

# 2023 Annual Report to the School Community

School Name: Echuca Primary School (0208)



- 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 13 March 2024 at 10:44 AM by Andrew Judd (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 19 March 2024 at 08:24 PM by James Scambler (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## School context

Echuca Primary School's vision is to create a community that inspires learning and nurtures wellbeing. The school's overarching values are respect, responsibility and resilience. Echuca Primary School first opened in 1858 and was relocated from its original site in 1995 to the current site - nestling between the Campaspe River and the central business district. The school grounds have been developed extensively and the location at the corner of High and Pakenham Streets is extremely attractive. The school enjoys strong support from parents, school council, staff and local community. Great emphasis is placed on caring for our students, staff and parents by providing an environment that is both safe and secure. The buildings and grounds were specifically designed to meet the school community's needs with active and passive play areas and provision of shade areas. School facilities include 25 classrooms, Library, Performing Arts Room, Visual Arts Room, Science Room, Canteen and Gymnasium. The school has 515 students. 7.0 % of these students are Aboriginal or Torres Strait Islander and 2.0 % have English as an additional language. There are 47.60 full time equivalent staff members. 32.0 are teaching staff and 15.60 are Education Support Class. Our school is also supported by a Koori Education and Support Officer (KESO). The school follows the Victorian Curriculum and offers a seven-year sequential program in each of key learning areas. At Echuca Primary School we integrate ICT into all classrooms to engage students and support their learning. We try to balance the use of ICT with other mediums such as pencils, paper books, etc. but we are also conscious of preparing students for the world in which they are living. We deliver strong cyber safety programs to teach students about online etiquette, cyber-bullying and how to stay safe online. A bring your own iPad program commences in Grade 3. Prep – Grade 2 students have access to school iPads. Echuca Primary School has outstanding student engagement and wellbeing programs. We use the School Wide Positive Behaviours Support Framework to promote positive behaviour and social competence. Expected behaviours are linked to our values and are explicitly taught through classrooms programs. Another program we use to teach personal and social capabilities is the Respectful Relationships Program. This program starts in Prep and includes topics such as emotional literacy, personal strengths, positive coping, problem solving, stress management and help-seeking. Other programs we offer to make student feel more connected are listed in the Engagement section below. Our school also hosts a wide range of special events to enrich the curriculum and make school a fun and exciting place to learn. Sport is a really important part of our school program and we encourage everyone to participate and have a go. We also support students who excel at sport to compete at zone, regional, state and national levels of competition. We do not offer any programs for overseas students.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Teacher judgement of student achievement indicates that the percentage of students at or above age expected standards is higher than the average of similar schools in both English and Mathematics. They are also higher than the State average in English. NAPLAN results indicate that the percentage of students in the Strong or Exceeding proficiency level is higher than or equal to 'like schools' in Reading and Numeracy and higher than the State in Grade 5 Reading.

Echuca Primary School continued with the Six+1 Traits approach for the explicit teaching of the craft of Writing. This involved school-wide, ongoing professional development leading to a common language, standard anchor charts and recognition of the Traits P-6. New staff completed related professional development as part of their induction and received ongoing exemplars and instructional support. Staff continued to engage in cross-level moderation meetings to develop consistency in judgements. The 208 Writing Wall was further enhanced and consistently utilised by staff to moderate and discuss student writing achievements. Further assessment rubrics were developed by teams to track student progress. A P-6 Writing Assessment Guide was also developed by the School Improvement Team to support staff to accurately and consistently assess student writing. The P-2 team continued to embed the support for each other through the forum of Professional Learning Communities. The school continued to promote the profile of writing by hosting the annual Literary Awards to celebrate writing.

Essential Assessment continued to support the teaching and learning of Numeracy P-6. It is now a mandatory component of the Assessment Schedule. Staff continued to take part in professional learning opportunities to utilise the program to its potential. Staff used Essential Assessment to conduct pre and post-tests in all areas of study, providing them with accurate and current data on their students' knowledge and skill base. This data allowed teachers to group students fluidly and target their learning needs, giving students ownership of their learning goals. In teams, staff identified trends in student learning and could pinpoint areas of weakness or common misunderstandings and teach these accordingly. Using Essential Assessment, a shift in student engagement in Maths was achieved as students strived to attain growth - from pre to post-testing - through the independent completion of My Numeracy tasks in the classroom and at home.

