

2023 Annual Report to the School Community

School Name: Ceres Primary School (1602)



- 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 14 March 2024 at 01:53 PM by Timothy Callaghan (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

To be attested by 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

Ceres Primary School is an exciting, stimulating and vibrant school located 10km from Geelong, in the picturesque surrounds of the Barrabool Hills.

Our school has modern facilities, which include 8 classrooms, a library, and multipurpose room. Our spacious and attractive grounds give students the opportunity to be environmentally conscious. We are committed to continuous improvement and attaining distinction in teaching and learning at every level. We have an enrolment of 126, with our students coming from our immediate and wider catchment areas. We provide quality-learning programs in all curriculum areas. Specialist programs encompass Art, PE & Health, STEM, Performing Arts, Cultural Studies (LOTE), and a Library program (MARC) which ensures student strengths and talents are addressed. Emphasis is on differentiated, inquiry-based learning and explicit teaching, with a strong commitment to Values Education (Super 7). Technologies are embedded within the curriculum to facilitate exciting and engaging learning programs to meet students' individual needs facilitated through "Bring your own device" program.

We currently have 17 staff members, which includes a Principal, 8 full time teaching staff, 5 part time Specialist staff, 5 education support staff, and 2 non-teaching staff (administration). Our current leadership structure includes 1 Principal, a Learning Specialist, a Disability and Inclusion Co-ordinator as well as a Mental Health in Primary School Leader. All students are respected as individuals and teachers and families work together to promote learning. We strive towards the healthy development of every child in an inclusive environment so that each has the knowledge, skills and resilience to be successful in a rapidly changing world. The Ceres Primary School community values the extension of each student's individual potential by encouraging, recognising, and rewarding effort and achievement. We strive to provide a co-operative and friendly environment where students share the responsibility for their own learning, behaviour, and health.

At Ceres Primary School we value mutual working partnerships with parents, in the education of each individual, to aid in the student's social, emotional, and academic growth. This is also achieved by providing a safe and secure environment with a community and family atmosphere. Students are working on embedding the actions and behaviours of the Super 7 values, which are Bucket-filling, Risk Taking, Safety, Organisation, Resilience, Respect and Tolerance, and Best Effort. We continue to promote student voice and participation with all year levels involved in leadership opportunities. Our students from F-6 participate in being involved in Junior School Council, as Student Leaders and House Captains. There is a strong relationship between parents, staff and students, with a high level of parent participation on School Council, as classroom helpers, in fundraising, buildings and grounds development, and community social activities.

Progress towards strategic goals, student outcomes and student engagement

Learning

Ceres Primary School's Key Improvement Strategies for Learning in 2023 were to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. We also aimed to build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs.

Professional Development and Training:

Leaders participated in various professional development activities such as completing the Growth Coaching Course, the Professional Learning Communities (PLC) Initiative as well as completion of Learning Specialist Community of Practice (CoP) and Tutoring CoP throughout 2023. All staff completed various professional development initiatives such as Big Ideas PD (Professional Development) with Queenscliff PS, and engaged in other professional learning opportunities, including visiting other schools to observe instructional models in action and participating in training sessions focused on teaching methodologies like the Launch-Explore-Summarise Model at Grovedale PS which led to the remodeling of our own Numeracy Instructional Model.

Fortnightly professional learning was provided by our Learning Specialist covering a range of key foci for staff. This support was extended throughout the year with staff regularly engaged in coaching conversations and observations with our LS.

Differentiation and Personalised Learning:

Teachers implemented differentiation practices to support students at their point of need, indicating a commitment to catering to individual learning styles and abilities. Being part of the 2023 PLC Initiative supported this transformation in the Ceres PS teaching and learning approach with great success.

Students have been supported with personalised learning approaches such as a TLI focus on Numeracy misconceptions, Challenging Maths Tasks, suggesting an emphasis on meeting students where they are academically and providing appropriate challenges.

