

2023 Annual Report to the School Community

School Name: New Gisborne Primary School (0467)



- 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 15 April 2024 at 09:59 AM by Shane West (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 17 April 2024 at 01:12 PM by Nial Muecke (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

Situated in the foothills of the Macedon Ranges, New Gisborne Primary School has extensive facilities and continues to enjoy an excellent reputation within the local area. The school's enrolment at the start of the 2023 school year was 496 and was fairly stable over the course of the year. Staffing in 2023 comprised of 36 equivalent full-time staff, made up of a Principal, an Assistant Principal, a Teaching & Learning Coach, 29.5 teachers and 5.5 Administrative and Education Support staff. New Gisborne Primary School's vision is "To provide a high quality, balanced and challenging curriculum that allows students to perform to the best of their ability in an atmosphere of mutual respect and cooperation". Underpinning and informing this vision are the school values: • Be Safe • Be Respectful • Be a Learner. The school's core curriculum comprises Literacy, Numeracy, Science, Humanities and embedding Digital Technologies across all curriculum areas. In 2023, BYOD iPads continued to be used in Years 4-6 with shared devices in Foundation to Year 3. Specialist and support programs include Visual Arts, Performing Arts, Physical Education, Literacy Intervention and Languages (Indonesian) for Foundation to Year 6. Quality learning programs are also provided in other curriculum areas including the Little Learners Love Literacy Reading Program, You Can Do It, Kitchen Garden (Yr. 4), Foundation & Year 6 Buddy Program, Student Leadership and the school's Positive Start Program. Student participation in extra curricula programs is encouraged with staff promoting and operating programs such as Tournament of Minds, Energy Breakthrough, Maths Olympiad, Choir, Singing Group and various sporting activities outside of regular teaching hours. An Out of School Hours Care program run by Camp Australia with enthusiastic and caring external staff operates at the school each morning and afternoon.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the school's Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the Framework for Improving School Outcomes 2.0 (FISO) dimensions of Building Practice Excellence, Health & Wellbeing and Building Communities. This included: • a literacy tutoring program • focus on data literacy to inform understanding of student needs and progress • a focus on explicit and differentiated teaching and feedback. To support implementation of these KIS, tutors were appointed to identify gaps in student learning. Our tutors worked closely with classroom teachers, support staff and parents to maximise the impact of these programs on student learning outcomes. We have worked hard to prioritise collaborative planning and Professional Learning Community time whilst trying to remove as much administration and other distractions away from teachers. We have ensured that the focus of our middle leaders is on improving pedagogical practice across the school.

Wellbeing

New Gisborne Primary School takes an active stance on student wellbeing, and this is reflected in ongoing improvements in our Attitudes to School survey (AToSS) results. In 2023 results in all areas of AToSS are in the fourth quartile. The Wellbeing Supplementary report shows our students excelling in every area. Our comprehensive remote learning program meant that students were well supported and connected and as a result were able to transition with minimal disruption between being onsite and learning remotely.

In 2023 the school continued to forge links with local community health groups including Macedon Ranges Health, Cobaw Community Health and Sunbury Community Health. Macedon Ranges Health further implemented and supported the local Tweens Clinic which provided targeted intervention to students in Years 5 and 6 who suffer from anxiety and/or depression. We ran a number of community events and open sessions to reengage with the parent community after Covid. The Parent Opinion Survey showed an increase in all area of parent community engagement. The staff satisfaction, according to the School Staff Survey, was well above the state average in all areas.

Engagement

New Gisborne Primary School students are engaged and connected to their school and we are proud of our positive start and You Can Do It programs which support students in building resilience, persistence, organisation, and getting along. This year the school

focused on Key Improvement Strategy (KIS) related to the Framework for Improving School Outcomes 2.0 (FISO) dimensions Excellence in Teaching and Learning and Community Engagement in Learning. The work in this area is ongoing, intentional and, in 2022 included programs such as School Leaders Program, Transition Programs and New Gisborne Primary School 5 our Year 6 buddy program. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Junior School Council was also active in running a number of charity fundraising days including the Good Friday Appeal. Student Leaders took an active role in organising and running our assemblies. In 2023, New Gisborne Primary school continued to work with families to ensure students were at school and understood the importance of being present and ontime everyday. The school continued to send email messages to parents, requesting them to notify the school of any absences, sent out reports to parents with unexplained absences and made phone calls after extended periods of absences. Although this made a difference in comparison to the previous year, our attendance data continues to be affected by families taking extended holidays to travel.