## Wellbeing

Echuca Primary School's Attitude to School Survey data indicates the Sense of Connectedness factor was positively endorsed by 81.9% of students compared to 77.2% for like schools and 78.5% for the state. Management of Bullying was positively endorsed by 78.8% of students compared to like schools at 77.2% and the state at 76.9% indicating that we are above Similar Schools and the State Average.

Echuca Primary School participated in The Resilience Project and all staff undertook professional learning. These learnings were then introduced and embedded in the classroom through weekly practice.

The wellbeing placemat was introduced to the Area Leaders who took it back to their teams. From that sharing they worked through an audit of their daily practice as teams to determine the supports for student wellbeing that were currently being provided. From this audit, teams then identified areas for improvement.

Documentation of adjustments being made to support student learning was completed by classroom teachers as is now evident on planners. Notes about these adjustments were also documented on the school's Compass Information Platform. A shift in language and attitude about making adjustments for students has been identified. It is now at the forefront of teacher planning.

Michelle Solecki was engaged as an 'Outreach Inclusion' coach throughout the year to provide us with further insight into how we could ensure our practices were inclusive and accessible to all. The learnings from her visits have supported individual teachers to introduce new strategies into their practice.

## Engagement

Echuca Primary School continued to display pleasing results in relation to student engagement and attendance. The 2023 data indicates that students were absent from school on an average of 19.3 days for the year compared to 20.9 for similar schools and 20.5 for the State. Echuca Primary School continued to implement strategies to address attendance. Staff made contact with families after two consecutive days of non-attendance and the Wellbeing Team made home visits to support and engage families. The Wellbeing Team also worked closely with the Koorie Education Support Officer to track students who were at risk of disengagement. Echuca Primary School's vast offering of alternative programs helped to engage students and encourage 'Student Voice'. Hands on Learning, Bike Riding Club, Breakfast Club, Inclusion Club, Gardening Club, Jam Band, Choir, Drawing Club and Drumbeat provided opportunities for a diverse range of students to participate in activities away from their regular classroom structure. Student Leadership was encouraged with the election of Community Group Leaders across the school from Grade 1-6. Community Group meetings were held twice a term with the leaders hosting with support from staff. Meetings included student celebrations, clips on our 'Value of the Month', grade level news and sharing of Liveschools data. The meetings were a positive way to build community spirit and school pride. Circle Solutions continued to run across the whole school on a Monday morning providing staff with the opportunity to check in with the students, encourage student voice and develop respectful relationships.

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## Other highlights from the school year

In 2023, Echuca Primary School was able to provide camps for students in Grades 2, 4, 5 and 6 to the following locations: Sovereign Hill, Cave Hill Creek and Urban Camp Melbourne. Other highlights included the introduction of a 10 week Foundation Transition program called 'Footsteps into Prep', the continuation of High-Ability Programs for Literacy & Numeracy, the continuation of Literary Awards to raise the profile of writing in the school and an Art Show. The Parents and Friends Committee also held a successful disco and Trivia Night.

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## Financial performance

AT the completion of the 2023 school year, Echuca Primary School was able to achieve the following financial goals:

- Upgrading of ICT equipment to ensure all students have access to iPads over all grades.
- Upgrading of classroom furniture, providing a variety of different learning spaces.
- Upgrading of sporting facilities, for the students and the community with cricket nets being replaced.
- Supporting families experiencing financial hardship to participate in all activities, excursions, or camps.
- Upgrading of library shelving and storage

CSEF funds of \$15,250 and the successful submission of a School Sporting Grant for Term 4 also provided financial relief for a range of activities including the school swimming program.

Echuca Primary School has committed \$200,000 to the 2024 budget for improvements, including the installation of fans in all classrooms, more classroom furniture to support a continual refurbishment cycle, painting of exterior portable buildings and the upgrading of toilet facilities.

