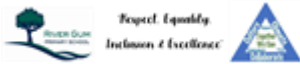


2023 Annual Report to the School Community

School Name: River Gum Primary School (5130)



- 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 22 March 2024 at 12:44 PM by Robyn Trzeciak (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 30 March 2024 at 12:23 AM by Nicole Miles (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

Our Vision

“At River Gum Primary School students own their learning and teachers use their pedagogical knowledge to personalise learning. We value community, relationships and reflection.”

Our Values

River Gum Primary School’s objective is to ensure all students leave our school with a practical understanding of the curriculum. Providing every student with knowledge, skills and attributes that will enable them to set and achieve ambitious personal and educational goals.

River Gum Primary School’s values are Respect, Equality, Inclusion and Excellence:

- **Respect:** We respect ourselves, others, our school and property, and understand that our attitudes and behaviours have an impact on the people around us.
- **Inclusion:** We model and demonstrate inclusion, and take every opportunity to embrace diversity and ensure others feel welcome.
- **Equality:** We model and demonstrate equality, and take every opportunity to ensure that everyone has equal access and opportunities to succeed and grow.
- **Excellence:** We strive for excellence, which means trying our hardest and doing our best.

Our Motto

Together We Can- for every child, every day.

Our Purpose

River Gum Primary School’s mission is to provide students with the best possible foundation in life through a well-rounded education. This will allow opportunities for our students to live fulfilling, productive and responsible lives. River Gum Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Our Workforce Composition

FTE: 56 (38 teaching/ 18 non-teaching)

School Leadership Profile

- x1 Principal
- x1 Assistant Principal
- x4 Leading Teachers
- x1 Wellbeing Officer
- x1 Business Manager
- x4 Learning Specialists

Our School Size, Structure & Geographic Location

- At the end of 2023 we had 498 student enrolments.
- We are located in the suburb of Hampton Park in the City of Casey.
- There were 26 classes and a range of Specialist classes offered including Art, Music, Physical Education, Science & Technology, Languages, EAL & Library.
- Our Social and Enrolment Characteristics.
- 68% of students were equity funded in 2023
- Our SFOE is high (.6337).
- We have a culturally diverse school population with 64% of students eligible for EAL funding.

Progress towards strategic goals, student outcomes and student engagement

Learning

Continuation of our whole school curriculum documentation for Literacy and Numeracy was implemented across the school in F-6 in the areas of Reading, Writing, MSL and Maths. These yearly scope and sequences were used to create weekly planners which followed the whole school instructional model.

A documented assessment schedule was implemented across the school in F-6 each term which included a range of literacy and numeracy assessments. Assessments included Essential Assessment, PAT, Dibels and NAPLAN. PLCs would review the macro data from these assessments in PLC meetings.

All teachers utilised Micro data throughout their PLC improvement cycles this year. This was recorded in PLC journals and the data wall. The microdata was effectively used as a measure of improvement and motivation for staff to continue with positive changes in their utilisation of HITS within their classroom.

Intervention and Extension was provided through a front-loading approach to 143 students from five different year levels in English and/or Maths and 168 students have received extension support in English and/or Maths. The ability to support these students was through a mostly consistent team of four tutors over the year. In Terms 3 and 4, we shifted to an extension approach because in Terms 1 and 2 this year, we had a far greater focus on intervention with 95/151 students receiving intervention support.

The EAL New Arrivals program strengthened its approach in 2023 by continuing to use a Language Experience model to ensure students have hands on learning experiences to build background knowledge and vocabulary. As a group, they went on two excursions that enabled students to have rich and engaging learning experiences to build upon their learning back at school. Over the year, we have had 33 new students arrive from the Noble Park English Language School and 11 students exit the program. This transient and challenging student dynamic requires the EAL teachers in the program to have a strong focus on an orderly learning environment, implement trauma informed practice and ensure that they build strong relationships with all students.

