

2024 Annual Report to the School Community

School Name: St Arnaud Primary School (1646)



- 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 08 May 2025 at 10:12 AM by Melissa Mitchell (Principal)

- As executive officer of the school council, I attest that this 2024 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 May 2025 at 10:21 AM by Melissa Mitchell (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

At St Arnaud Primary School our values are Respect, Honesty, Kindness, Resilience and Aspiration. We work and learn on the traditional lands of the Dja Dja Warrung people, in the Northern Grampians Council in the Wimmera region of Victoria, on the Sunraysia Highway, 200km north of Melbourne. The St Arnaud district supports an agricultural industry of sheep grazing, broadacre cropping, large scale commercial piggeries, turkey farms, olive groves and vineyards, with forested areas to the south and Mallee plains to the north. As a former goldmining town St Arnaud has a rich street scape of historically significant buildings and landmarks and our school is of unique architecture. With 105 students, St Arnaud Primary School has a Principal, 5 full time classroom teachers and 4 part time specialist teachers for ICT, Music, Health & PE, Art & STEM, as well as a Learning Specialist. Each classroom is supported by an Education Support Staff member. The General Office is staffed by a part time Business Manager and part time Administration Assistant. The SFOE band value is = HIGH.

Each day 2 hours of Literacy and 1 hour of Numeracy is taught. Our classroom facilities offer the opportunity for traditional and flexible learning spaces and 21st Century Learning tools, including 1:1 laptops provided by the school. The Stephanie Alexander Kitchen Garden program is integrated into the curriculum of each classroom, with fortnightly cooking classes scheduled alternating with a gardening program. Each class is responsible for maintaining their own vegetable gardens and caring for the school chickens. The school has a commitment to sustainability and offers students the opportunity to be active on the Green Team. Students are also encouraged to undertake leadership positions as Junior School Council, House Captains, Wellbeing Captains and School Captains.

Staff have undertaken training in the Berry St Education Model and have developed student wellbeing practices to support student learners in our classrooms that recognise neurodiversity and the impact of trauma. Supporting student and families to have positive and successful experiences at school is a priority. The school has a dedicated Therapy Room for use by visiting Allied Health Professionals, which is utilised throughout the day by Education Support staff working with students to provide opportunities for regulation and brain breaks.

The St Arnaud Primary School community is committed to creating and maintaining a positive, safe and supportive environment. By upholding our values of Respect, Resilience, Honesty, Kindness and Aspiration, we encourage every child to reach their academic potential and social growth in an inclusive and innovative learning environment. The school is supported by an active and dedicated Parent's Club and School Council. Our school motto is Today's Learners, Tomorrow's Future. At our school we acknowledge that education is a partnership between teachers, families and the wider community. We work together to ensure all students experience success.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment.

This included:

- implementation of a whole school classroom observation program
- reviewing the instructional model
- learning walks and peer observation were scheduled.

Our Learning Specialist was responsible for the professional learning of staff to use data in planning, and assessment. The school was working through the 3rd year of the current Strategic Plan.

Our school worked towards embedding the literacy instructional model to reflect structured literacy teaching, fully utilising the Education Support staff employed to support learning in classrooms.

Our school has worked to implement a cycle of learning sprints with focus areas linked to literacy data collection and progress monitoring under the PLC model.

We have continued to be active participants in the Wimmera South West Literacy Learning Community, working closely with other WSW schools to design, implement and share units of work; building the capacity of middle leaders, increasing the network of teachers to provide opportunities to collaborate in teams.

NAPLAN

Reading

Year 3 - School percentage of students in Strong or Exceeding 50% - below Similar Schools
57.6%

Year 5 - School percentage of students in Strong or Exceeding 66.7% - above Similar Schools
62.8%

Numeracy

Year 3 - School percentage of students in Strong or Exceeding 60% - above Similar Schools
57.6%

Year 5 - School percentage of students in Strong or Exceeding 58.3% - above Similar Schools
57.1%

Wellbeing

Student Wellbeing at the school has been a prioritised approach for a number of years, with the continued engagement of an Occupational Therapist, Speech Therapist and Psychologist, as well as employing addition FTE of Education Support staff to work in classrooms, through the strategic allocation of Equity funds. The school has a dedicated Wellbeing Room for allied health staff to use; Education Support staff are trained to support targeted students and provided specific

programs to implement between visits. The room houses specialised equipment, used to support students to access their programs as designed by the Allied Health team.