**For more detailed information regarding our school please visit our website at**  
[www.echucaps.vic.edu.au](http://www.echucaps.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 515 students were enrolled at this school in 2023, 257 female and 258 male.

2 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).

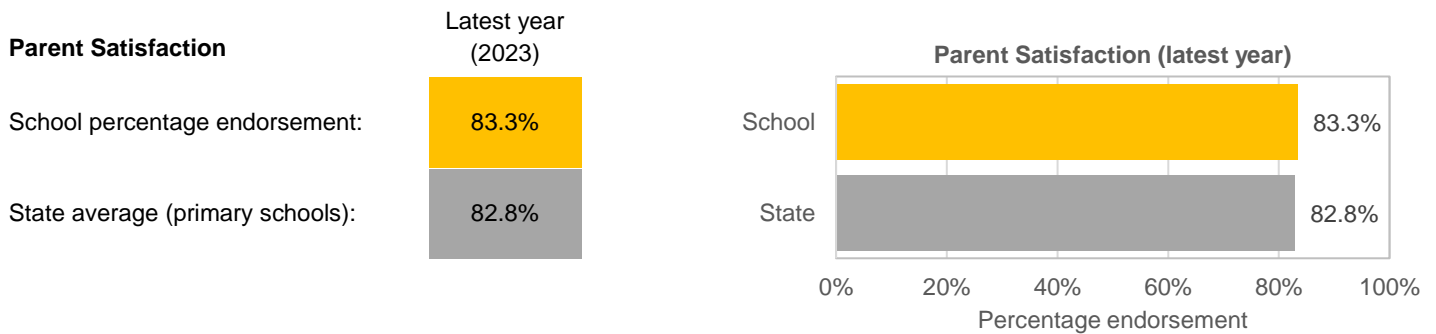
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

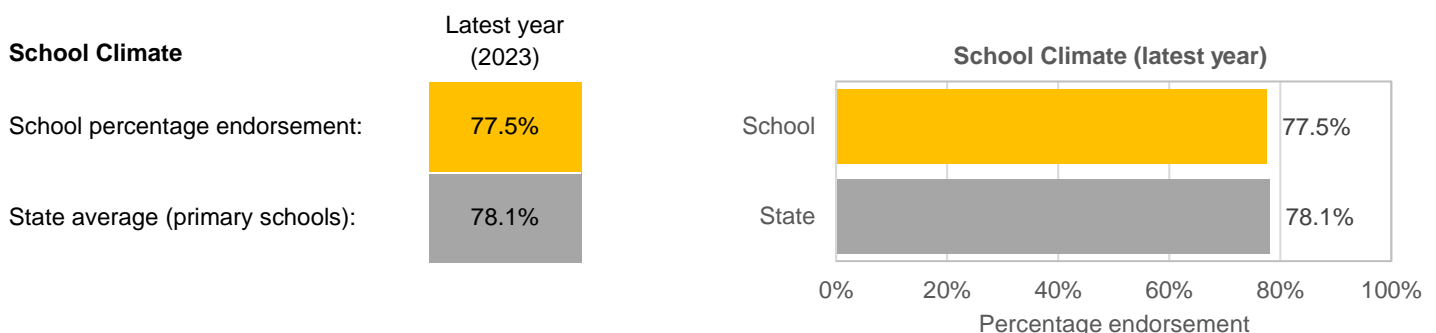


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

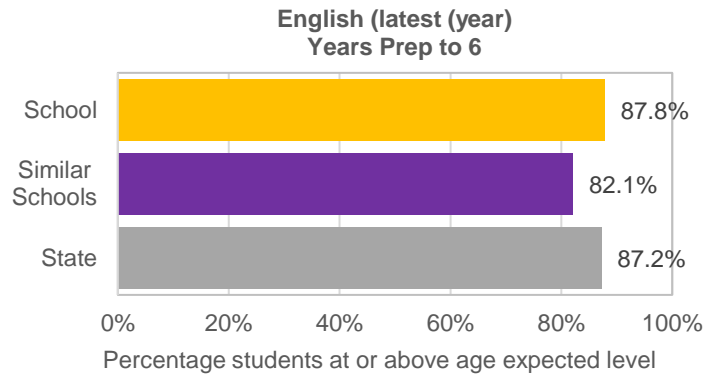
87.8%

Similar Schools average:

82.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

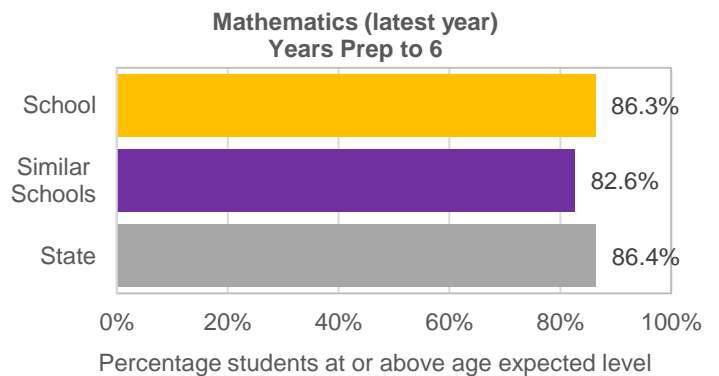
86.3%

Similar Schools average:

82.6%

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:

62.7%

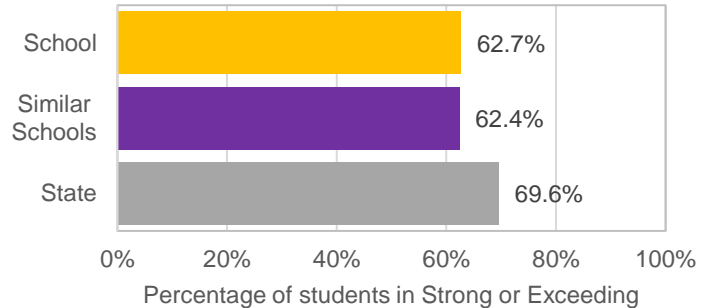
Similar Schools average:

62.4%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.3%

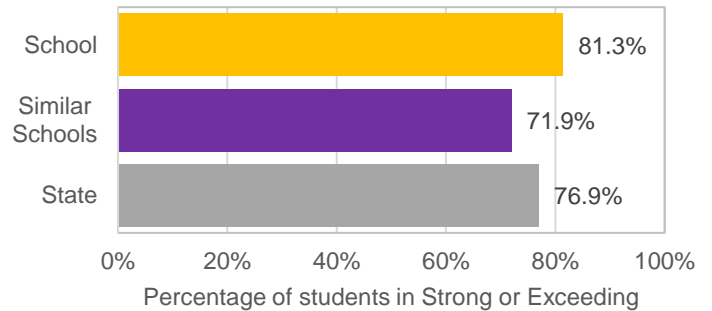
Similar Schools average:

71.9%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.0%

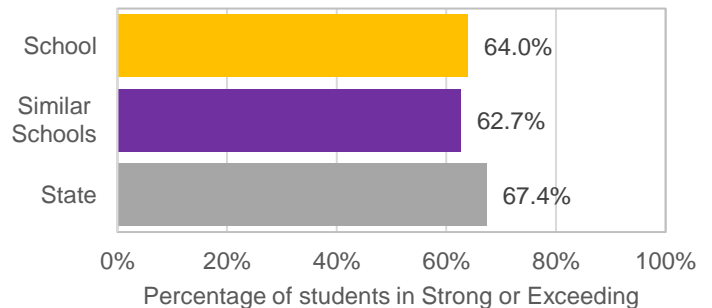
Similar Schools average:

62.7%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

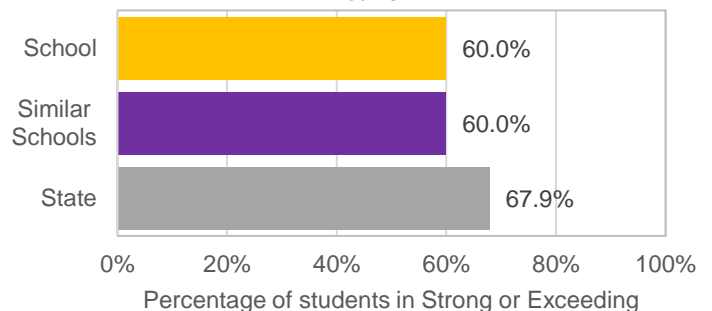
Similar Schools average:

60.0%

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:

77.3%

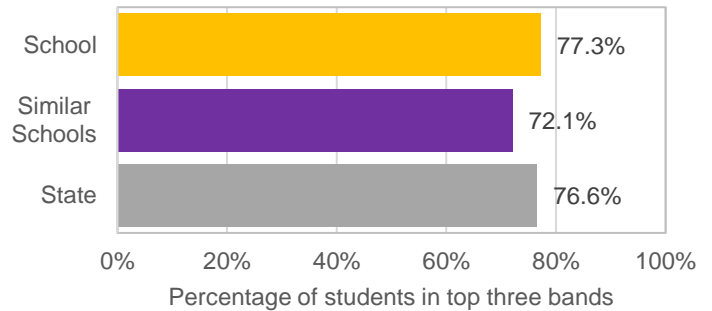
Similar Schools average:

72.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

68.5%

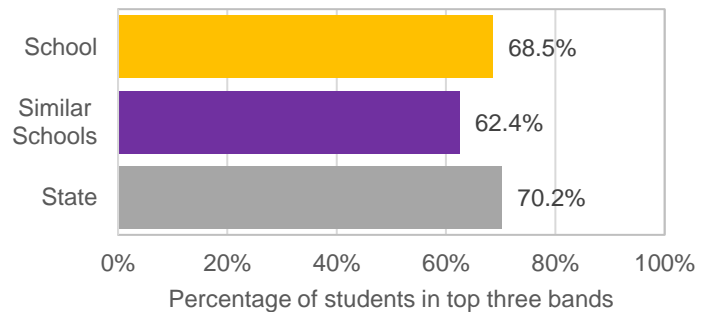
Similar Schools average:

62.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

60.6%

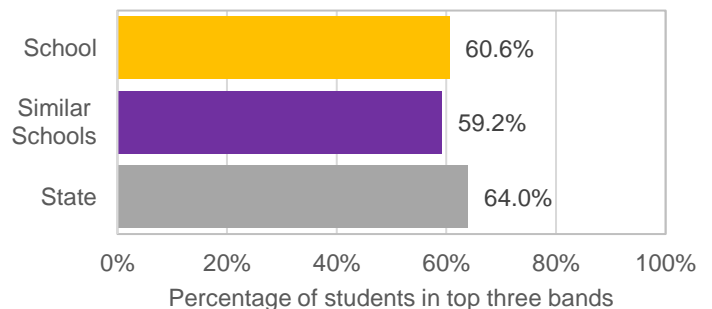
Similar Schools average:

59.2%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

49.3%

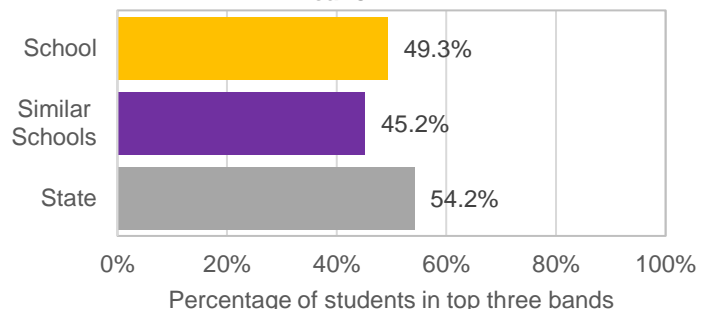
Similar Schools average:

45.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

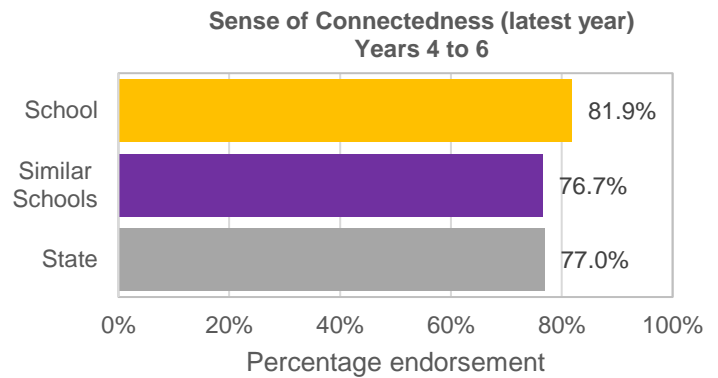
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	81.9%	82.6%
Similar Schools average:	76.7%	77.2%
State average:	77.0%	78.5%

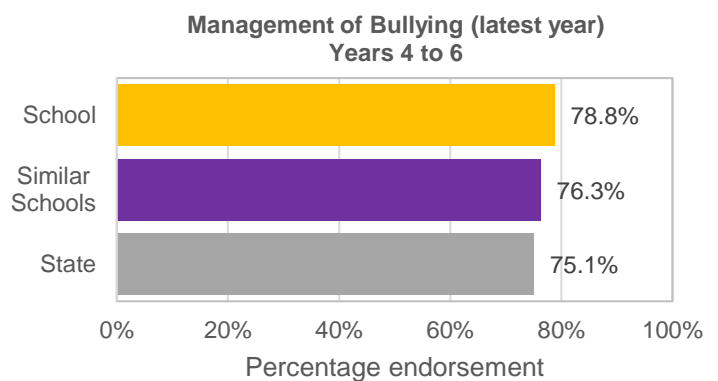


### Student Attitudes to School – Management of Bullying

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:	78.8%	82.4%
Similar Schools average:	76.3%	77.2%
State average:	75.1%	76.9%



## ENGAGEMENT

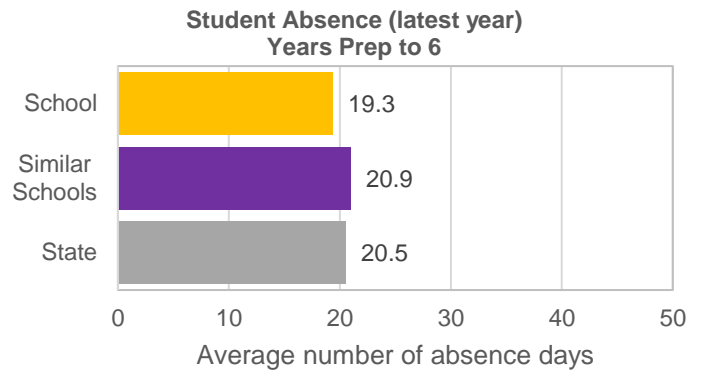
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.3	16.1
Similar Schools average:	20.9	19.1
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):	91%	92%	91%	89%	89%	91%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,660,239
Government Provided DET Grants	\$785,072
Government Grants Commonwealth	\$6,556
Government Grants State	\$0
Revenue Other	\$71,737
Locally Raised Funds	\$287,323
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,810,928</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$224,955
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$224,955</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,203,436
Adjustments	\$0
Books & Publications	\$4,875
Camps/Excursions/Activities	\$177,254
Communication Costs	\$6,456
Consumables	\$102,672
Miscellaneous Expense <sup>3</sup>	\$47,314
Professional Development	\$27,553
Equipment/Maintenance/Hire	\$60,118
Property Services	\$138,853
Salaries & Allowances <sup>4</sup>	\$138,141
Support Services	\$62,696
Trading & Fundraising	\$74,969
Motor Vehicle Expenses	\$4,328
Travel & Subsistence	\$0
Utilities	\$47,923
<b>Total Operating Expenditure</b>	<b>\$6,096,589</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$714,339</b>
<b>Asset Acquisitions</b>	<b>\$8,217</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,181,891
Official Account	\$29,605
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,211,496</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$140,423
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$65,000
School Based Programs	\$36,488
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$200,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$541,911</b>

*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.*