Financial performance

New Gisborne Primary School finished the 2023 school year in a strong financial position with a bank balance of \$950,785 on 31st December, 2023. This amount included an operating reserve of \$148,624, Recurrent Expenditure of \$739 and funds of \$250,000 repayable to the department in 2024. Equity funding of \$23,485 was used to assist students with special needs and those requiring early intervention. As is a DET requirement, all funds received from the Department, 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. This is consistent with Department policies. School Council is the financial overseeing body that monitors and approves income and expenditure at each meeting throughout the year.

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 492 students were enrolled at this school in 2023, 235 female and 257 male.

1 percent of students had English as an additional language and 1 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).

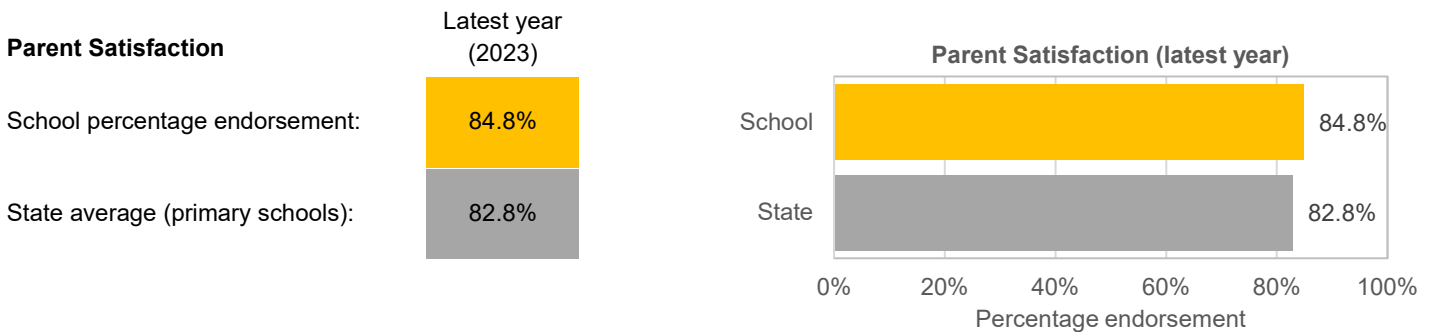
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

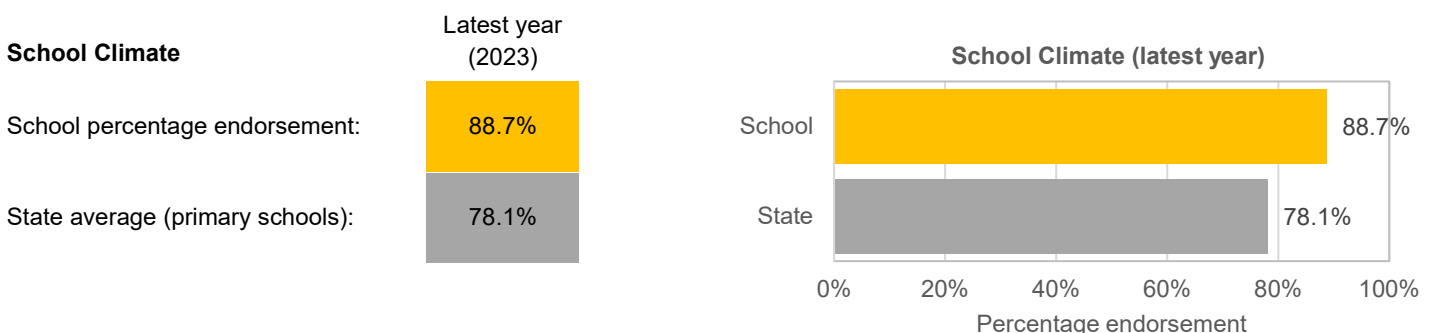


School Staff Survey

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:

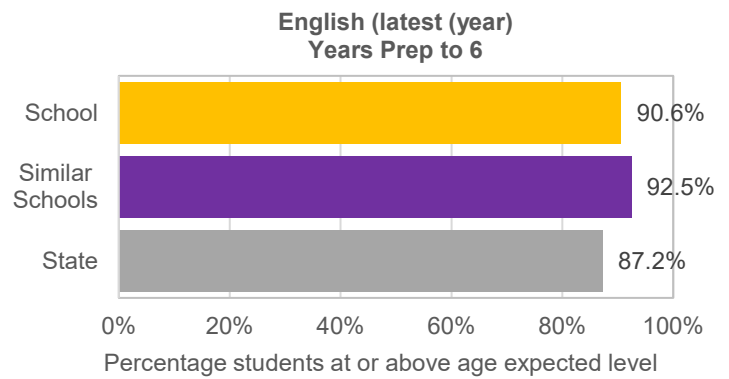
90.6%

Similar Schools average:

92.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

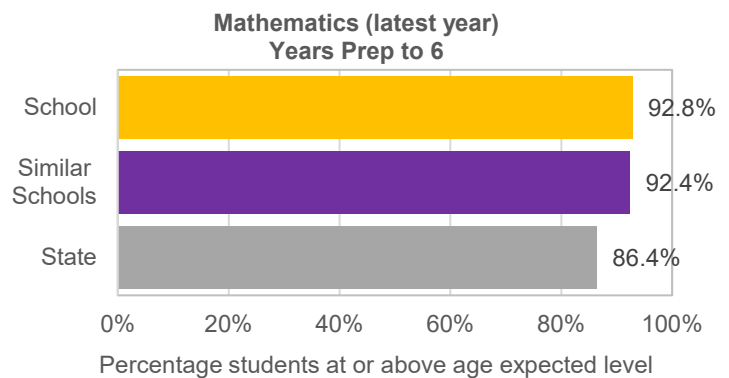
92.8%

Similar Schools average:

92.4%

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:

71.6%

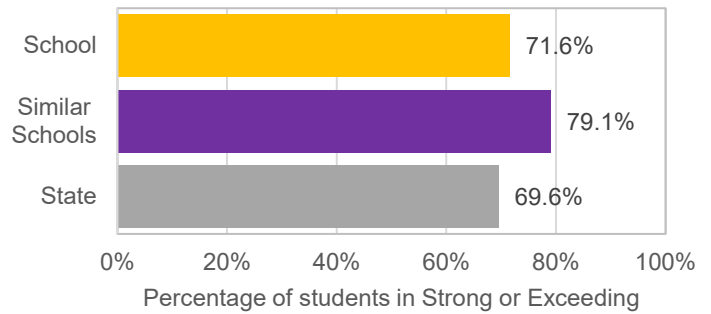
Similar Schools average:

79.1%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

87.3%

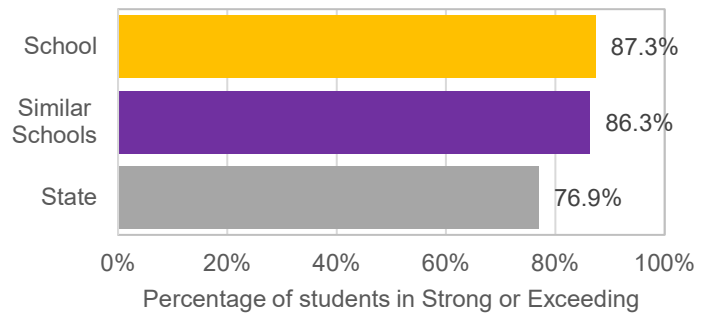
Similar Schools average:

86.3%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

81.5%

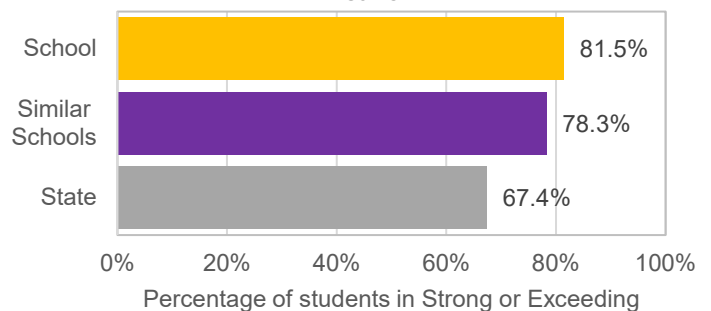
Similar Schools average:

78.3%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

80.5%

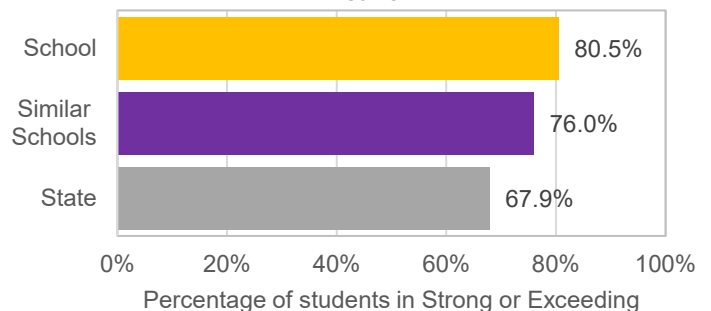
Similar Schools average:

76.0%

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:

91.5%

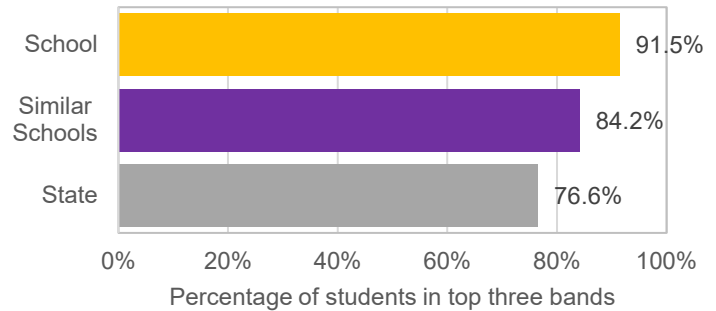
Similar Schools average:

84.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

78.6%

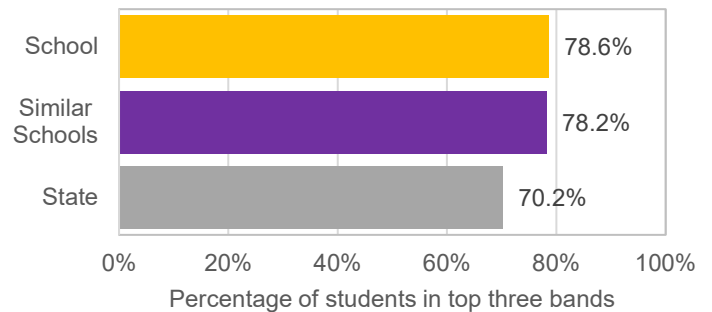
Similar Schools average:

78.2%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

79.7%

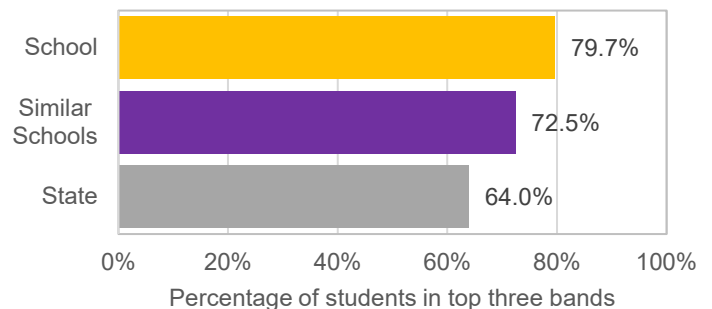
Similar Schools average:

72.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

68.1%

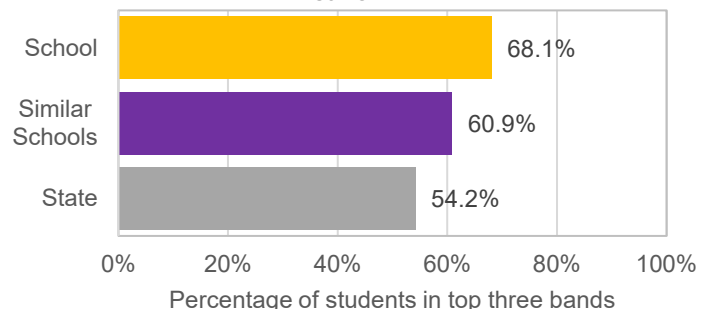
Similar Schools average:

60.9%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

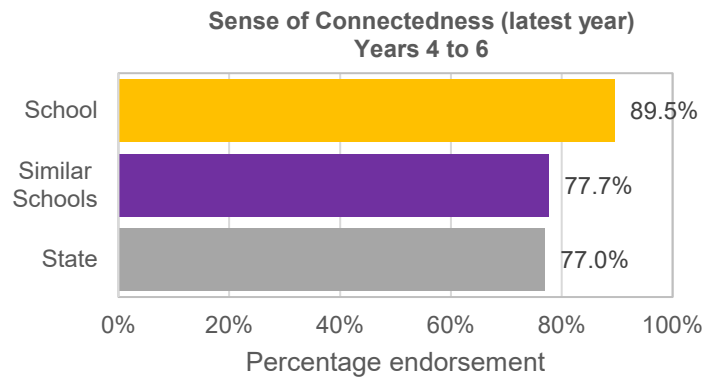
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	89.5%	89.3%
Similar Schools average:	77.7%	79.3%
State average:	77.0%	78.5%

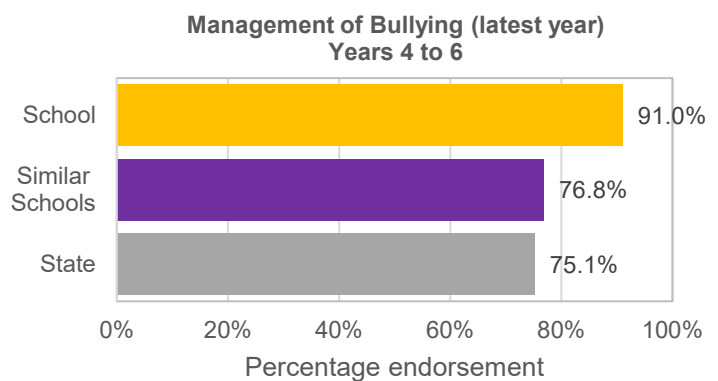


Student Attitudes to School – Management of Bullying

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:	91.0%	90.6%
Similar Schools average:	76.8%	78.8%
State average:	75.1%	76.9%



ENGAGEMENT

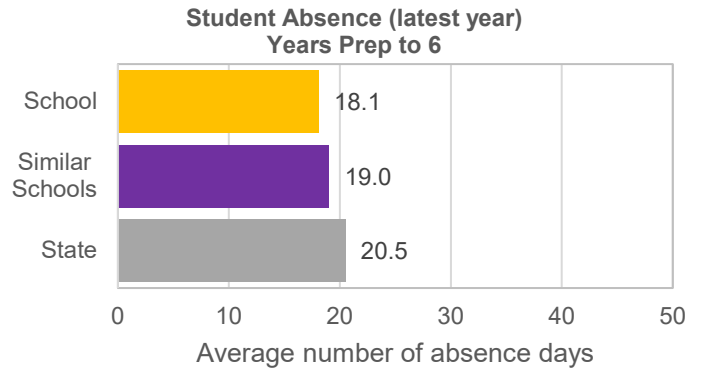
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	18.1	17.7
Similar Schools average:	19.0	16.2
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):	93%	92%	92%	91%	91%	89%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,270,548
Government Provided DET Grants	\$460,071
Government Grants Commonwealth	\$6,719
Government Grants State	\$119,366
Revenue Other	\$44,029
Locally Raised Funds	\$560,223
Capital Grants	\$0
Total Operating Revenue	\$5,460,956

Equity ¹	Actual
Equity (Social Disadvantage)	\$23,845
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$23,845

Expenditure	Actual
Student Resource Package ²	\$4,724,964
Adjustments	\$0
Books & Publications	\$4,100
Camps/Excursions/Activities	\$103,386
Communication Costs	\$5,397
Consumables	\$119,536
Miscellaneous Expense ³	\$22,894
Professional Development	\$13,033
Equipment/Maintenance/Hire	\$17,347
Property Services	\$147,573
Salaries & Allowances ⁴	\$275,028
Support Services	\$28,358
Trading & Fundraising	\$151,127
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$50,137
Total Operating Expenditure	\$5,662,880
Net Operating Surplus/-Deficit	(\$201,924)
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 16 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	\$921,738
Official Account	\$29,047
Other Accounts	\$0
Total Funds Available	\$950,785

Financial Commitments	Actual
Operating Reserve	\$148,624
Other Recurrent Expenditure	\$739
Provision Accounts	\$0
Funds Received in Advance	\$5,619
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$44,702
Repayable to the Department	\$250,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$499,684

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.