The St Arnaud Family Wellbeing group, including staff from the Early Learning Centre and St Arnaud Secondary College, meets monthly to identify where additional support is required by students and families. This group includes representation from DFFH, Child Protection, Victoria Police, Grampians Community Health, Uniting Wimmera, Maternal Health Nurse etc. The school utilises external services to ensure the provision of uniforms and food hampers to families experiencing financial hardship, and to assist with camps and booklists.

Attitudes to School Survey, St Arnaud Primary School

- 84.2% of students reported Management of Bullying, above Similar Schools 75.5% and State 75.5%
 - 89.5% of students positive endorsement for Sense of Connectedness; above State 76.8%
- Both of these factors have increased slightly in the previous school year.

Engagement

Attitudes to School Survey saw continued overall improved in 2024. Student engagement with school as measured by Attendance for students with 95% or higher was higher than all three comparison groups.

Absences were below Similar Schools, Network and the State average. 20 or more absent days in students for 2024 from P-6 = 32% (increase +1% from 2023) at St Arnaud Primary School, 45% at Similar Schools and 39% for the State average. Student Attendance in 2024 was influenced by a small number of individual students who missed more than 30 days for the year. The school follows Department guidelines for same day follow up with parents in regard to absent students. The school encourages regular attendance through acknowledging weeks of 100% attendance; high (95-100%) student attendance at the end of each term and at the end of the year and provides information through the newsletter to parents and carers about the long term implications of high absenteeism for students. Students with 100% each week are eligible for a random draw prize to encourage consistent/daily attendance each week.

Parent Opinion Survey, St Arnaud Primary School;

- achieved 100% positive endorsement in "Positive Transitions" (well above Similar Schools 86% and State 82%)
- achieved 100% positive endorsement in "General Satisfaction" (well above Similar Schools 86% and State 82%)
- achieved 100% positive endorsement in "Physical Environment" (well above Similar Schools 93% and State 84%)
- achieved 100% positive endorsement in "School Pride and Confidence" (well above Similar Schools 87% and State 82%)
- achieved 100% positive endorsement in "Student Motivation and Support" (well above Similar Schools 81% and State 77%)

-achieved 100% positive endorsement in "Confidence and Resiliency Skills" (well above Similar Schools 89% and State 83%)

Staff Opinion Survey;

-achieved 85% positive endorsement for School Climate, above Similar Schools on 78% and State 78%

-achieved 90% positive endorsement for Professional Learning, above 83% for Similar Schools and State 76%

-achieved 93% for School Leadership, above 83% for Similar Schools and State 79%

Other highlights from the school year

Highlights for 2024 include the further embedding of structured literacy from P-6, the widespread training of staff and implementation of a systematic, synthetic phonics program, leading to improved student outcomes as evidenced in staff assessment.

Having a consistent school staff from 2023 into 2024 supported the further commitment to working on improving the quality of numeracy instruction. Staff participated in the implementation of the numeracy instructional model, the review of teaching and learning materials across the school, and solidifying a foundation for further focus in subsequent years. The Learning Specialist was instrumental in researching and introducing context relevant mathematical practices across the school.

The ongoing professional development of the Education Support team has contributed to increased support for students particularly in Literacy where many ES are trained in Sounds Write and experienced in delivering Spelling Mastery to small groups - both of which allowed for small group instruction at point of need, to address gaps in learning and to extend or consolidate learning as required. The skills of the ES team also support students to access their learning plans and provide access to the Wellbeing Room for brain breaks and targeted movement programs.

The school offered a Maths Challenge to a small group of students identified as capable, and interested in furthering their mathematical skills - as an after school program which ran for 4 weeks; the school also had students participate in the Victorain High Ability Program in both Literacy and Numeracy each term

Financial performance

St Arnaud Primary School maintained a sound financial position throughout 2024. The School Strategic Plan, along with the Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows total funds available as at end of year of \$80,623, a figure below the previous 12 month period as a result of investment in additional staff. St Arnaud Primary School practices careful resource management and alignment of programs with the Annual Implementation Plan. The School Chaplaincy program continued to be funded by the Federal Government, employing a school chaplain for 10 hours per week. The school received

\$241,403.00 in Equity Funds which was used to support students through the employment of Allied Health staff, as well as the purchase of specialised equipment.

