

2023 Annual Report to the School Community

School Name: Zeerust Primary School (4359)



- 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 24 April 2024 at 06:33 PM by Lisa Wilson (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 26 April 2024 at 09:23 AM by Natalie Akers (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

We want Zeerust student to be positive, contributing members of their learning community. We want them to develop healthy minds and healthy bodies.

We value self-sufficiency in our students where they:

1. Will set realistic and challenging personal goals.
2. Demonstrate resilience,
3. Can contribute to the learning of themselves and others, and
3. Value the importance of effort.

Zeerust Primary School is a small rural school located 12 kilometres north of Shepparton in north-central Victoria. The school was founded in 1928.

The staffing profile of Zeerust Primary School includes a principal with teaching responsibilities, a classroom teacher working three days a week supporting the Mental Health in Primary Schools program, a Japanese teacher providing 2 hours tuition each week, 1 part-time teacher aide and a business manager 2 days a week.

The school grounds include a main building with two classrooms and a staffroom that also contains the office. A multi-purpose room is adjacent to the school building and provides space for hands-on learning activities. The grounds include a covered adventure play area, asphalt courts and an oval.

The school provides an approved curriculum framework differentiated to meet student needs. Specialist Art is provided by the Mobile Area Art Centre (MAAC) and Library is provided by the Mobile Area Resource Centre (MARC) on a fortnightly rotation. Zeerust promotes the importance of Student Health and Wellbeing to equip students with important social and emotional skills such as resilience, courage, looking on the bright side, understanding our emotions, building relationships and the harm bullying can cause.

The school is regularly involved in Cluster Days with groups of other small schools for special performances, sporting events and camps, and has a good working relationship with the nearby regional schools. The small size of the school, its links with the community and parents, and the dedication of the teaching staff offer a uniquely safe and nurturing environment for a group of well-engaged and connected students.

Zeerust Primary School took part in a School Review during 2023 and built a new Strategic Direction for the School.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Zeerust Primary School's AIP focused on the implementation of Key Improvement strategies as required by the Department of Education. The learning focus was to: Maximise student learning growth in literacy and numeracy with the key improvement strategy of support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy. This focus was chosen as a result of our review which highlighted an issue around curriculum and shared instructional approaches.

Actions undertaken for the Key Improvement Strategy were to:

- Develop a multi-tiered approach to meet student individual learning needs
- Implement a school-wide approach to numeracy taught across the junior and senior classrooms

Zeerust PS was able to hire a tutor for terms 2 to 4 in 2023 to assist with student instruction. Mathletics (on-line) provided for a significant amount of course content for all students at Zeerust PS. When operating as one classroom students are assigned coursework based upon their ability not grade. The school functions with two classrooms on two days each week. The learning program for both classes follows the analysis provided for by the regional Number Fluency Assessment. Each half term the students cover number and algebra (counting & numeration Term 1, Addition & Subtraction Term 2, Multiplication & Division Term 3, and Rational & Real Numbers Term 4) . The other half term covers either measurement & geometry or statistics & probability.

Wellbeing

In 2023, Zeerust Primary School's AIP focused on the implementation of Key Improvement strategies as required by the Department of Education. The wellbeing focus was to: Maximise student engagement and wellbeing.

Actions undertaken for the Key Improvement Strategy were to:

- Engage a teacher as our mental health coordinator.
- As a staff, undertake the inclusive classrooms training.
- Investigate and consider network-level COP.

Zeerust PS was able to assign a teacher as the Mental Health and Wellbeing Leader who completed the MHiPS training throughout 2023. Staff attended the network CoP for wellbeing. Mental Health Funds were utilized to employ The Song Room to deliver a program which dovetailed neatly into the schools existing approach to the performing arts. A speech therapist was also employed by the school on an as needs basis.

Engagement

In 2023, Zeerust continued to have a strong attendance rate. The school's attendance rate continues to be better than like school's and better than the state average. For 2023 the average student absence rate was 9.9 days for the entire year where like schools were 23.8 days. 2023 attendance rates across individual year levels at Zeerust is not able to be reported upon due to the low cohort numbers.

Highlights during the year included:

- The continuations of individual learning goals for every students which are on display.
- Student voice through surveys which included students being able to reflect on parts of their schooling that they liked and didn't like and how they wished to learn
- purchasing new school bikes and helmets through the Active Schools grant
- student agency and voice in being able to suggest sporting equipment and games to replace the equipment lost during local flooding in 2022.
- focus on student wellbeing through the Respectful Relationships program with a major focus on emotions especially identifying emotions being felt.