Wellbeing

At the end of 2023, RGPS was halfway through the Berry Street Education Model training, having completed 2 modules to date—relationships and body. All classrooms are implemented the Morning Circles to restate expectations for the day, include positive primers to set the tone of the room and explicit teaching of de-escalation strategies. Check ins on Berry Street Education Model progress were undertaken each term, to gauge progress across the school and to share successes. All classes created ready-to-learn scales and some classes implemented ready-to-learn plans. Resources were ordered to create consistent classroom wellbeing displays for the beginning of 2024. The Wellbeing Learning Specialist has begun collating resources that could be readily accessed by classroom teachers to implement in weekly planning, on the Google Drive. Teams also scheduled and dedicated time to discuss student wellbeing concerns in their fortnightly PLC meetings.

The wellbeing scope and sequence was implemented in a one hour weekly wellbeing lesson, as per the guaranteed viable curriculum offered at RGPS. Resources from Respectful Relationships, The E-Safety Commissioner and Bully Stoppers across the school allowed for the development of shared language around wellbeing strategies. Currently, the scope and sequence is being modified to incorporate Berry Street strategies that can be explicitly taught and referred to.

Engagement

RGPS continued to offer a daily Breakfast Club in 2023, through our partnership with Food Bank. Our partnership with ARDOCH allowed us to provide a wide range of activities, free of charge, to students. These activities included Learning Through Lunch, Wildlife Exposure, visits from Indigenous presenters and a trip to Willum Warrain for Indigenous Education. Lunch time activities, were run by classroom teachers and provided an opportunity for students to explore their passions and engage in social activities in a more structured environment than the yard. The River Gum Hub was provided as an opportunity for selected students to develop social skills through a range of engaging activities at lunch times. Attendance procedures developed in 2023 strengthened relationships between teachers and families and provided a reduction in unexplained absences. AtoSS and PIVOT data displayed an upward trend in student connectedness to school (up to 89% from 81%) and help seeking skills (Advocate at school up to 91% from 77%), across the school.

The Year 5 High Ability Masterclass project was completed in November 2023. The students presented their project, 'Zero Hunger' and its impact to schools in the Casey Network High Ability Community of Practice at Bunjil Place. A highlight of the project was the Food Drive that the students organised where families at River Gum donated over 1000 non-perishable items that were then donated to a local charity, Back 2 Basics.

Other highlights from the school year

The Foundation House 'Rainbow' program for newly arrived and refugee students undertook six sessions with a focus on emotions, migration stories and celebrating students' similarities and differences. This program was run by Foundation House staff including a counsellor and supported by our Multicultural Education Aide and Leading Teacher. As part of the program, we ran three parent sessions where we discussed the program outline and what the students were learning in the program as well as topics that arose around parenting, schooling in Australia and family migration stories. Parent and student feedback was positive, and we hope to continue this program with a new group of students in 2024.

One of the standout highlights of our school in 2023 lies in its exceptional commitment to community engagement, creating a sense of unity and inclusivity. The establishment of many collaborative partnerships exemplifies our dedication to working collaboratively with various stakeholders. Our school takes pride in celebrating the rich tapestry of cultures within our community, and this is showcased through initiatives such as the development of our newsletters by students as part of a Year 6 elective subject. Events like the Foundation tea party and Year 1/2 disco bring joy to our school community, creating memorable experiences for our youngest learners. The continuous reporting system through Seesaw ensures that parents are well-informed about their child's progress, encouraging open communication. Beyond the classroom, our commitment extends to the broader community through initiatives like the playgroup and connecting students with local sporting clubs. The school's New Arrivals program provides crucial community and support to students arriving in Australia, with a dedication to inclusivity. Family information sessions strengthen the bonds between the school and parents, promoting a collaborative educational environment. The house points system, linked to our school values, further reinforces a sense of belonging and shared purpose. The success of cultural celebration weeks in both 2022 and 2023 serves as a testament to our school's commitment to diversity and cultural awareness, creating an environment where everyone feels valued and respected.

Financial performance

The financial position as at 31st December 2023, includes a cash surplus of \$1,704,595.66 as indicated by all reconciled bank accounts for River Gum Primary School. This surplus is carried over from 2022 and is being held for initiatives in 2025. The SRP credit surplus of \$1,200,000 includes funds rolled over from the previous year, and savings due to managing staff leave internally as approved through consultation, and due to the inability to recruit staff as planned.

