

2023 Annual Report to the School Community

School Name: Peranbin Primary College (5367)



- 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 30 April 2024 at 11:40 AM by Angela Holleran (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 09 May 2024 at 10:33 AM by Toree Morunga (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

Peranbin Primary College is a multicampus school with four campuses located in northeastern Victoria. Our campuses are located in the townships of Baddaginnie, Strathbogrie, Swanpool and Violet Town. Each campus is set in a unique rural environment, with small class sizes and experienced staff. In 2023 there were 58 students enrolled across the four sites. Students arrive at school by bus, bike, car or on foot. The majority of our families are from UK and European descent, with some cultural diversity represented by our Koorie, Indian and Maori families. Around 15% of our students require some adjustments in the classroom and the curriculum to cater for additional learning needs. Almost half of our students experience some level of social disadvantage, and the school receives equity funding to support their social and learning needs. All campuses run a junior and senior classroom, with specialist lessons in Health and Physical Education, Art, Library, Music and AUSLAN provided. Each classroom has an education support - teacher aide working with the teacher. Peranbin PC is able to offer "big school" programs while retaining small classes, allowing us to know each student well. Throughout the year all students from the college get together for group days including athletics sports, Cross country run, incursions, excursions and cultural performances.

Our vision is to be a community of learners where students thrive. Our mission is to provide an inclusive teaching and learning environment, which supports all students to be successful community members. Our objective is to ensure all students leave our school with a practical understanding of the curriculum and the capacity to be successful community members. Peranbin Primary College's values were reviewed in 2023 and changed to:

We RESPECT everyone, We CARE about our school, We TRY our best, We SUPPORT each other.

The college has one principal overseeing the four campuses, and the equivalent of 8.7EFT teaching staff. Our Education Support team is the equivalent of 5.7EFT. In 2023 three Mental Health and Wellbeing Leaders were employed across the college to deliver the Tutor Learning Initiative, Respectful Relationships, School Wide Positive Behaviour Support (PBS) and develop staff mental health literacy. The implementation of PBS was a highlight of 2023 and it was a key driver for the review and development of our school values. In 2023 the staff and school communities responded well to the challenge of two changes of leadership. Over the year the two principals and the curriculum leaders were able to strengthen the instructional model around teaching literacy and maths. This work has laid the foundation for ongoing improvement in 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the school's learning goal focussing on improving numeracy outcomes and wellbeing outcomes were partially met. Our focus on data literacy for the school staff was partially met.

Key highlights were:

- Working with the staff on an assessment pyramid ensured that a process for collecting and monitoring school-wide data was established. All staff had input and awareness of the agreed assessment tools used at Peranbin. This data wall is on Google Drive with all of the agreed assessments in one place for all staff to access. Over the year staff confidence grew in contributing to the wall and using the data in their PLC process, teaching, assessment practices and planning. Staff confidence in using data regularly is variable across the campuses.
- Numeracy focused observations/learning walks across all campuses occurred regularly where staff were given feedback that included celebrations and wonderings. The agreed Peranbin PC instructional models for reading and numeracy were further refined with clear expectations for classroom use going forward.
- Processes and protocols for regular moderation of student work within teams were further developed within in the meeting structure. Regular planning meetings for senior and junior teaching teams were held each week re-invigorating our collaborative practice. With leadership support and direction which was focused on our student achievement data, the teacher conversations became rich and robust. The growth of professional trust was a highlight of the work in 2023, and it was enhanced by the implementation of PBS (Positive Behaviour Support). Within PBS, the staff developed a charter for behaviour norms and they continue to hold one another to account. This regular collaboration allowed us to complete a PLC inquiry cycle each term, with clearly defined structures to keep all of us focused on student learning needs.

These focussed efforts have our student achievement in English and Mathematics sitting just below the state and similar schools. These structures (data wall, agreed instructional model, collaborative practice, privileged meeting times and focus on improvement) are the foundation for driving stronger student outcomes for Peranbin into the future.