**For more detailed information regarding our school please visit our website at
www.starnaudps.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 101 students were enrolled at this school in 2024, 48 female and 53 male.

5 percent of students had English as an additional language and 7 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).

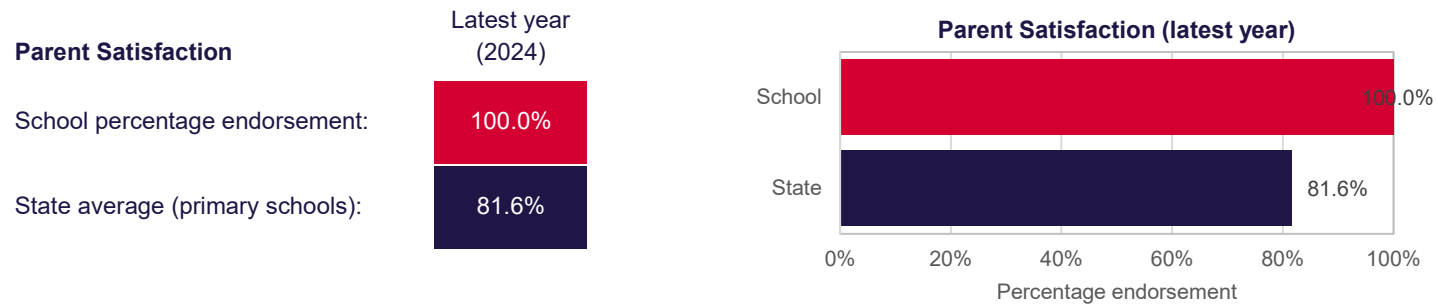
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

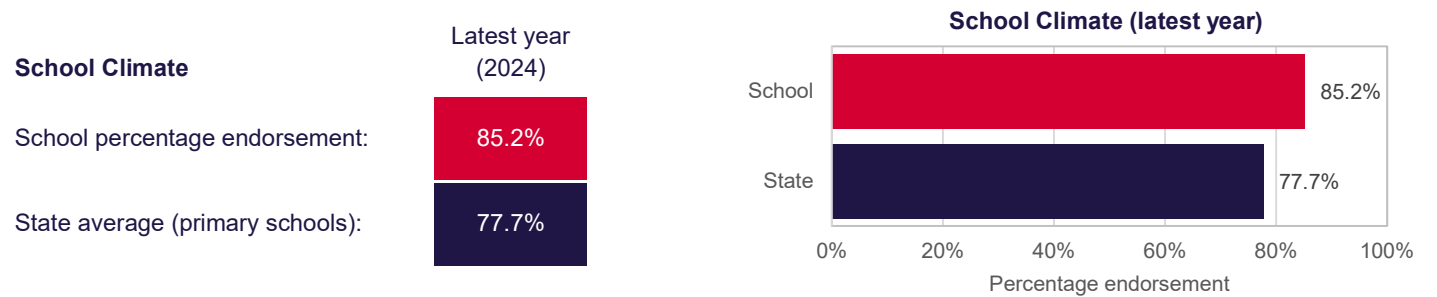


School Staff Survey

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
(2024)

School percentage of students at or above age expected standards:

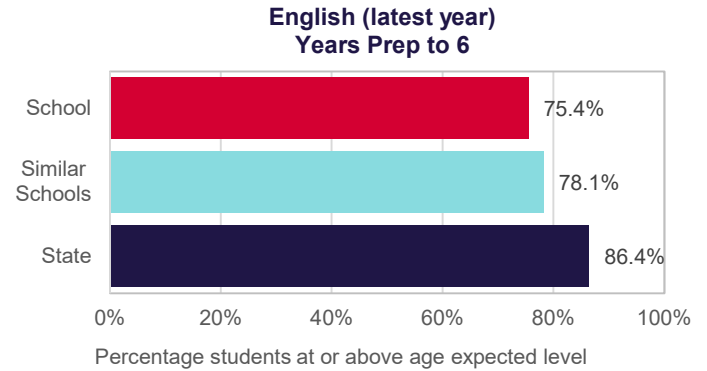
75.4%

Similar Schools average:

78.1%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

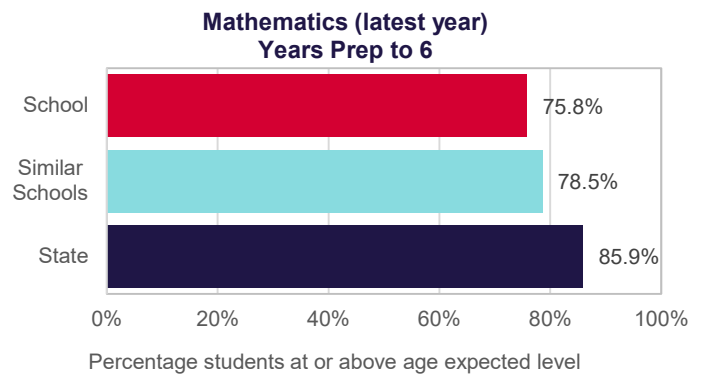
75.8%

Similar Schools average:

78.5%

State average:

85.9%



LEARNING (continued)

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

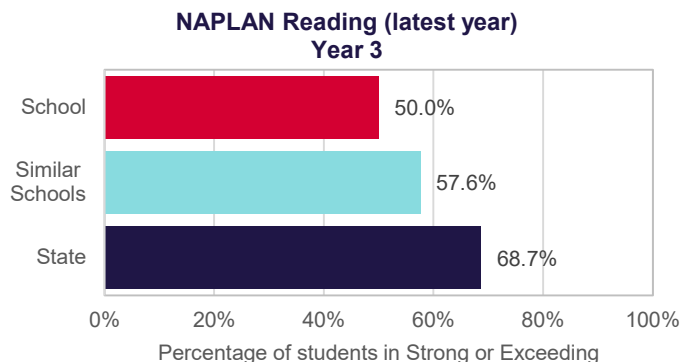
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

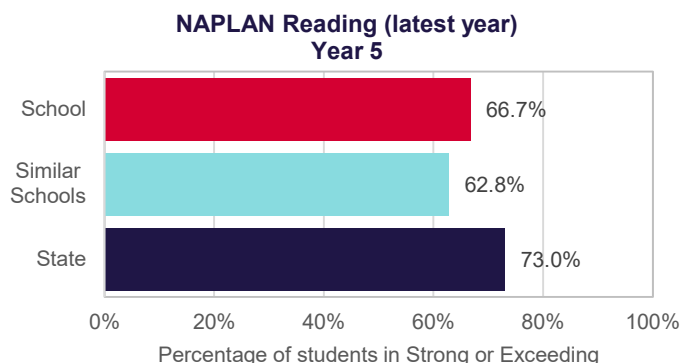
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	68.4%
Similar Schools average:	57.6%	58.6%
State average:	68.7%	69.2%



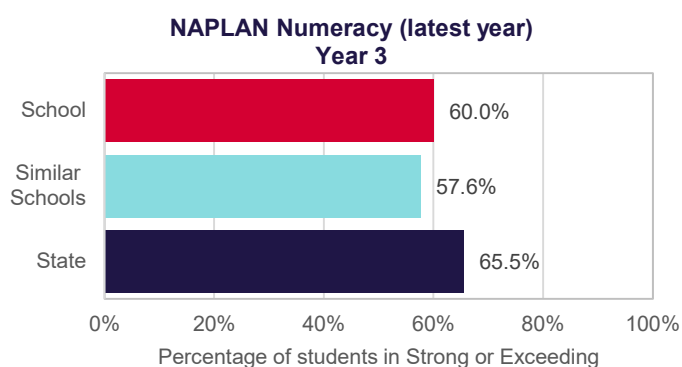
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	72.0%
Similar Schools average:	62.8%	64.6%
State average:	73.0%	75.0%



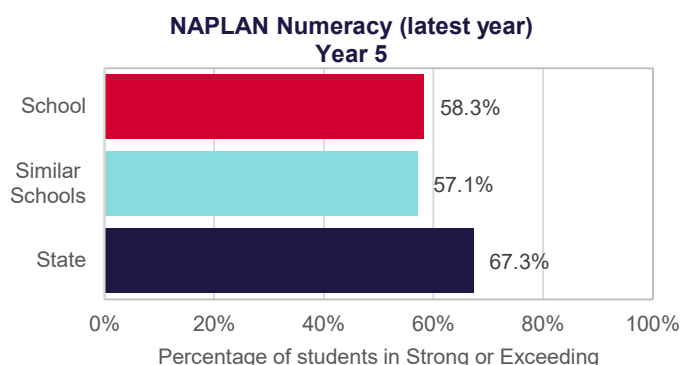
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	68.4%
Similar Schools average:	57.6%	58.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	57.7%
Similar Schools average:	57.1%	58.0%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

