2024 Annual Report to the School Community

School Name: Drouin West Primary School (1417)

- 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 31 March 2025 at 12:55 PM by Kelly Halliday (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 31 March 2025 at 12:55 PM by Kelly Halliday (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

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

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Drouin West Primary School vision to create an inclusive, safe community for all, where students are engaged as learners continues to drive our work. Drouin West Primary School is a cheerful community where students, staff and parents work hand in hand to create a positive learning environment. With a long history stretching from 1874 to present day Drouin West Primary school has grown to a population of over 250 students and 29 staff. Located approximately 100 kilometers east of Melbourne, around seven kilometers from Drouin, a major service town in West Gippsland. We have an attractive, welcoming school with beautiful rural grounds, a multipurpose room and areas for the visual and performing arts and science programs. The outdoor environment is well maintained with plenty of space for everyone to enjoy active play in our well established gardens and extensive spacious playground areas.
The school community embraces its vision to support all students to Achieve. Our community lives by our engrained values of; Be a Learner, Be Safe, Be Kind and Be Respectful. These values are the guidelines by which our community operate daily. The school commits to developing a strong partnership with families in order to encourage all children to achieve their best in every lesson every day. Students have specific learning goals and are given support to continually improve academically, grow strong emotionally, be active and develop social skills that will enable them to be successful in our every changing world.
We are value a diverse range of specialist subjects including, AUSLAN, Physical Education, Art and STEM. All run by specialist teachers who run a comprehensive program and engage with extracurricular activities such as interschool school sports, , healing the beat -drumming, chicken hatching incursions, Questaton, specialized sports clinics and excursions.
Throughout our school we have a vast and active student leadership program allowing for individual and team growth and development. Students have a strong ability to voice their input into programs, environments and activities run within the school program. Through the leadership program student leaders learn how new skills and experience new opportunities to enable for extensive growth.
To help with busy families and working parents we have a full operational Out of Hours School Care program. This program enable parents to be fully supported in busy working lives. Further to this we have a breakfast club program which operates on Tuesday and Thursdays from 8.30am.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school has made significant strides in progressing our educational goals and fostering improvements in student learning outcomes. With a focus on evidence-based teaching practices and data-driven decision-making, we have strengthened our instructional strategies to support all learners effectively.

Our Grade 3 NAPLAN Reading results for 2024 show that 65.9% of students are in the strong and exceeding categories. Over a two-year average, our school has achieved 73.2%, which is 4% higher than the state average. This success highlights the effectiveness of our explicit instruction strategies in junior years. In Year 5 reading, we recorded 62.5%, compared to the state average of 73.0%, reinforcing the importance of continued engagement with our improvement strategies to ensure sustained progress. In Numeracy, 48.8% of Grade 3 students and 59.4% of Grade 5 students performed in the strong and exceeding categories. While gains have been made, our results indicate the need for further focus on numeracy instruction. As part of our 2025 improvement strategy, we will introduce an evidence-based mathematics program to enhance our students' conceptual understanding and problem-solving skills.

Wellbeing

Our school is dedicated to fostering a positive and supportive environment where every student feels connected, safe, and engaged. Recent data from the Attitudes to School Survey highlights the success of our wellbeing initiatives and our commitment to continuous improvement in student welfare.

In 2024, our students reported a 77.6% positive endorsement on the Sense of Connectedness factor, surpassing the state average of 76.8%. This marks a significant improvement from our 2023 results, demonstrating the effectiveness of our student engagement and wellbeing strategies.

Managing bullying has been a key focus, and our efforts have yielded outstanding results. Our school achieved an 81.8% positive rating in this area, well above the state average of 75.5%. This reflects the strong culture of respect, inclusion, and proactive intervention that we have embedded across all year levels.

A wrap-around wellbeing strategy has been instrumental in these positive outcomes. We have engaged with Berry Street to provide further staff training on trauma-informed practices, ensuring that our approach to student wellbeing is evidence-based and responsive to student needs.