Wellbeing

The outcomes for this wellbeing key improvement strategy were achieved and the school met the targets.

Key highlights:

- The wellbeing curriculum is well documented, and classroom teachers are better able to recognise mental health needs and support students. Each campus has displays and classrooms have materials visible for student and teacher reference. Several whole school celebration days were run, with mental health as the focus and families included. The newsletter regularly celebrates and provided educational material on mental health and wellbeing topics.
- The employment of three Mental Health and Wellbeing Leaders (MHWLs) was successful. All participated in the Moira Strathbogie Network Wellbeing Community of Practice during the year. These staff also participated in SWPBS Tier 1 training, allowing them to implement the program across the college. The MHWLs led targeted wellbeing lessons which incorporated the Zones of Regulation, RRRR and development of our SWPBS framework. One MHWL completed the Master of Inclusion in Applied Behaviour Analysis, enabling her to prepare detailed behaviour support plans for a number of students across the campuses, including a prep student with high needs diabetes management.
- As part of our SWPBS framework we have set new school values that are relevant and had input from all community members. A behaviour expectation matrix relevant to each campus was developed with input from across the school. By the end of 2023 students were consistently acknowledged for showing the expected behaviours. This was noticed as a positive from staff and parents.
- In 2023, the staff experienced two changes of principal, creating some feelings of uncertainty and adjustment to different leadership vision and narrative. This has impacted staff perception of school climate where we did not fully achieve our goals.

Engagement

Like all schools, student attendance at Peranbin PC is affected by a range of factors. At times student attendance is outside the student or family's control, but survey results indicate that our students always try to attend school, and they try to catch up on work missed. Our students feel that their parents believe that going to school is important. In the post-pandemic era, families have continued to take holidays during term to catch up on family time, and some have kept their children away from school due to illness. COVID continued to keep students away from school in 2023 as well.

In terms of engagement, the key highlights for 2023 were:

- The majority of students said they were not bullied or teased, and they know that there is a teacher or another adult at school who tells them when they do a good job.
- Positive responses around social engagement improved in 2023 - more students indicated they feel happy to be at this school, they look forward to going to school, have friends at school and their teacher makes all students feel included.
- Compared to 2022, more students feel that they have a say in things they learn and help decide things like class activities or rules.
- The majority of students say their teacher cares about how they are feeling and helps them to do their best.

A strong focus on mental health literacy and wellbeing has underpinned the whole wellbeing curriculum. Students enjoyed events such as Harmony Day, Colour Run and regular wellbeing lessons from the Zones of Regulation program and Respectful Relationships curriculum. Students have had a voice in developing class charters and love the feedback about positive behaviour through PBS. Participation in the Victorian State Schools Spectacular was also a huge highlight for our students, and we are doing this again in 2024.

Other highlights from the school year

In 2023 our students enjoyed many opportunities to learn and grow at these extra curricular activities:

School camp at the Pioneer Settlement, Swan Hill for Grade 3 to 6 , National Tree Planting Day, Cross Country Run, Diversity Colour Dash, Book Week, Athletics Carnival, Swimming Program and Carnival, Silly Sock Neural Diversity Day, Science Week, Annual Concert, Melbourne International Flower and Garden Show, African Drumming and cultural performance.

Financial performance

In 2023 Peranbin Primary College continued to be in a sound financial position. All funding allocated to the school was expended for the benefit of students enrolled in that year, and a significant surplus was again brought forward from the previous year. There were no extraordinary revenue or expenditure items in 2023 and there were no new contracts or agreements entered into by the school council. Funding sources outside the SRP for 2023 included Equity funding for social disadvantage, Swimming Program funding (Revenue - other) and locally raised funds from regular fundraising activities (Violet Town Market, Silly Sock Drive for Neurodiversity).

For more detailed information regarding our school please visit our website at
www.peranbinpc.vic.edu.au

Draft

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 58 students were enrolled at this school in 2023, 31 female and 27 male.