70.0%

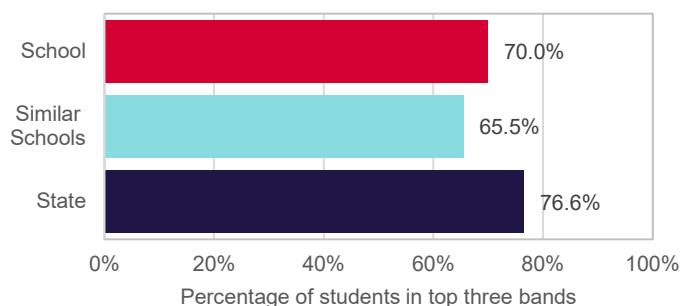
Similar Schools average:

65.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

73.9%

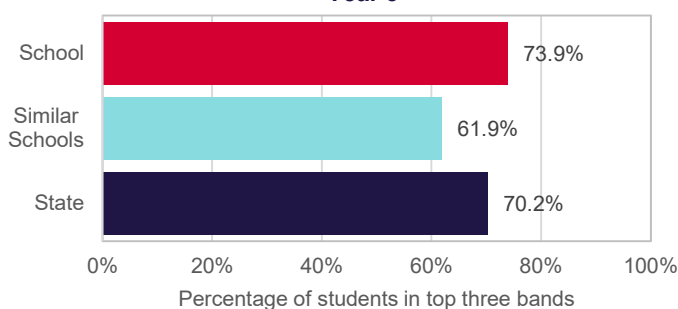
Similar Schools average:

61.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

63.6%

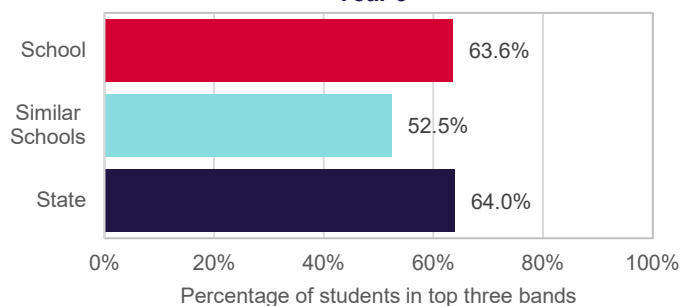
Similar Schools average:

52.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

62.5%

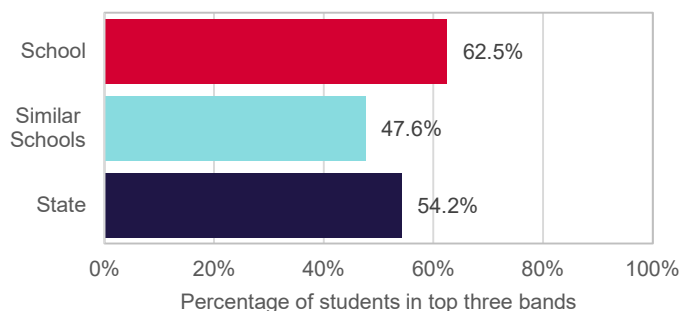
Similar Schools average:

47.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

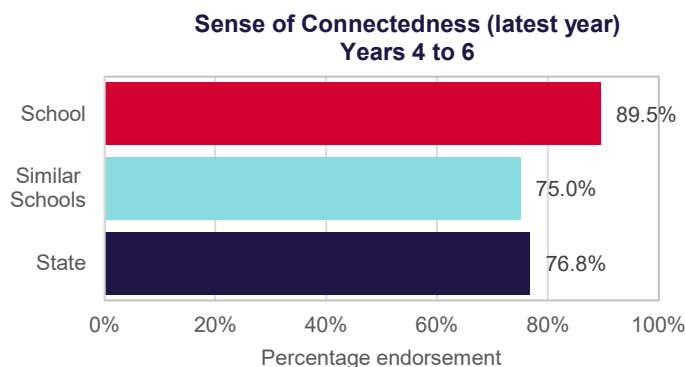
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	89.5%	76.5%
Similar Schools average:	75.0%	77.0%
State average:	76.8%	77.9%