As we move into 2025, we will continue to strengthen our wellbeing initiatives by revisiting our school vision, refining classroom routines and procedures, and reinforcing our commitment to student engagement and inclusion. By building on our current successes, we aim to create an even more supportive and connected school community.

Our school remains dedicated to providing a nurturing environment where students feel valued and supported. Through ongoing refinement of our wellbeing programs, we will continue to enhance student experiences and ensure that every child thrives both academically and emotionally.

Engagement

Student attendance plays a crucial role in academic success and overall well being. At our school, we are committed to ensuring that every child has access to consistent and meaningful learning

experiences. However, our current average number of absence days per student is 23, which is concernly higher than the state average of 21 days.

Attendance Trends in 2024, The average proportion of formal school days attended by students in each year level highlights a worrying trend:

- *Prep: 91%*
- *Year 1: 91%*
- *Year 2: 90%*
- *Year 3: 88%*
- *Year 4: 86%*
- *Year 5: 84%*
- *Year 6: 88%*

These figures indicate a decline in attendance as students progress through the year levels, with the lowest attendance rates observed in Years 4 and 5. Research consistently shows that regular attendance is a key factor in student achievement, social development, and future educational opportunities. To support student engagement and foster a strong sense of belonging, our school places a high value on student voice. We are proud to have a student leadership body comprising 32 leadership roles across various aspects of school life. These roles empower students to take an active part in decision-making, event planning, and initiatives aimed at improving school culture and connected-ness. Our student leaders play a vital role in promoting the importance of regular attendance by, encouraging participation in school activities to build a sense of community. Providing support and mentoring for younger students to enhance engagement.

Other highlights from the school year

2024 has been a monumental year for our school, marking 150 years of history, growth, and community spirit. Our 150-year birthday celebration was a standout event, bringing together students, families, and past community members to honor our rich legacy. A beautiful mural was created to commemorate the occasion, capturing the essence of our school's journey and future aspirations. School camps continued to be a highlight for students, providing hands-on learning, teamwork, and adventure beyond the classroom. These experiences remain an essential part of our commitment to holistic education, fostering resilience and independence among students.

We also provided a variety of school-funded incursions to enhance student learning, including:

- Cyber Safety sessions to equip students with responsible online habits.
- Emotional Regulation workshops supporting student wellbeing.
- Questacon – Science Incursion, bringing hands-on STEM exploration into our classrooms.

Strengthening School Community Connections

Throughout the year, our school has focused on building a connected and engaged community through several successful events:

- Our Annual Welcome BBQ allowed new and existing families to connect.

- Open Afternoons gave families a glimpse into their child's learning journey.
- The Christmas Concert and Art Expo showcased student creativity and talent, closing the year with a celebration of achievement and community spirit.

Empowering Student Leadership

We take immense pride in our strong student leadership body, with 32 leadership roles empowering students to take an active role in shaping their school experience. These leaders have been instrumental in fostering school spirit, driving initiatives, and supporting their peers.

Financial performance

The school continues to maintain strong financial standing. In 2024, we invested in additional decodables texts, maths equipment, extra art supplies, sporting equipment and stem resources to enhance the classrooms. We continued to provide extra assistance in the classroom and introduced a new leader role in Wellbeing. Building works saw some painting and new furniture, garden maintenance and general repairs. We invested 8K in the mural to celebrate the 150 celebration. The cleaning contract was adjusted due to DET policy and increase in wages, revised agreement was signed. OHSC agreement is to be reviewed at the end of 2025. Equity funding facilitated the additional staff for intervention programs aimed at supporting students at risk and providing extra classroom support. Additionally, mental health and Disability Inclusion funding enabled the implementation of various well-being initiatives.