Extraordinary revenue and expenditure for 2023:

Revenue

- Equity funding \$1,416,513 Cash and Credit equity funding – Used on additional human resources and priority areas in the AIP
- River Gum Performing Arts Centre - \$204,826
- Casey Cardinia Administration Group - \$14,836

Expenditure

- Leased Equipment - \$ 123,410 iPads for equity
- Furniture \$30,152
- Oval Synthetic Turf Resurfacing \$215,424
- New Mini Futsal Oval \$45,445

For more detailed information regarding our school please visit our website at

<https://www.rivergumps.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 488 students were enrolled at this school in 2023, 225 female and 263 male.

63 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).

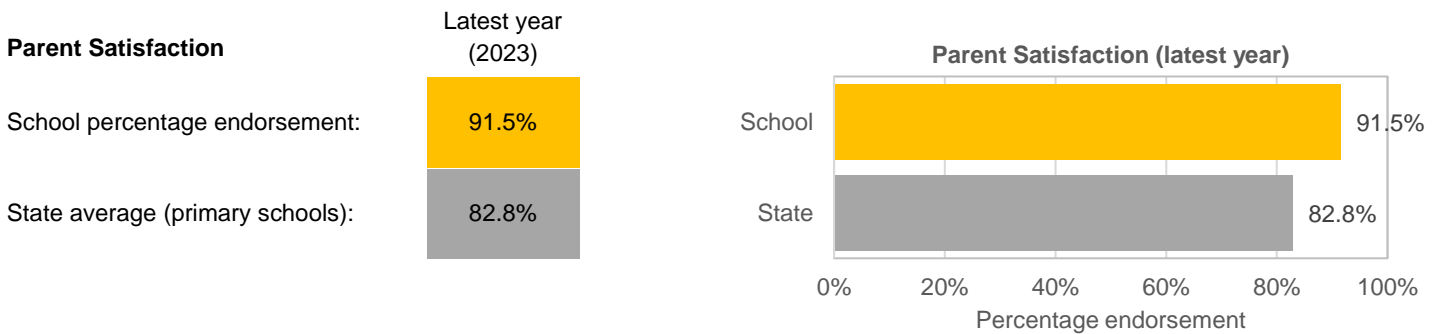
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

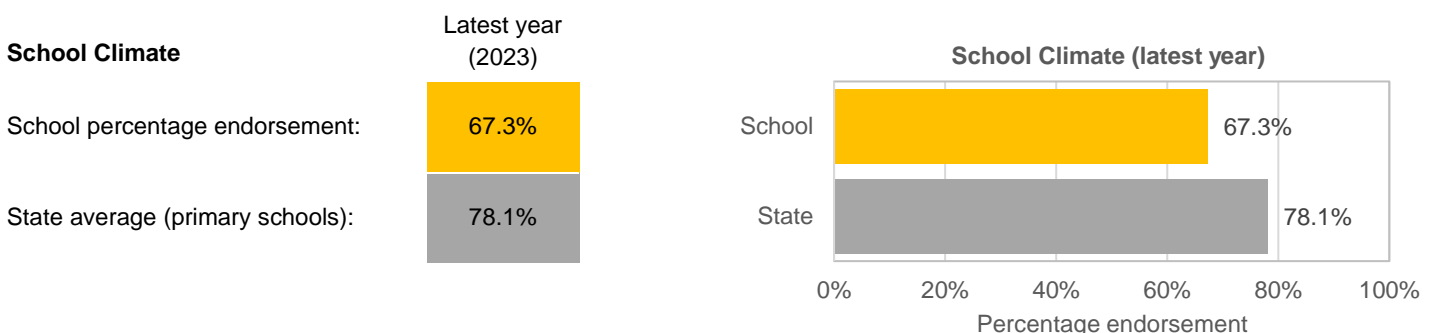


School Staff Survey

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
(2023)

School percentage of students at or above age expected standards:

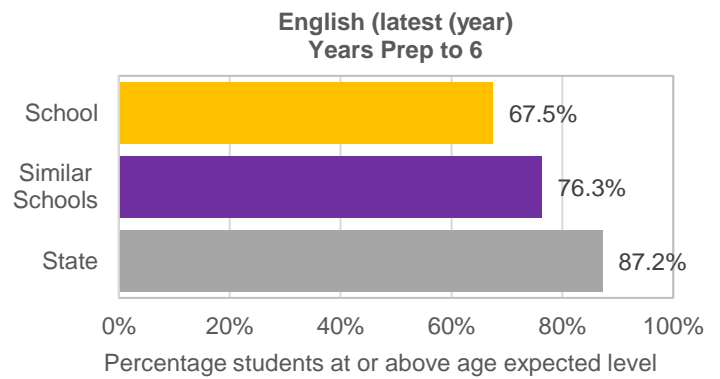
67.5%

Similar Schools average:

76.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

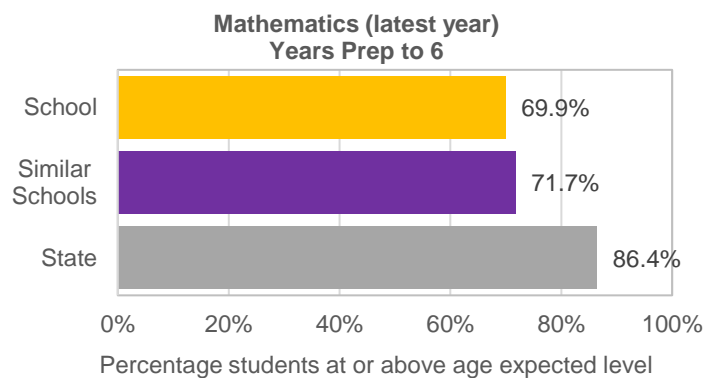
69.9%

Similar Schools average:

71.7%

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:

52.9%

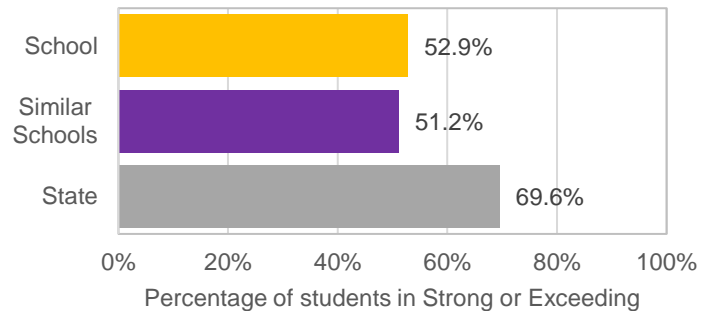
Similar Schools average:

51.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.8%

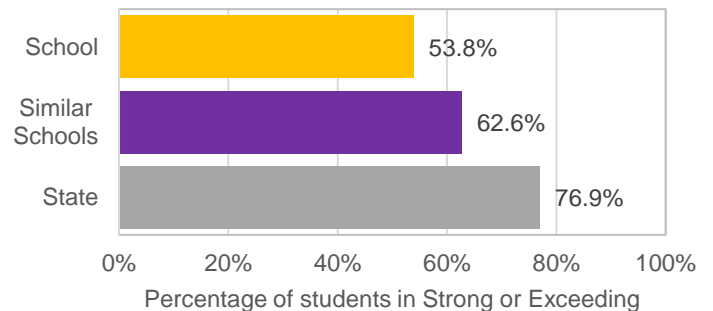
Similar Schools average:

62.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.8%

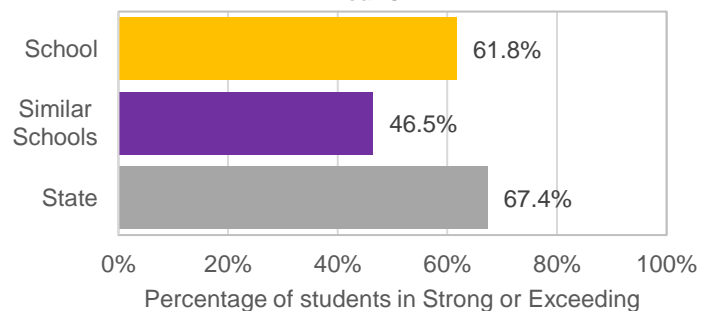
Similar Schools average:

46.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.0%

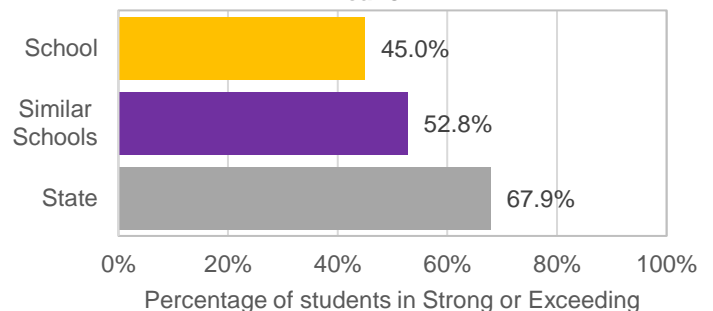
Similar Schools average:

52.8%

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:

48.1%

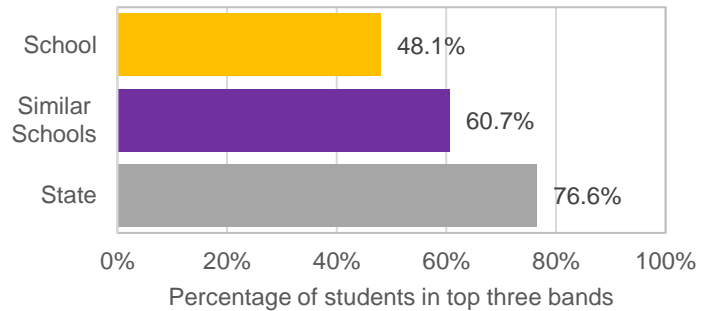
Similar Schools average:

60.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

45.0%

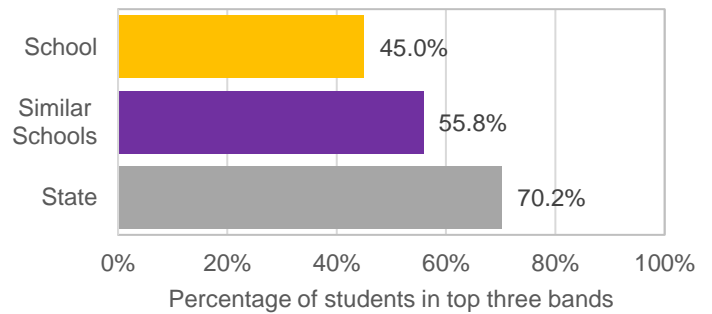
Similar Schools average:

55.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

43.1%

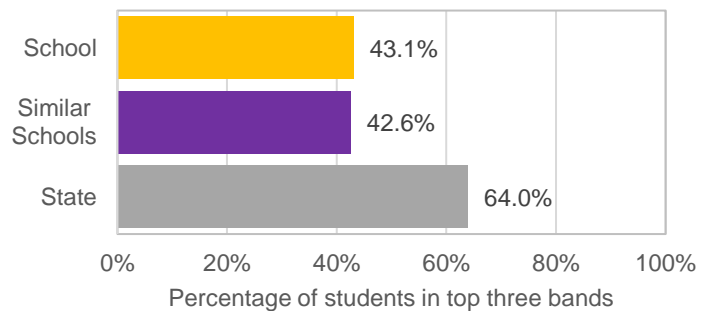
Similar Schools average:

42.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

30.8%

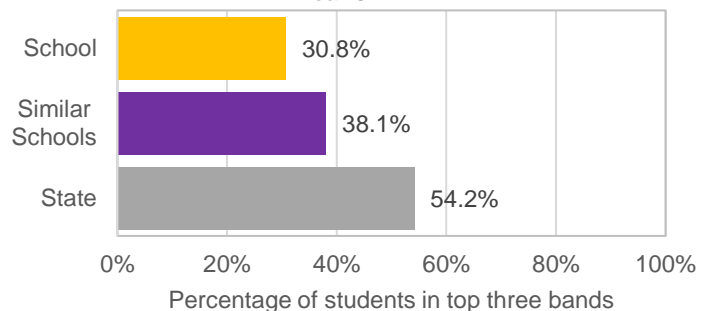
Similar Schools average:

38.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

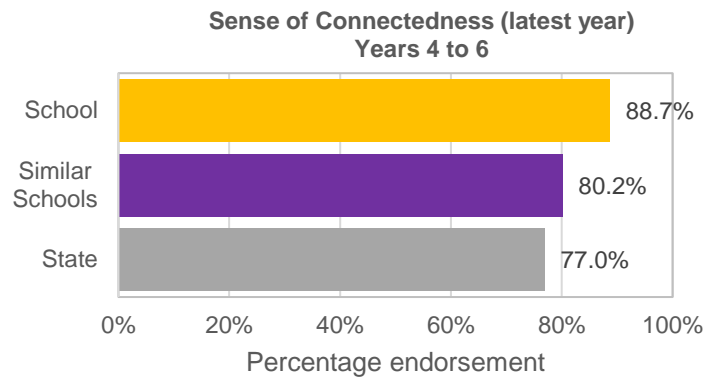
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	88.7%	85.8%
Similar Schools average:	80.2%	82.0%
State average:	77.0%	78.5%

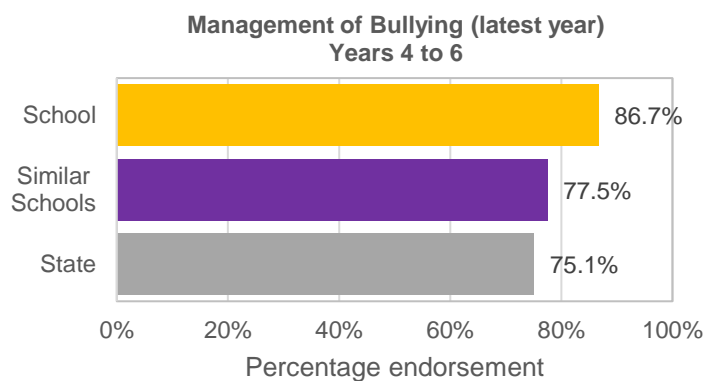


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	86.7%	80.7%
Similar Schools average:	77.5%	79.4%
State average:	75.1%	76.9%



ENGAGEMENT

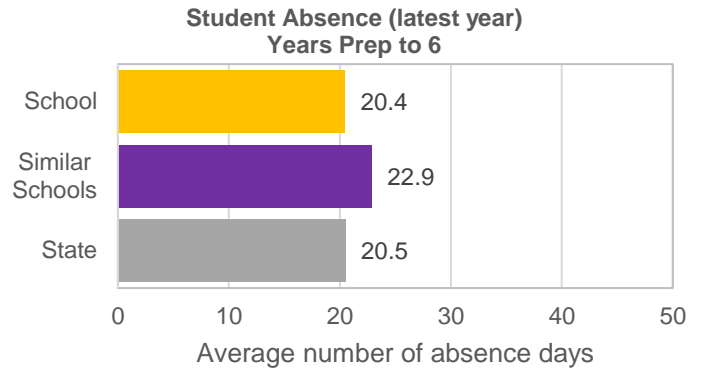
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.4	20.0
Similar Schools average:	22.9	21.3
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):	86%	89%	90%	91%	92%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,096,227
Government Provided DET Grants	\$1,278,798
Government Grants Commonwealth	\$15,745
Government Grants State	\$0
Revenue Other	\$92,359
Locally Raised Funds	\$249,634
Capital Grants	\$0
Total Operating Revenue	\$8,732,763

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,416,513
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,416,513

Expenditure	Actual
Student Resource Package ²	\$5,870,005
Adjustments	\$0
Books & Publications	\$5,185
Camps/Excursions/Activities	\$81,277
Communication Costs	\$5,203
Consumables	\$150,500
Miscellaneous Expense ³	\$24,640
Professional Development	\$39,314
Equipment/Maintenance/Hire	\$259,153
Property Services	\$189,343
Salaries & Allowances ⁴	\$317,947
Support Services	\$190,470
Trading & Fundraising	\$17,197
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,810
Total Operating Expenditure	\$7,202,043
Net Operating Surplus/-Deficit	\$1,530,719
Asset Acquisitions	\$377,530

- (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	\$1,625,458
Official Account	\$79,137
Other Accounts	\$0
Total Funds Available	\$1,704,596

Financial Commitments	Actual
Operating Reserve	\$201,433
Other Recurrent Expenditure	\$13,290
Provision Accounts	\$0
Funds Received in Advance	\$113,304
School Based Programs	\$474,765
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$143,494
Repayable to the Department	\$353,245
Asset/Equipment Replacement < 12 months	\$88,661
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$316,315
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,704,506

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.