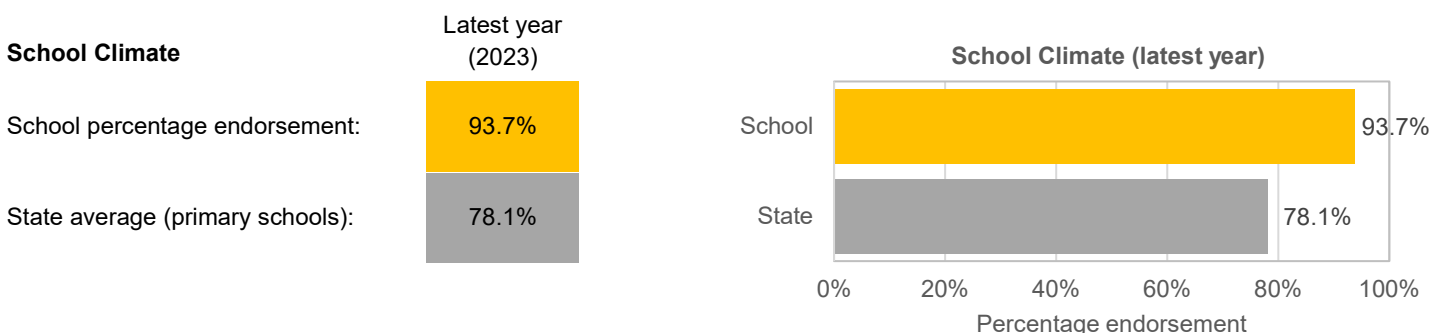


School Staff Survey

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:

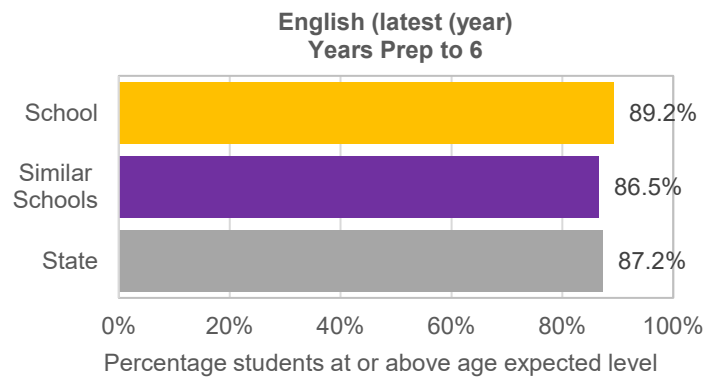
89.2%

Similar Schools average:

86.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

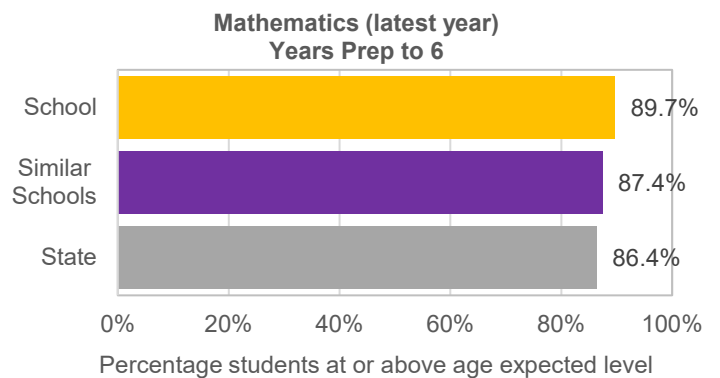
89.7%

Similar Schools average:

87.4%

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:

50.0%

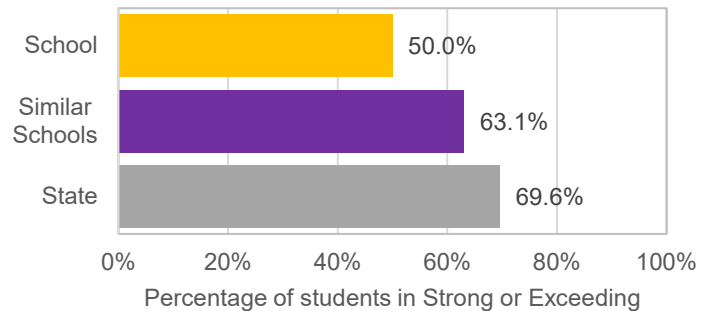
Similar Schools average:

63.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.0%

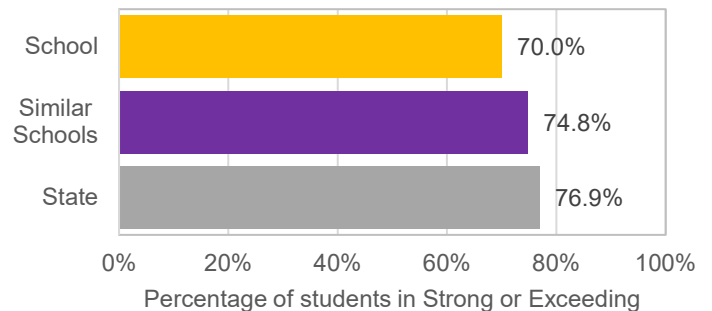
Similar Schools average:

74.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

100.0%

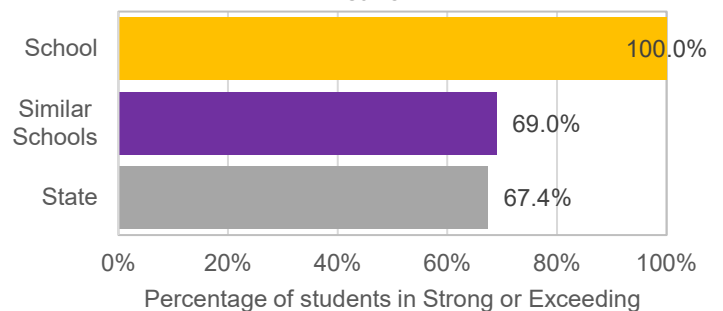
Similar Schools average:

69.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

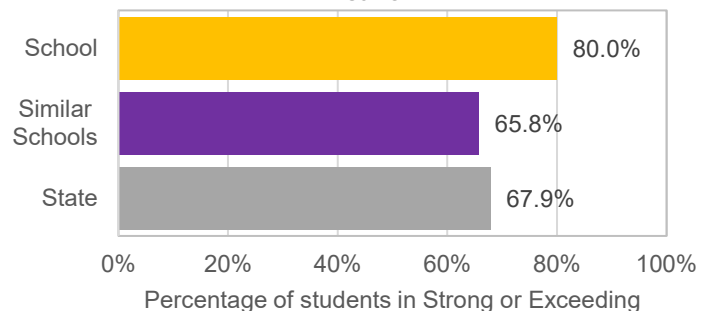
Similar Schools average:

65.8%

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:

66.7%

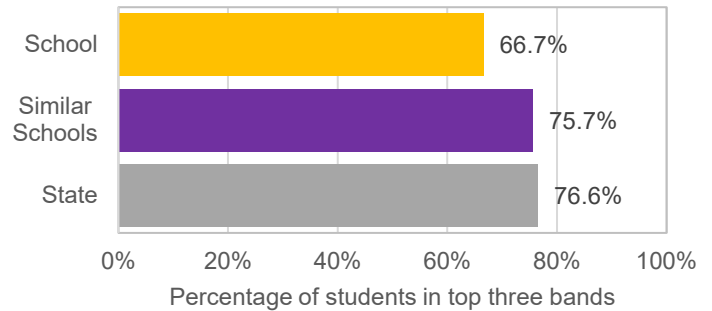
Similar Schools average:

75.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

44.4%

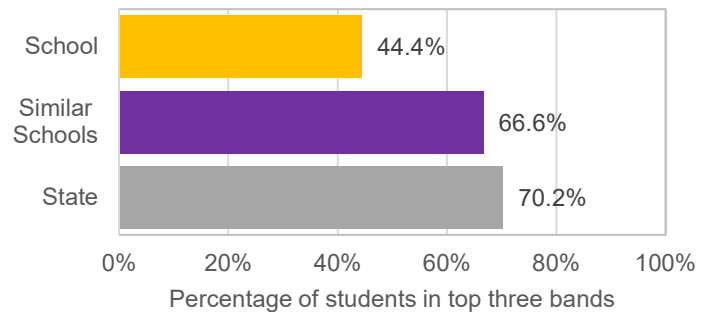
Similar Schools average:

66.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

66.7%

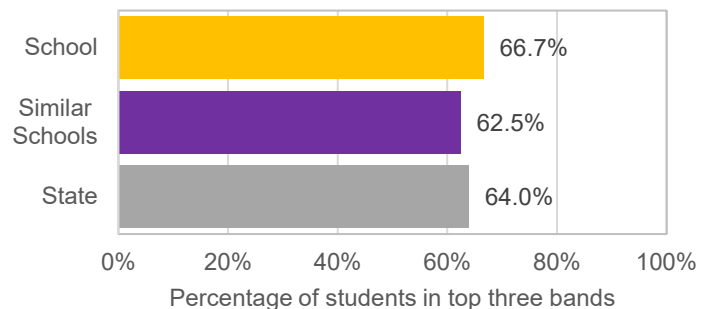
Similar Schools average:

62.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

40.0%

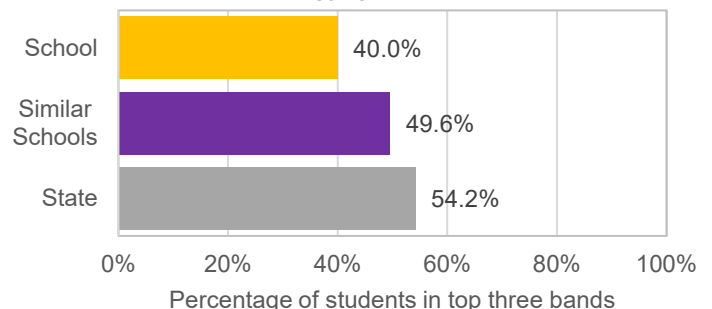
Similar Schools average:

49.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

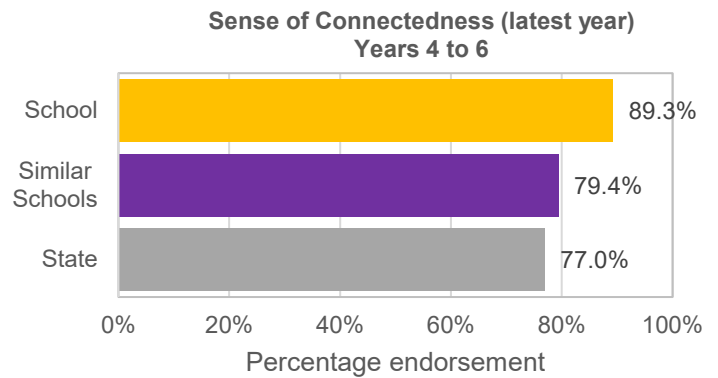
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	89.3%	88.4%
Similar Schools average:	79.4%	79.9%
State average:	77.0%	78.5%

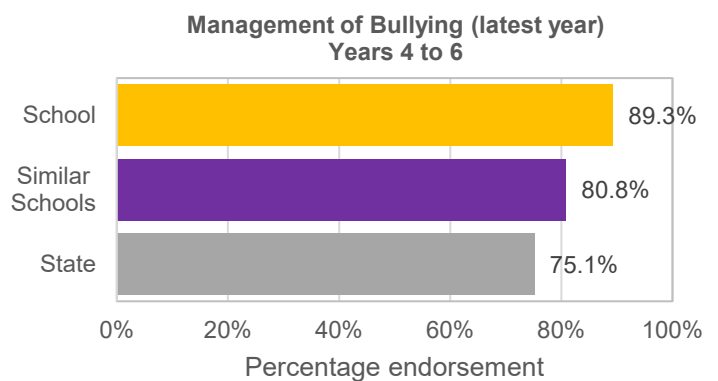


Student Attitudes to School – Management of Bullying

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:	89.3%	92.3%
Similar Schools average:	80.8%	80.9%
State average:	75.1%	76.9%



ENGAGEMENT

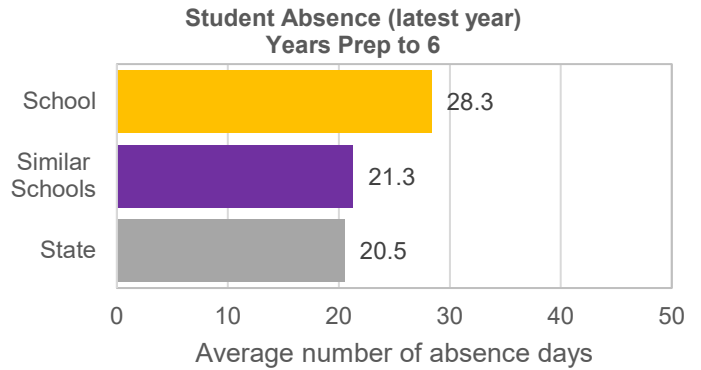
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.3	19.9
Similar Schools average:	21.3	19.0
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):	84%	85%	86%	86%	83%	89%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,075,634
Government Provided DET Grants	\$236,040
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$8,611
Locally Raised Funds	\$41,159
Capital Grants	\$0
Total Operating Revenue	\$1,361,444

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,589
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,589

Expenditure	Actual
Student Resource Package ²	\$1,002,937
Adjustments	\$0
Books & Publications	\$20,208
Camps/Excursions/Activities	\$33,620
Communication Costs	\$1,163
Consumables	\$25,172
Miscellaneous Expense ³	\$6,693
Professional Development	\$3,777
Equipment/Maintenance/Hire	\$13,336
Property Services	\$63,346
Salaries & Allowances ⁴	\$51,351
Support Services	\$0
Trading & Fundraising	\$6,944
Motor Vehicle Expenses	\$3,763
Travel & Subsistence	\$0
Utilities	\$4,382
Total Operating Expenditure	\$1,236,691
Net Operating Surplus/-Deficit	\$124,754
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	\$89,085
Official Account	\$13,179
Other Accounts	\$0
Total Funds Available	\$102,265

Financial Commitments	Actual
Operating Reserve	\$33,738
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$7,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$45,600
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$927
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$102,265

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.