The school maintains its focus on personalised learning, building work stamina and individual student learning goals aligned with student voice and aspirations and applauds its success in these areas.

Other highlights from the school year

During 2023 Zeerust PS participated in:

- small school camp for our F-6 students to 15 Mile Creek camp with Wunghnu and Buxton schools
- Interschool Athletics Carnival at McEwen Reserve in Shepparton for all our students
- Small school swimming program in Shepparton for a week
- participation with Sporting Schools
- Bravehearts incursion day with Wunghnu PS
- Whole school end of year concert featuring our school band and choir.
- End of year production of our school movie
- Whole school disco to celebrate NAPLAN
- End of year whole community excursion to Twisted Science in Echuca

Financial performance

Zeerust had a successful financial year operating within budget with a strong emphasis on monitoring the financial position of the school. The school received a grant from Active Schools which provided 6 new bikes with helmets, a bike education track and colourful painted playground markings for a variety of games. Amounts relating to this grant were received in 2023 but the majority of the funds will be spent in 2024 due to availability of the product.

The school has replaced the sports equipment lost during the 2022 floods and enlisted a variety of contractors to repair or conduct maintenance on the school as a result of the damage caused by the local flooding.

Over the next couple of years, the school will need to update the student computers and iPads. Budgeting for these items will commence in 2024.

The school has a large credit surplus (for the size of the school) due to not being able to recruit additional staff throughout the year.

For more detailed information regarding our school please visit our website at
<https://www.zeerustps.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 8 students were enrolled at this school in 2023, NDP female and NDP male.

0 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).

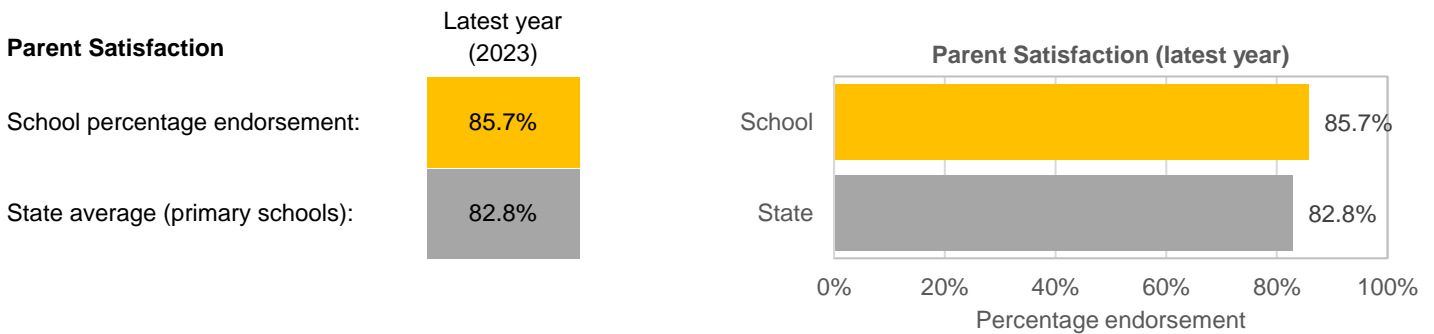
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

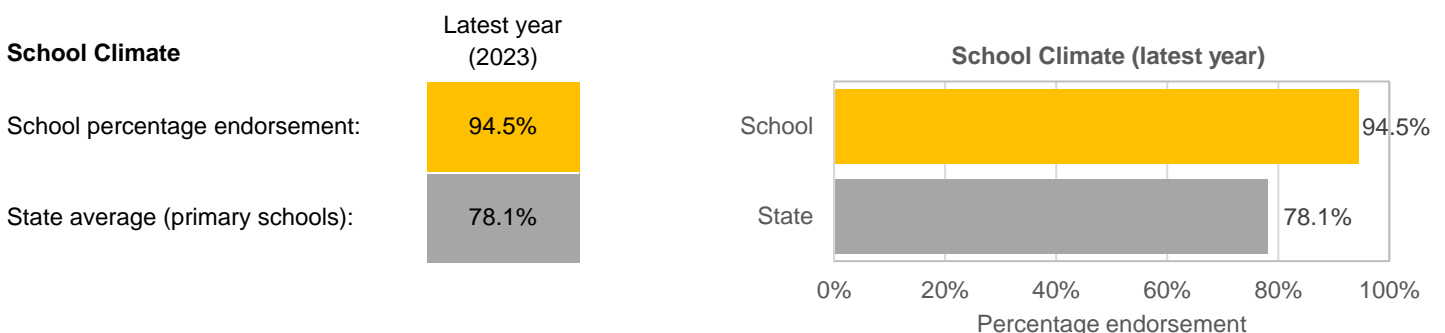


School Staff Survey

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:

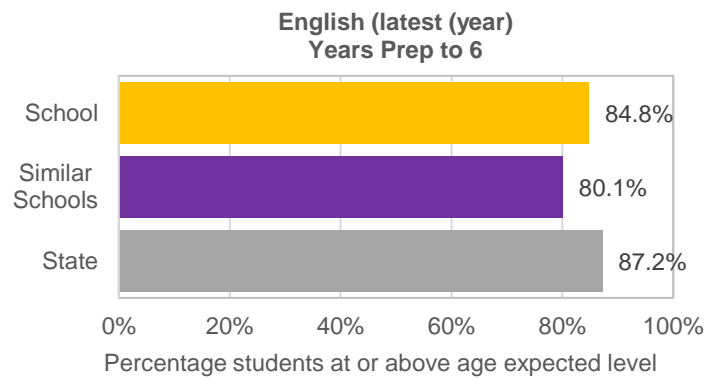
84.8%

Similar Schools average:

80.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

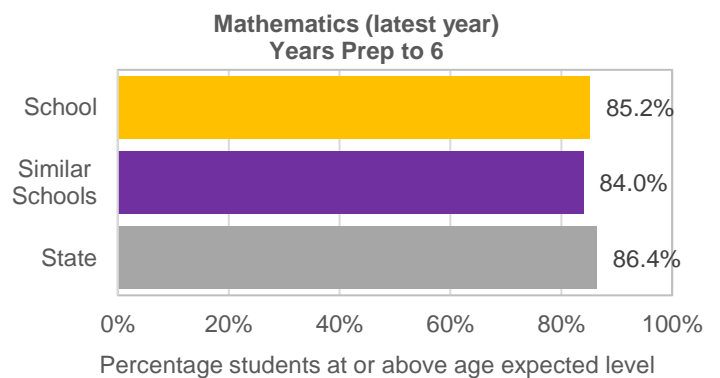
85.2%

Similar Schools average:

84.0%

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:

NDP

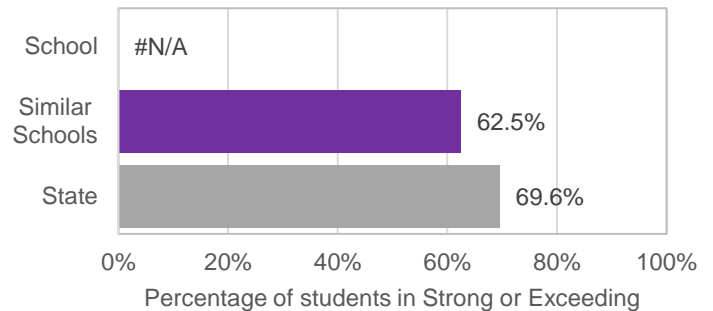
Similar Schools average:

62.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

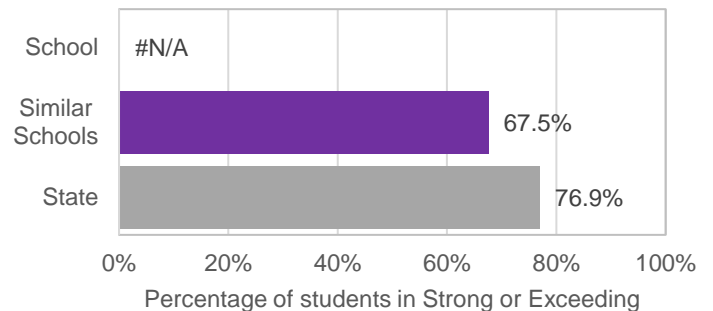
Similar Schools average:

67.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

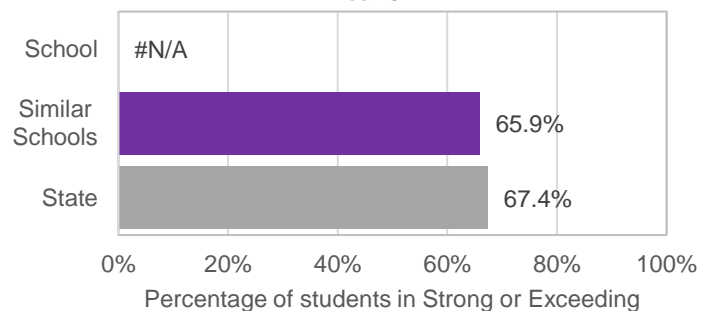
Similar Schools average:

65.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

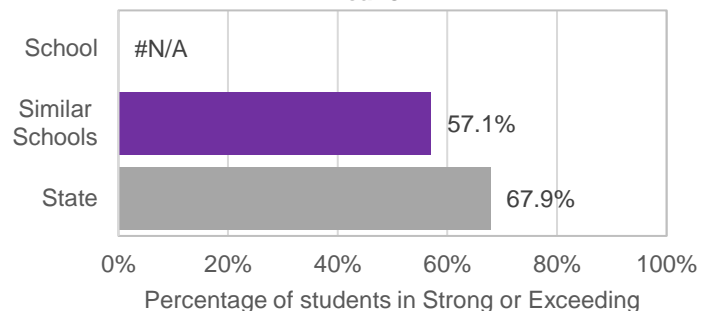
Similar Schools average:

57.1%

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:

NDP

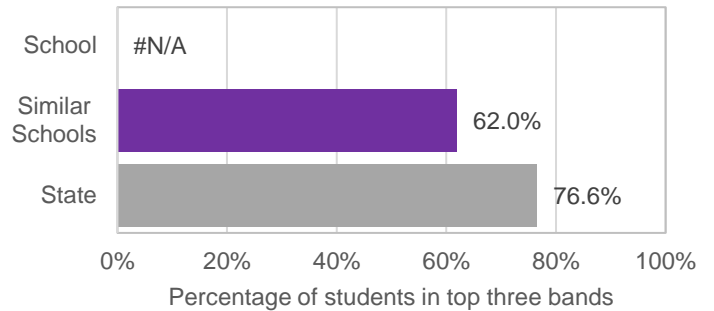
Similar Schools average:

62.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDA

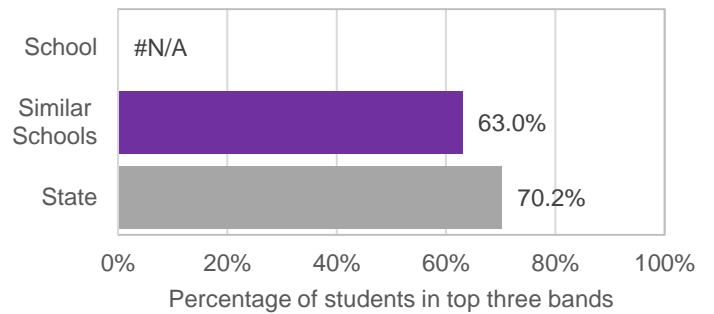
Similar Schools average:

63.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

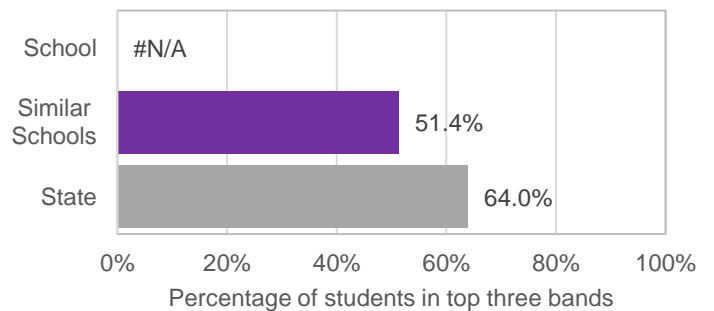
Similar Schools average:

51.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDA

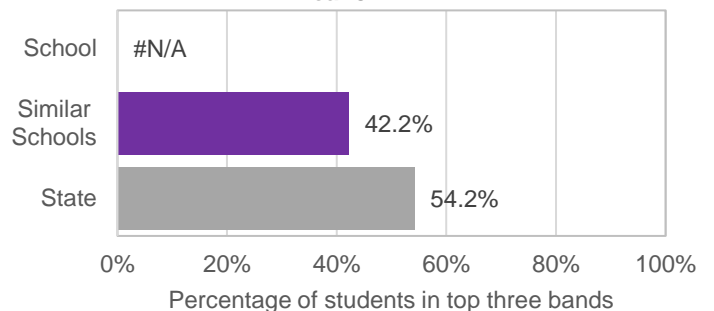
Similar Schools average:

42.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



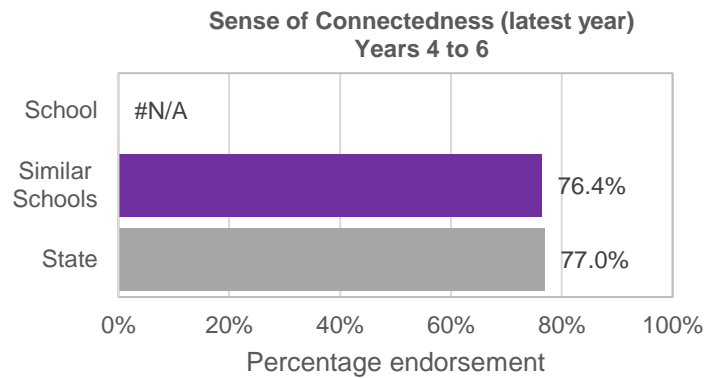
WELLBEING

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).

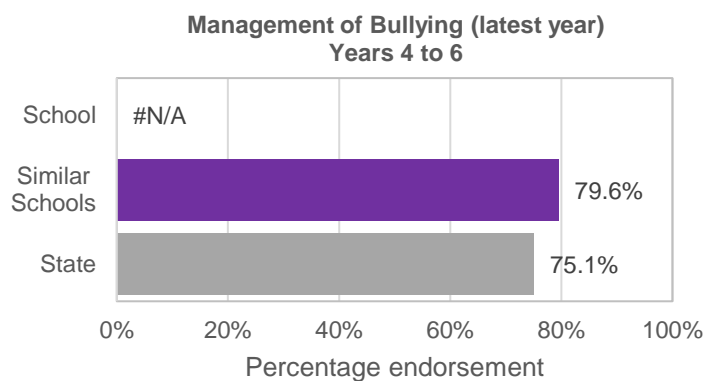
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	NDP	85.7%
Similar Schools average:	76.4%	79.9%
State average:	77.0%	78.5%



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:	NDP	88.1%
Similar Schools average:	79.6%	81.1%
State average:	75.1%	76.9%



ENGAGEMENT

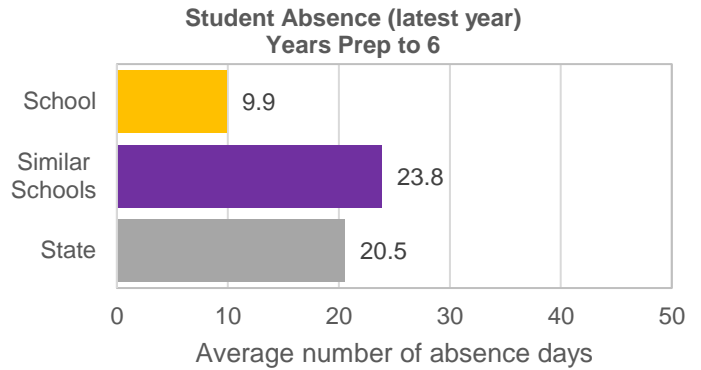
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.9	9.7
Similar Schools average:	23.8	19.3
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	NDP	NDA	96%	NDP	NDP	NDP	NDA

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$375,254
Government Provided DET Grants	\$89,121
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$7,862
Locally Raised Funds	\$4,928
Capital Grants	\$0
Total Operating Revenue	\$477,165

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$302,575
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$6,835
Communication Costs	\$820
Consumables	\$2,134
Miscellaneous Expense ³	\$1,190
Professional Development	\$351
Equipment/Maintenance/Hire	\$12,327
Property Services	\$17,739
Salaries & Allowances ⁴	\$10,635
Support Services	\$20,967
Trading & Fundraising	\$329
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,559
Total Operating Expenditure	\$381,459
Net Operating Surplus/-Deficit	\$95,705
Asset Acquisitions	\$0

- (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	\$172,099
Official Account	\$4,399
Other Accounts	\$0
Total Funds Available	\$176,498

Financial Commitments	Actual
Operating Reserve	\$11,706
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$52,432
School Based Programs	\$27,263
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$98
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$176,498

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.