0 percent of students had English as an additional language and 8 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).

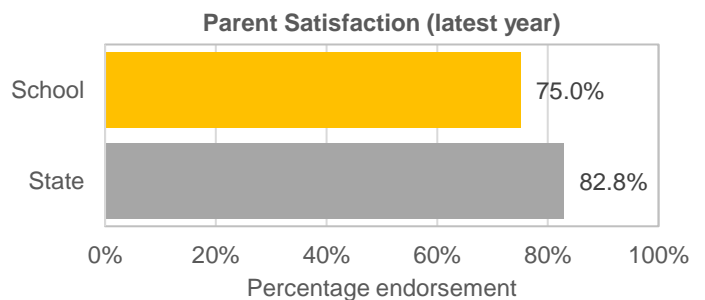
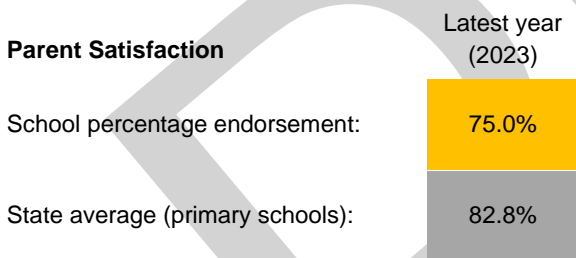
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

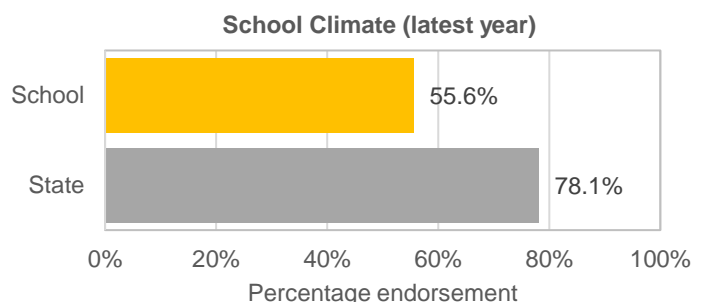
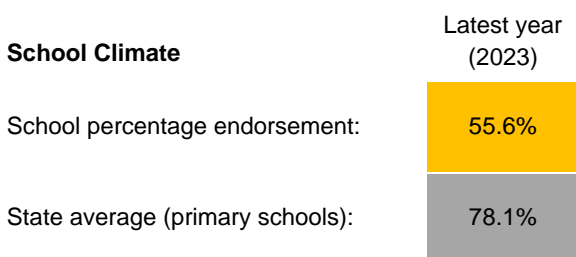


School Staff Survey

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.

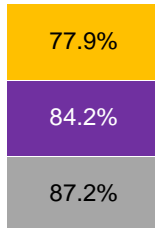
English Years Prep to 6

School percentage of students at or above age expected standards:

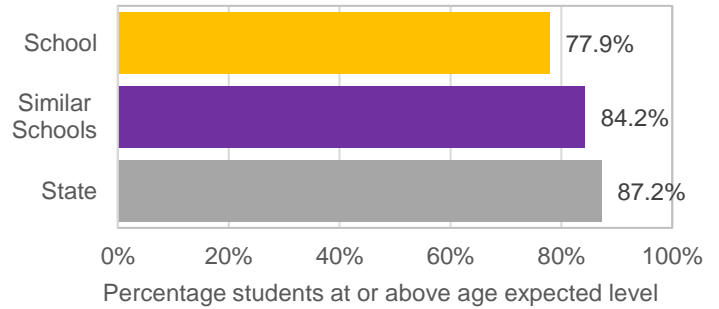
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



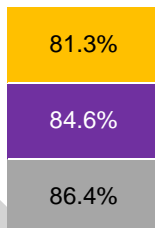
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