For more detailed information regarding our school please visit our website at drouin.west.ps@education.vic.gov.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 244 students were enrolled at this school in 2024, 121 female and 123 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

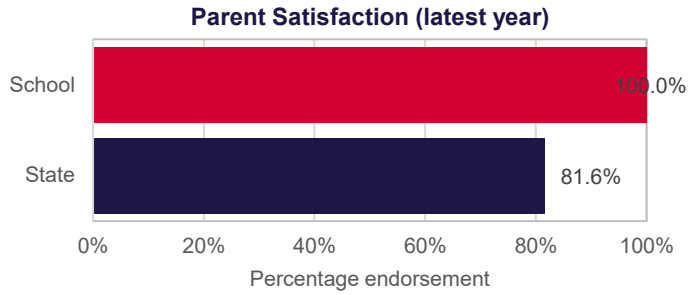
This school's SFOE band value is: **Low - Medium**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	100.0%
State average (primary schools):	81.6%



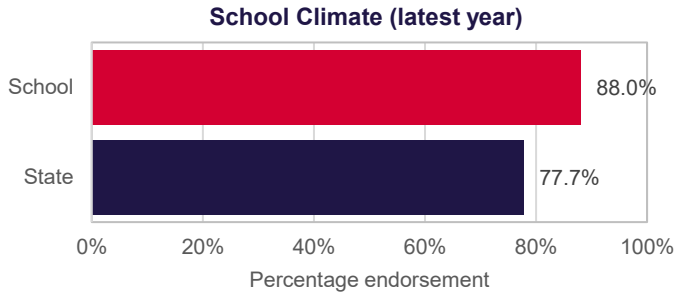
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	88.0%
State average (primary schools):	77.7%



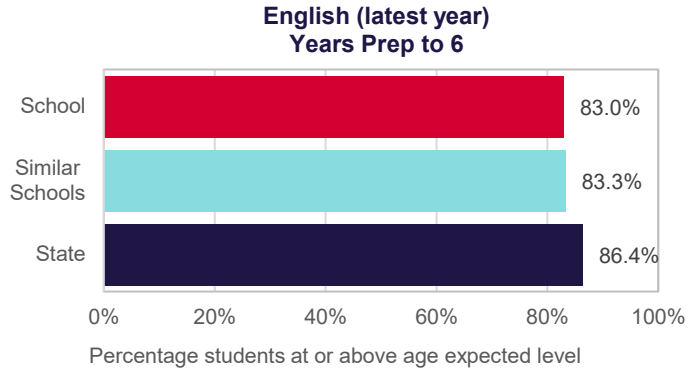
LEARNING

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

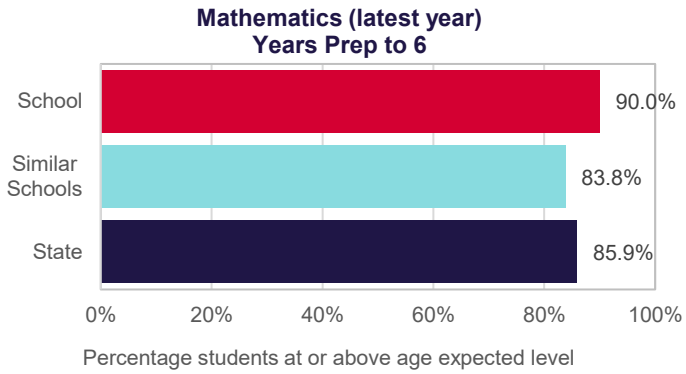
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	83.0%
Similar Schools average:	83.3%
State average:	86.4%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	90.0%
Similar Schools average:	83.8%
State average:	85.9%



LEARNING (continued)

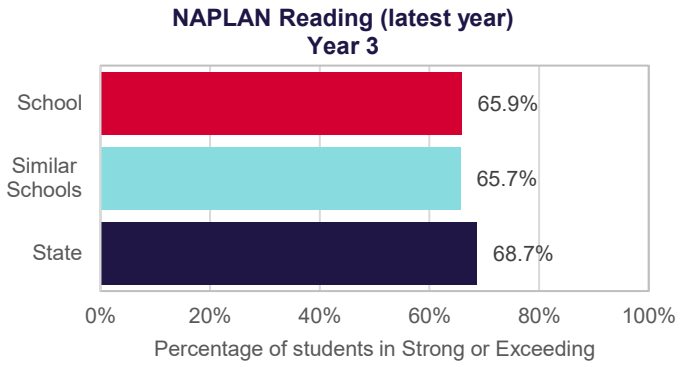
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