2023 Learning targets:

To increase the positive responses on the Staff Opinion Survey factor, Professional learning through peer observation to 63%
Actual: 56%

NAPLAN - Students achieving in the exceeding proficiency level Grade 5: *(new data, therefore not comparable to 2022)*

Reading 36% (2023)

Writing 9% (2023)

Spelling 18% (2023)

G&P 0% (2023)

Numeracy 9% (2023)

Wellbeing

Ceres Primary School's Key Improvement Strategies for Wellbeing in 2023 were to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable with our main action to strengthen the whole school approach towards social and emotional learning.

Professional Development and Capacity Building

Staff have participated in various professional learning opportunities throughout the year aimed at enhancing skills and knowledge in areas such as Individual Education Programs (IEPs), School-Wide Positive Behaviour Support, Wellbeing Strategies, Safe Schools practices, and Respectful Relationships.

Staff also engaged in professional learning focused on the High Impact Wellbeing Strategies, and used these to form a focus for our Term 4 PLC Puzzle of Practice.

Creation and Implementation of Frameworks

Staff and leaders reviewed the wellbeing and behaviour data, as part of our commitment to using data to inform decision-making and identify areas for improvement. One such initiative that arose from this analysis was the creation of a Positive Behaviour Matrix and Behaviour Management Procedure. The Behaviour Matrix is an indication of a systematic approach to promoting positive behaviour within the school.

Inclusive Practices and Support

Leaders have refined Disability Inclusion (DI) procedures and practices, created a DI Manual, and established an IEP short-term goal bank, demonstrating efforts to ensure inclusivity and support for students with disabilities. Successful Disability Inclusion Profile meetings were held also with increased funding allowing for further resources and supports in the classrooms.

D&I leaders have completed training in Disability Inclusion (DI) and participated in Disability Inclusion Plan (DIP) meetings, demonstrating a commitment to creating an inclusive environment and supporting students with diverse needs.

We worked in collaboration with Student Support Services (SSS) to provide support to students and parents. Individual Education Plan (IEP) templates were modified to provide greater detail on student goals and the NCCD list was reviewed and updated.

We applied for and were successful in securing an Inclusion Coach, who collaborated with us by suggesting additional support for inclusive practices in Term 4 and early 2024.

We applied for and were successful in being part of the School Wide Positive Behaviour intake for 2024. An initiative we are excited to participate in and implement its strategies to complement and enhance our already successful wellbeing practices.

Wellbeing targets for 2023:

To increase the positive responses on the AtoSS factor Resilience to 80% *Actual: 65%*

To increase the positive responses on the AtoSS factor Managing bullying to 87% *Actual: 75%*

To increase the positive responses on the AtoSS factor Teacher concern to 74% *Actual: 75%*

To increase the positive responses on the Parent Opinion Survey factor Managing bullying to 81% *Actual: 56%*

Engagement

Ceres Primary School's key engagement initiatives in 2023 include;

Data-Driven Decision Making:

Leaders conducted Quaglia Institute inspired data dives with students and parents to analyse Attitudes to School Survey and Parent Perception Survey data further, indicating a collaborative approach to understanding and addressing student and parent needs. This approach was designed to allow staff to gain deeper insights into students' and parents' responses, and provide our key stakeholders another opportunity for their voices to make a difference. Feedback from each session helped shaped planning and budgeting for 2024 initiatives.

Student Involvement and Engagement:

Students have been actively involved in shaping the Positive Behaviour Matrix, indicating a commitment to including their perspectives in behaviour management strategies. Late 2023, Ceres PS was accepted into the School Wide Positive Behaviour Scheme for 2024 which will build upon our already extensive engagement and wellbeing strategies.

The Zones of Regulation continued to be implemented in all classrooms and it was used as a check in each day and brain breaks were readily timetabled for class groups and individuals to ensure children remained ready to learn.

Community events:

JSC and Wellbeing days took place each term and students selected charities to donate money towards, including the community participating in 'The Ceres Big Freeze'. Posts were uploaded onto social media to share events with the community.

Open mornings and afternoons were held throughout the year to encourage parent and family participation in our classrooms. We also held a wonderful Christmas Carols on the Deck evening to conclude our school year. All initiatives were well attended and were positively received by our community.