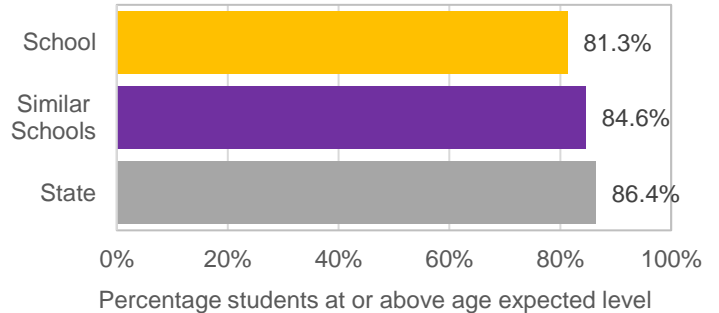
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 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

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:

37.5%

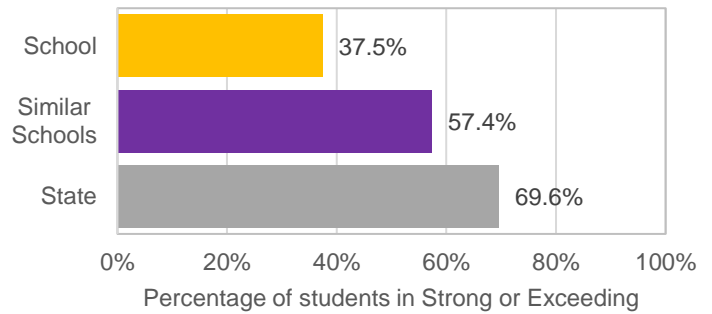
Similar Schools average:

57.4%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

66.7%

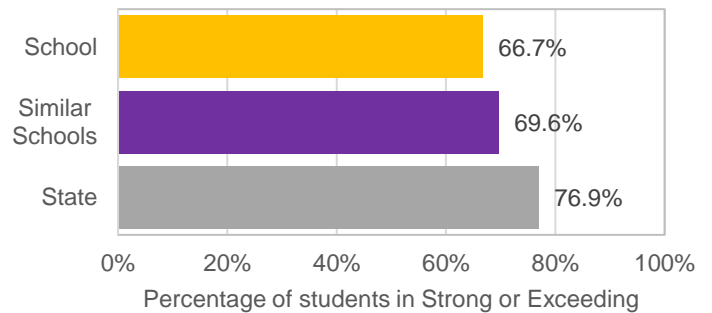
Similar Schools average:

69.6%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

55.6%

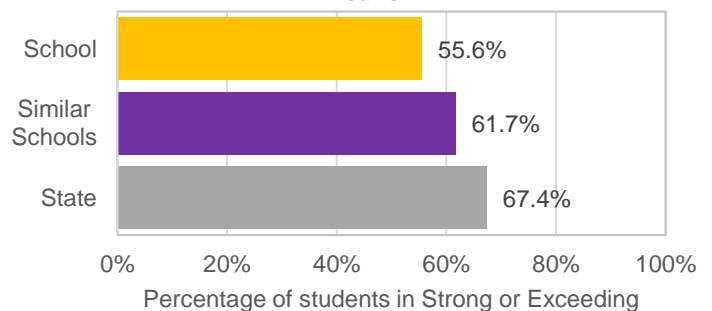
Similar Schools average:

61.7%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

11.1%

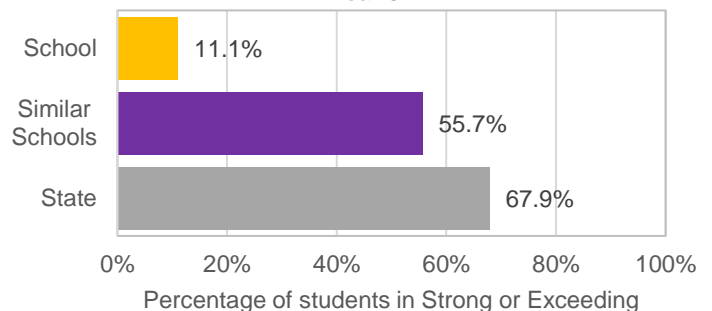
Similar Schools average:

55.7%

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:

70.0%

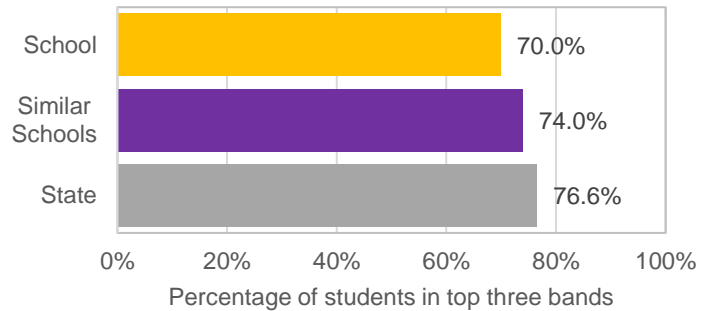
Similar Schools average:

74.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDP

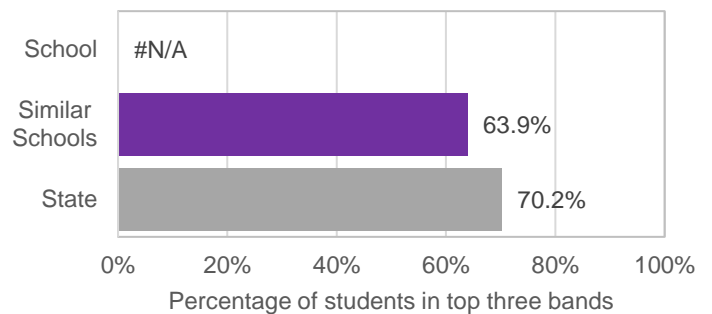
Similar Schools average:

63.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

77.8%

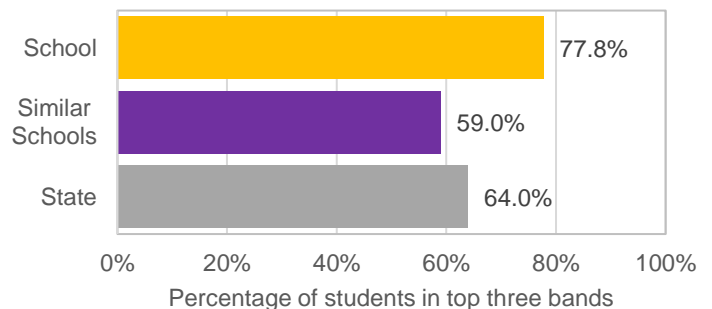
Similar Schools average:

59.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDP

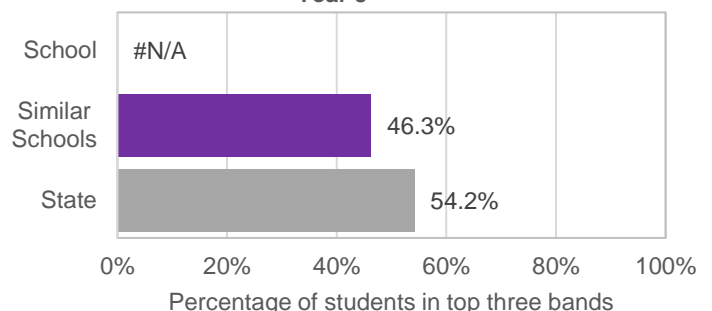
Similar Schools average:

46.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

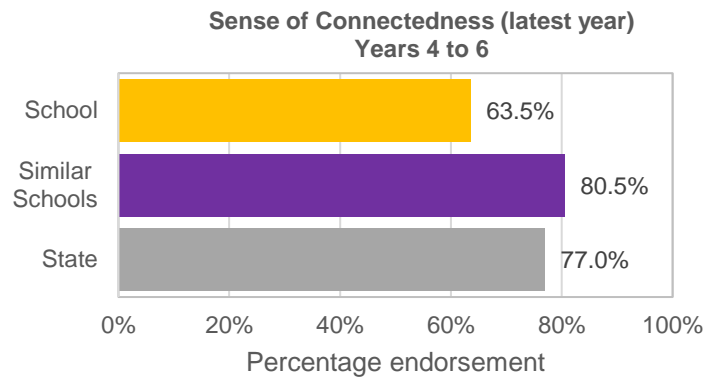
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	63.5%	61.6%
Similar Schools average:	80.5%	81.5%
State average:	77.0%	78.5%

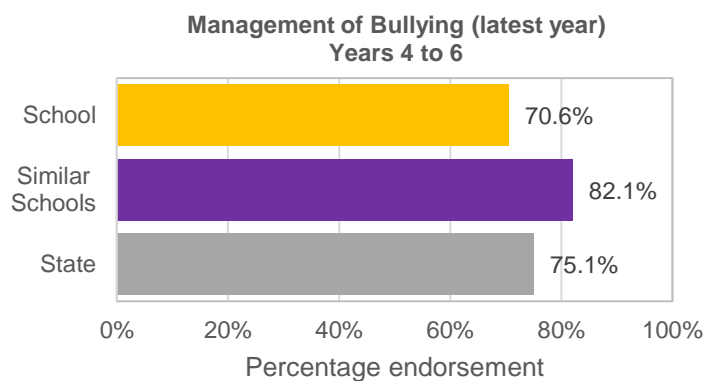


Student Attitudes to School – Management of Bullying

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:	70.6%	65.8%
Similar Schools average:	82.1%	83.5%
State average:	75.1%	76.9%



ENGAGEMENT

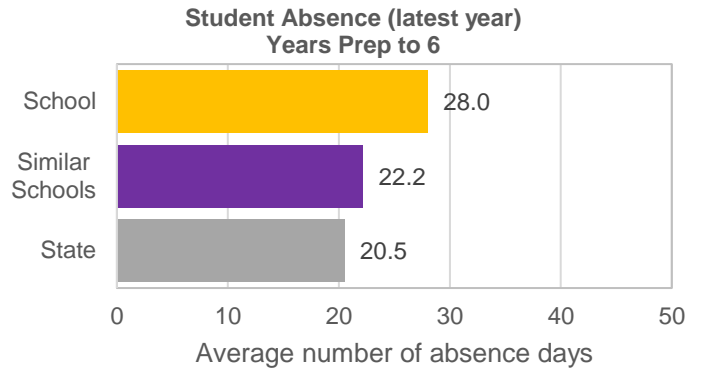
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.0	25.5
Similar Schools average:	22.2	19.9
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%	88%	87%	82%	80%	89%	69%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,658,064
Government Provided DET Grants	\$459,613
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$2,760
Locally Raised Funds	\$24,272
Capital Grants	\$0
Total Operating Revenue	\$2,144,709

Equity ¹	Actual
Equity (Social Disadvantage)	\$55,441
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$55,441

Expenditure	Actual
Student Resource Package ²	\$1,539,257
Adjustments	\$0
Books & Publications	\$719
Camps/Excursions/Activities	\$12,373
Communication Costs	\$6,304
Consumables	\$23,494
Miscellaneous Expense ³	\$14,452
Professional Development	\$15,290
Equipment/Maintenance/Hire	\$103,855
Property Services	\$160,017
Salaries & Allowances ⁴	\$71,653
Support Services	\$39,874
Trading & Fundraising	\$29,773
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,303
Total Operating Expenditure	\$2,048,363
Net Operating Surplus/-Deficit	\$96,346
Asset Acquisitions	\$270

- (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	\$2,196
Official Account	\$5,088
Other Accounts	\$0
Total Funds Available	\$7,284

Financial Commitments	Actual
Operating Reserve	\$7,284
Other Recurrent Expenditure	\$0
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	\$15,000
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	\$22,284

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.