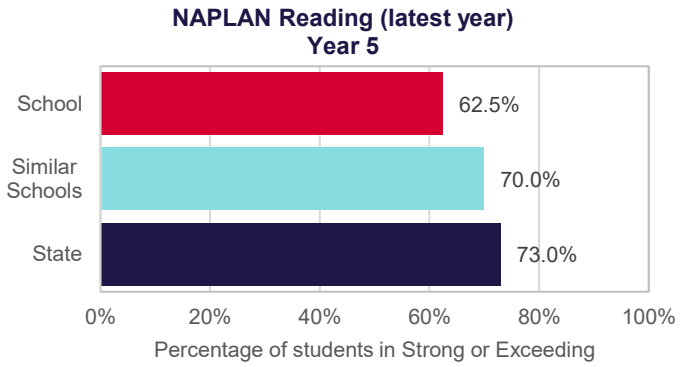
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

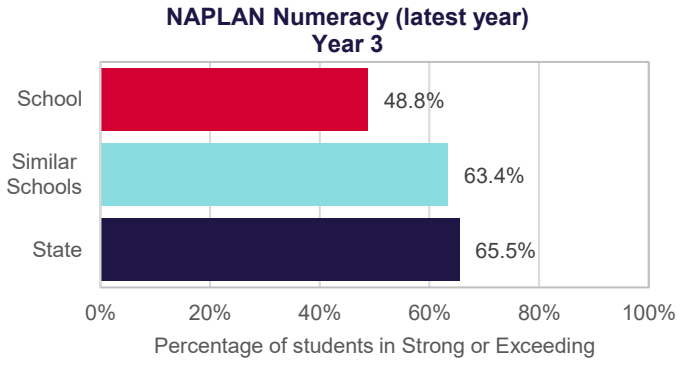
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.9%	73.2%
Similar Schools average:	65.7%	65.1%
State average:	68.7%	69.2%



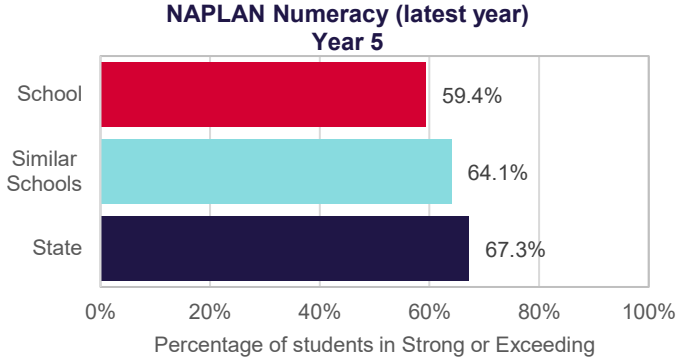
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.5%	63.2%
Similar Schools average:	70.0%	70.9%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.8%	60.6%
Similar Schools average:	63.4%	64.1%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.4%	55.2%
Similar Schools average:	64.1%	62.6%
State average:	67.3%	67.6%



LEARNING (continued)

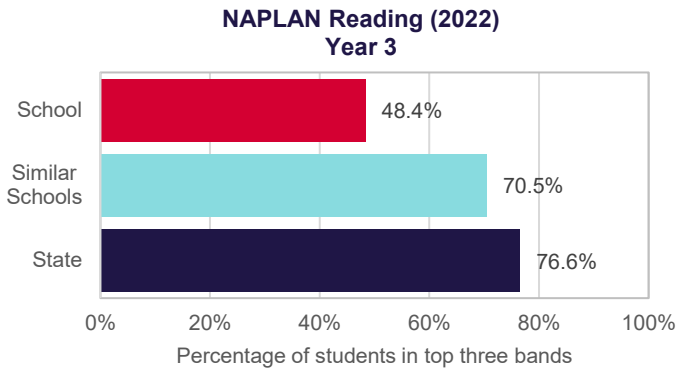
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