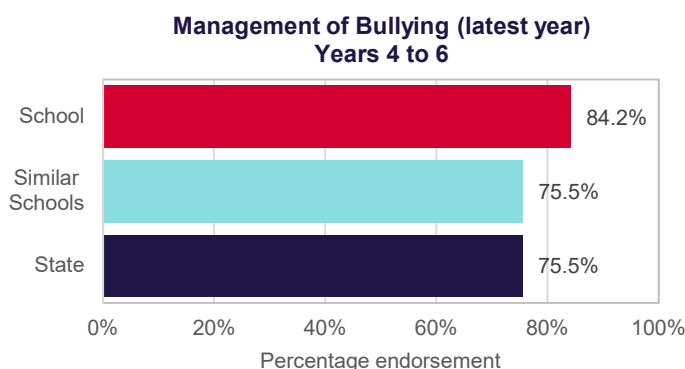


Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	84.2%	74.6%
Similar Schools average:	75.5%	78.4%
State average:	75.5%	76.3%

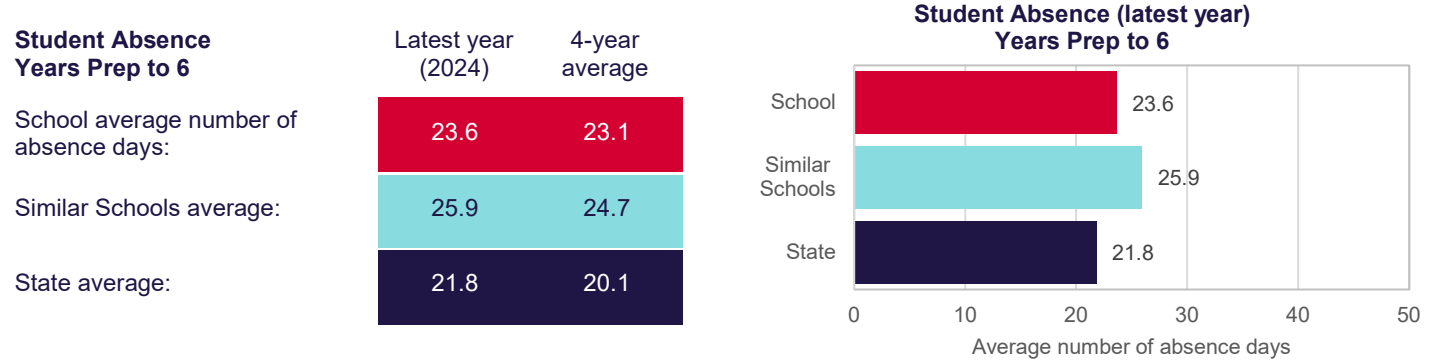


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



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 (2024):	87%	92%	90%	82%	92%	88%	87%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,489,435
Government Provided DET Grants	\$359,978
Government Grants Commonwealth	\$7,179
Government Grants State	\$0
Revenue Other	\$13,434
Locally Raised Funds	\$68,098
Capital Grants	\$0
Total Operating Revenue	\$1,938,124

Equity ¹	Actual
Equity (Social Disadvantage)	\$241,403
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$241,403

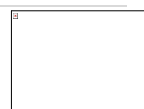
Expenditure	Actual
Student Resource Package ²	\$1,479,370
Adjustments	\$0
Books & Publications	\$2,365
Camps/Excursions/Activities	\$52,455
Communication Costs	\$2,286
Consumables	\$36,120
Miscellaneous Expense ³	\$6,901
Professional Development	\$19,966
Equipment/Maintenance/Hire	\$92,432
Property Services	\$131,344
Salaries & Allowances ⁴	\$166,761
Support Services	\$88,304
Trading & Fundraising	\$7,412
Motor Vehicle Expenses	\$4,418
Travel & Subsistence	\$2,793
Utilities	\$24,966
Total Operating Expenditure	\$2,117,892
Net Operating Surplus/-Deficit	(\$179,769)
Asset Acquisitions	\$21,409

(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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$64,319
Official Account	\$16,303
Other Accounts	\$0
Total Funds Available	\$80,623

Financial Commitments	Actual
Operating Reserve	\$106,554
Other Recurrent Expenditure	\$882
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$4,325
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,500
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	\$113,261

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.