Engagement targets for 2023:

To increase the positive responses on the AtoSS in:

Student voice and agency to 75% Actual: 63%

Sense of connectedness to 83% Actual: 73%

To increase the positive responses on the Staff Opinion Survey in:

Student feedback to improve practice to 89% Actual: 100%

Plan differentiated learning activities to 89% Actual: 100%

To increase the positive responses on the Parent Opinion Survey factor:

Student voice and agency to 91% Actual: 70%

Financial performance

Ceres Primary School maintained a very sound financial position throughout 2023. The 2020-2024 School Strategic Plan, along with Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

Within the Financial Performance and Position Report there was an increase in the 2023 Salaries & Allowances due to staff taking Long Service Leave and increase in CRT to release staff to carry out duties regarding Disability Inclusion and Mental Health sub programs. The purchase of the new MARC van shows in Asset Acquisitions.

Within the Financial Commitment section of this report the School Based Programs refer to Operation funding of the MARC van, whilst School Based Programs refer to Parent & Friends Association and Junior School Council. We also received a Grant of \$45,000.00 for Planned Maintenance Program, money not spent in 2023 shows in Maintenance – Building / Grounds < 12 months and this work will be carried out in 2024.

For more detailed information regarding our school please visit our website at
<https://www.ceresps.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 121 students were enrolled at this school in 2023, 58 female and 63 male.

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

Overall Socio-Economic Profile

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

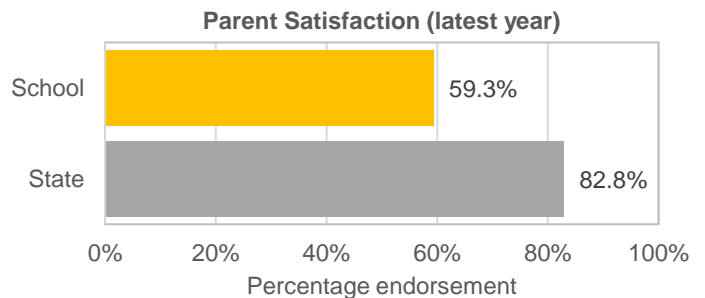
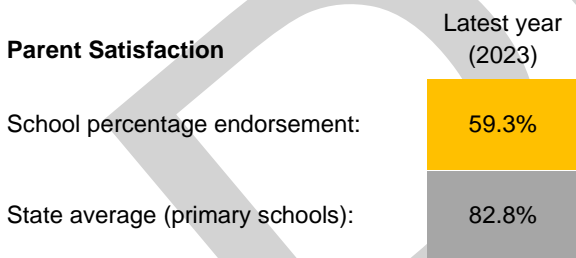
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

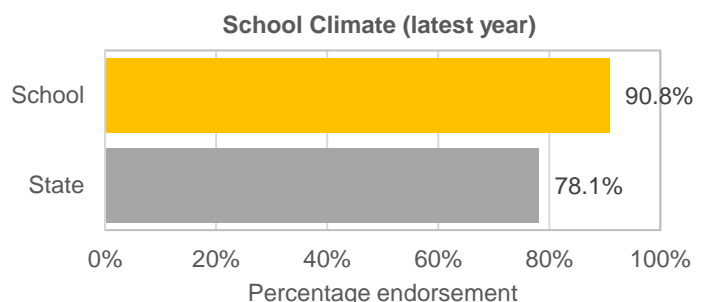
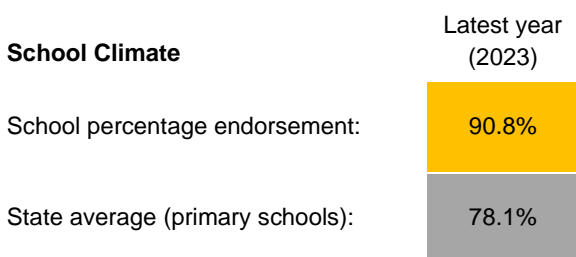


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

91.8%

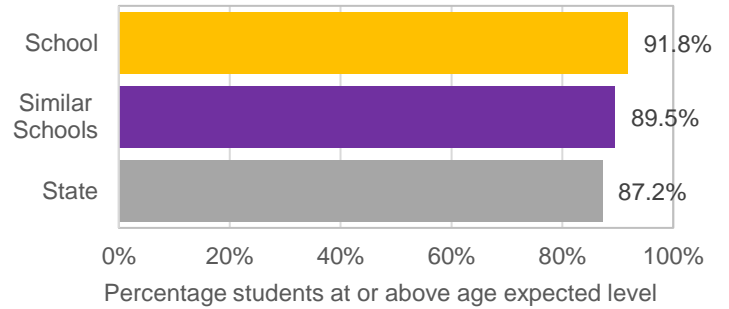
Similar Schools average:

89.5%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

93.0%

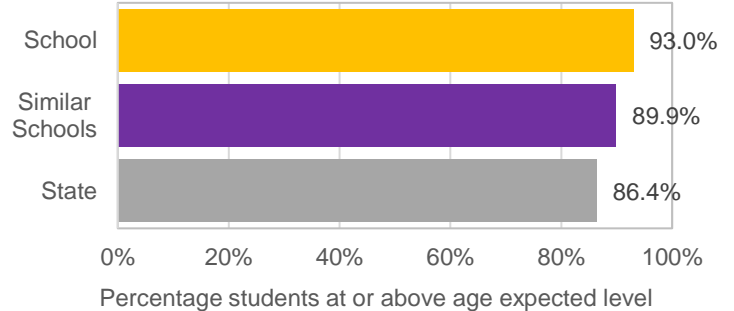
Similar Schools average:

89.9%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.0%

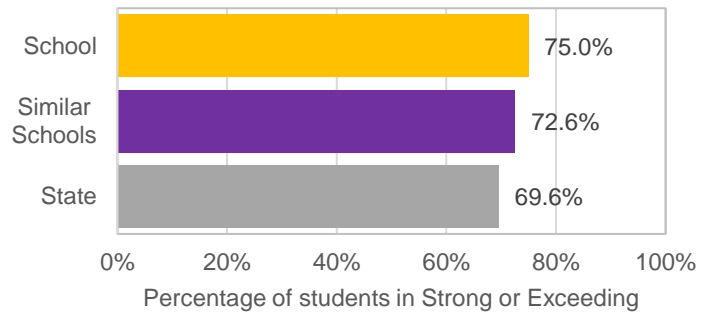
Similar Schools average:

72.6%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

90.9%

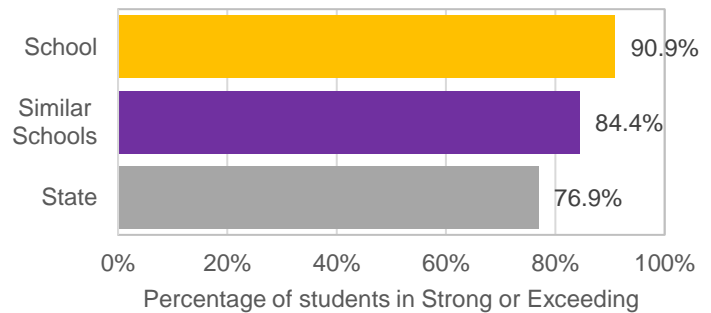
Similar Schools average:

84.4%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

50.0%

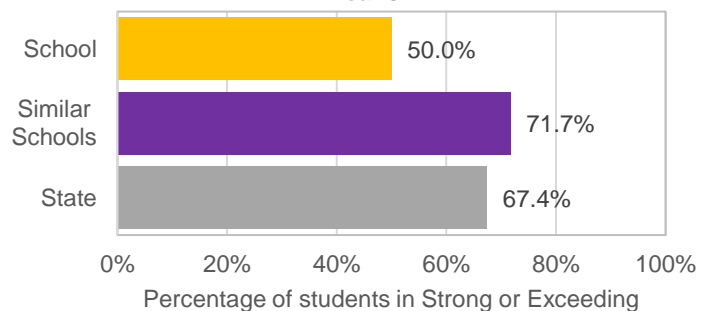
Similar Schools average:

71.7%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

90.9%

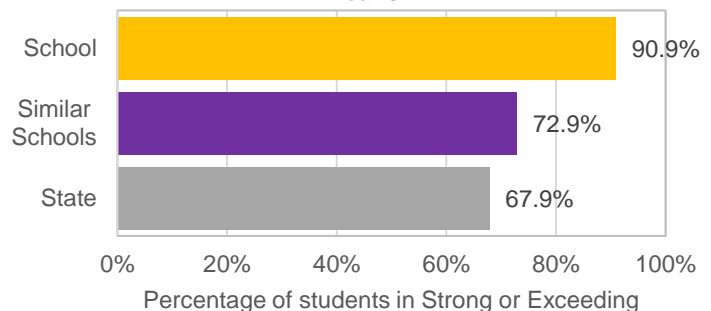
Similar Schools average:

72.9%

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:

92.9%

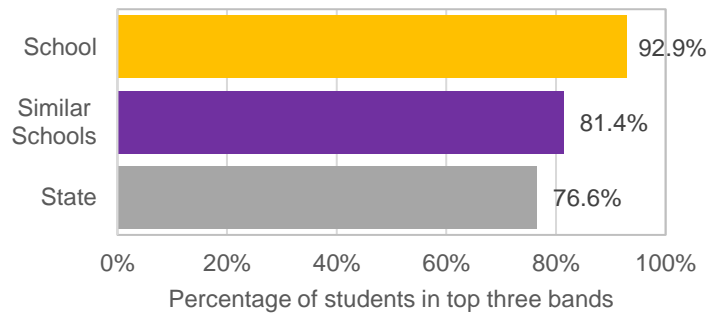
Similar Schools average:

81.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

66.7%

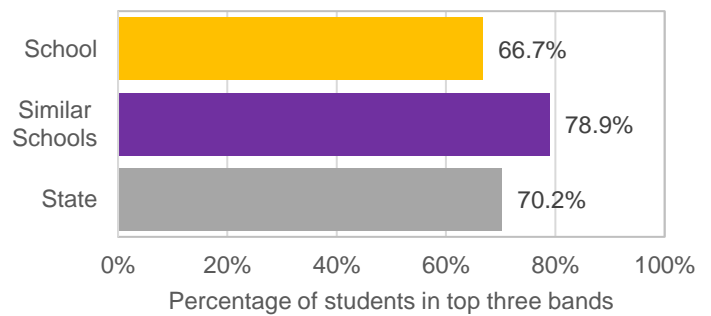
Similar Schools average:

78.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

71.4%

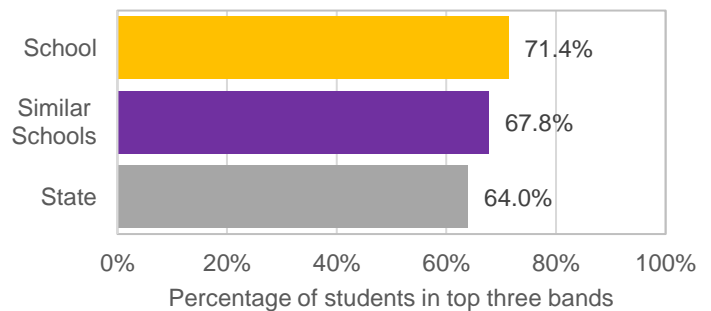
Similar Schools average:

67.8%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

63.6%

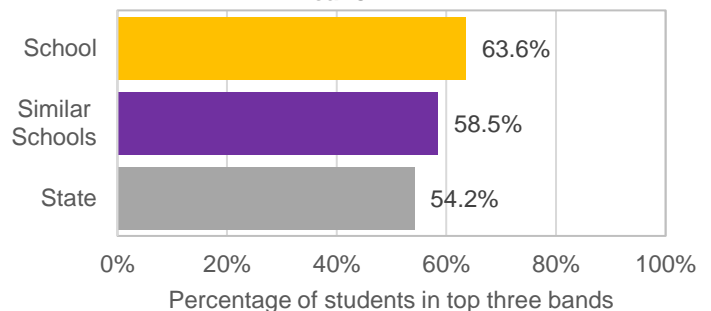
Similar Schools average:

58.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

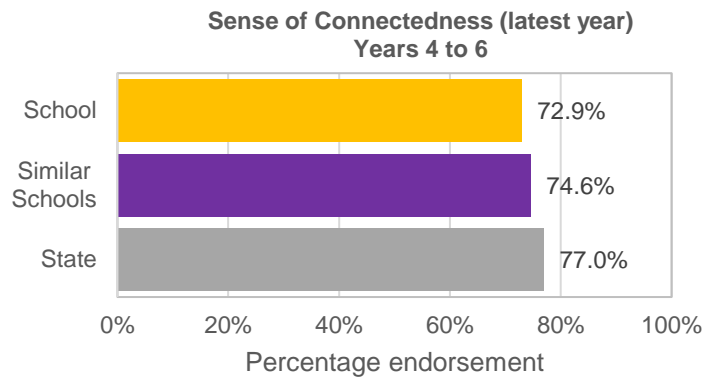
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	72.9%	82.6%
Similar Schools average:	74.6%	76.5%
State average:	77.0%	78.5%

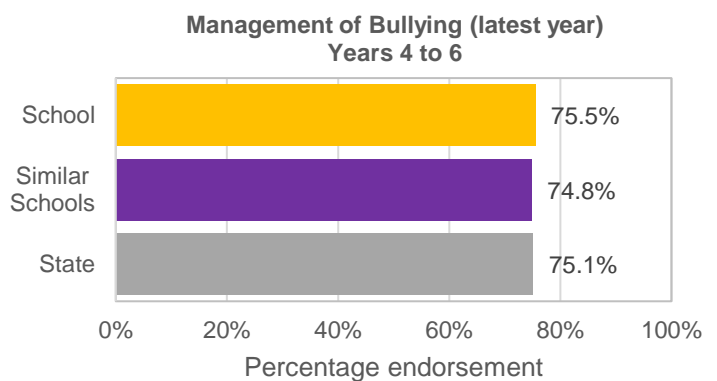


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	75.5%	83.6%
Similar Schools average:	74.8%	76.7%
State average:	75.1%	76.9%



ENGAGEMENT

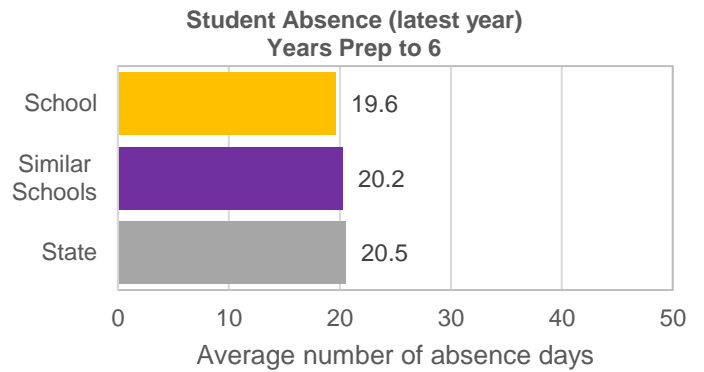
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.6	17.4
Similar Schools average:	20.2	17.9
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	88%	92%	92%	88%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,764,937
Government Provided DET Grants	\$213,499
Government Grants Commonwealth	\$2,200
Government Grants State	\$0
Revenue Other	\$106,042
Locally Raised Funds	\$97,173
Capital Grants	\$0
Total Operating Revenue	\$2,183,850

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,039
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,039

Expenditure	Actual
Student Resource Package ²	\$1,525,998
Adjustments	\$0
Books & Publications	\$8,205
Camps/Excursions/Activities	\$52,007
Communication Costs	\$1,485
Consumables	\$43,159
Miscellaneous Expense ³	\$21,802
Professional Development	\$5,422
Equipment/Maintenance/Hire	\$29,938
Property Services	\$95,258
Salaries & Allowances ⁴	\$89,576
Support Services	\$10,747
Trading & Fundraising	\$7,941
Motor Vehicle Expenses	\$7,790
Travel & Subsistence	\$0
Utilities	\$22,582
Total Operating Expenditure	\$1,921,911
Net Operating Surplus/-Deficit	\$261,939
Asset Acquisitions	\$51,629

- (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	\$145,505
Official Account	\$10,365
Other Accounts	\$0
Total Funds Available	\$155,870

Financial Commitments	Actual
Operating Reserve	\$54,157
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$11,462
School Based Programs	\$17,268
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$21,652
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,730
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$145,269

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.