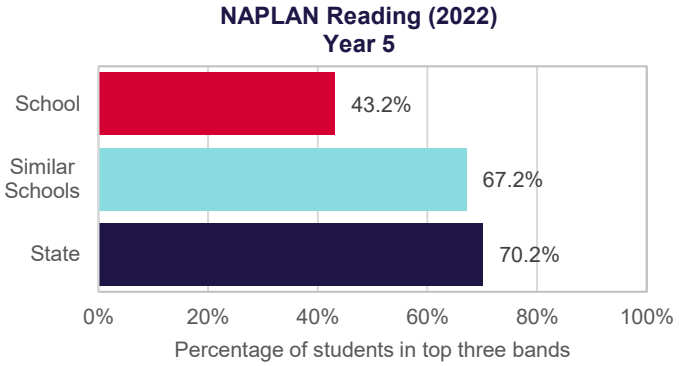
Reading
Year 3

	(2022)
School percentage of students in the top three bands:	48.4%
Similar Schools average:	70.5%
State average:	76.6%



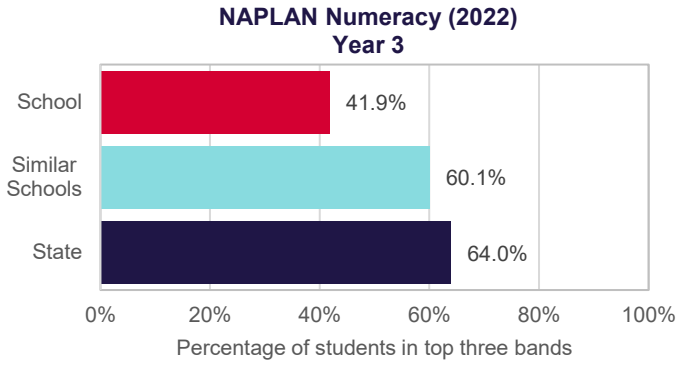
Reading
Year 5

	(2022)
School percentage of students in the top three bands:	43.2%
Similar Schools average:	67.2%
State average:	70.2%



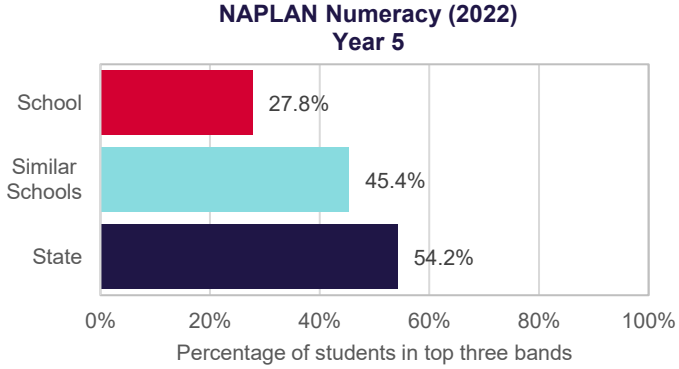
Numeracy
Year 3

	(2022)
School percentage of students in the top three bands:	41.9%
Similar Schools average:	60.1%
State average:	64.0%



Numeracy
Year 5

	(2022)
School percentage of students in the top three bands:	27.8%
Similar Schools average:	45.4%
State average:	54.2%



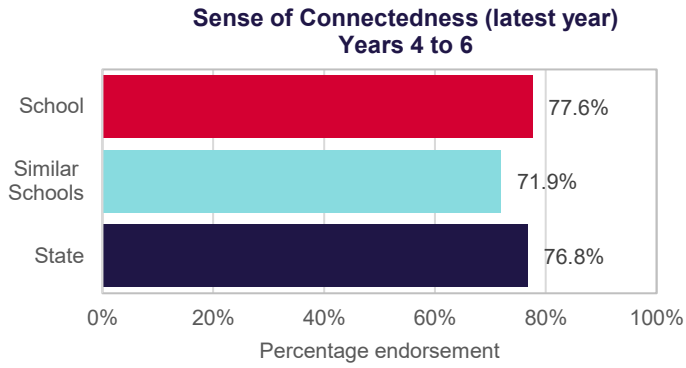
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

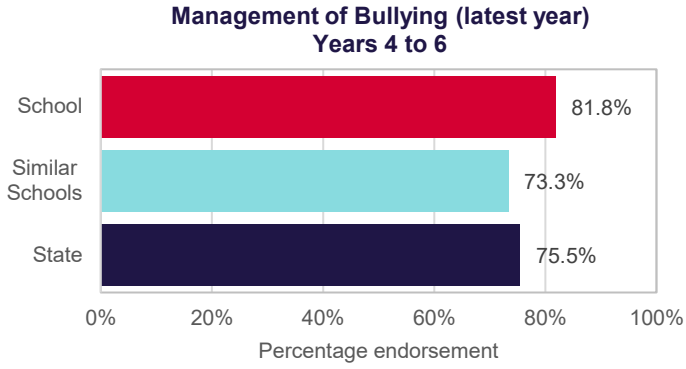
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	77.6%	71.1%
Similar Schools average:	71.9%	73.5%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	81.8%	73.8%
Similar Schools average:	73.3%	74.1%
State average:	75.5%	76.3%



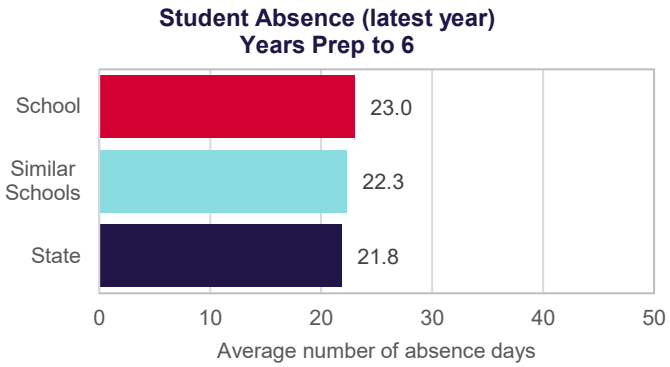
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years Prep to 6	Latest year (2024)	4-year average
School average number of absence days:	23.0	20.4
Similar Schools average:	22.3	20.8
State average:	21.8	20.1



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 (2024):	91%	91%	90%	88%	86%	84%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$2,604,420
Government Provided DET Grants	$256,835
Government Grants Commonwealth	$8,283
Government Grants State	$0
Revenue Other	$66,953
Locally Raised Funds	$102,252
Capital Grants	$0
Total Operating Revenue	**$3,038,743**

Equity [1]	Actual
Equity (Social Disadvantage)	$61,362
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$61,362**

Expenditure	Actual
Student Resource Package [2]	$2,670,474
Adjustments	$0
Books & Publications	$13,706
Camps/Excursions/Activities	$69,418
Communication Costs	$945
Consumables	$64,389
Miscellaneous Expense [3]	$13,182
Professional Development	$51,781
Equipment/Maintenance/Hire	$68,322
Property Services	$98,495
Salaries & Allowances [4]	$50,894
Support Services	$92,747
Trading & Fundraising	$9,325
Motor Vehicle Expenses	$0
Travel & Subsistence	$347
Utilities	$39,035
Total Operating Expenditure	**$3,243,058**
Net Operating Surplus/-Deficit	**($204,315)**
Asset Acquisitions	**$15,736**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	$558,675
Official Account	$32,687
Other Accounts	$0
Total Funds Available	**$591,362**

Financial Commitments	Actual
Operating Reserve	$96,036
Other Recurrent Expenditure	$0
Provision Accounts	$2,078
Funds Received in Advance	$100,000
School Based Programs	$82,438
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$74,996
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$46,150
Capital - Buildings/Grounds < 12 months	$30,000
Maintenance - Buildings/Grounds < 12 months	$101,374
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$24,700
Total Financial Commitments	**$557,772**

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.