

2024 Annual Report to the School Community

School Name: Springhurst Primary School (1583)



- 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 30 April 2025 at 04:01 PM by Jacqui Cirovic (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 30 April 2025 at 04:02 PM by Jacqui Cirovic (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

Springhurst Primary School is a small rural school located off the Hume Freeway, 11 kilometres south of Rutherglen and halfway between Wangaratta and Wodonga. The school has a long and proud history of serving the rural community of Springhurst, which dates back to 1875. Our students come from the township of Springhurst and surrounding towns and farms.

At Springhurst Primary School, we aim to create a supportive and stimulating learning environment which will respond to the changing needs of our community. Our purpose is for staff and students to work together in creating an environment that promotes:

- the ability to learn and aspire
- having high expectations for all
- prioritising the learning of Literacy and Numeracy
- a tutoring type setting that enables students access to regular and ongoing learning support
- positive interactions with others
- a sense of self-worth, student voice and agency and pride in our school and broader community.

In order to achieve this, we live by our School Values of: SAFE, HAPPY and LEARN.

Our INTENT is to demonstrate excellence in teaching and learning, enabling every student to achieve their optimal learning growth and engagement. We have created and continue to embed and promote a positive climate for learning, where parents, students and staff work together to ensure a high level of student engagement, motivation and confidence exists in our student's learning.

Our RATIONALE is to develop excellence in teaching and learning and reach out beyond the school environment for learning experiences that will maximise the potential for student success. The implementation of an evidence based pedagogical framework and instructional practices, accompanied by the latest in educational research and the High Impact Teaching and Wellbeing Strategies, has significantly increased student engagement and outcomes. By everyone working together, students will be connected to their learning, their peers and to our school, and will continue to become positive, well-rounded global citizens.

Our FOCUS on excellence in teaching and learning and incorporating extra-curricular programs, will enable our vision to be realised.

Active partnerships with families/carers, and community to provide support to students. This assists in building school pride and ensures that our students are positive, motivated and confident learners.

We have an ideal student-teacher ratio for our 5 students, consisting of one full time principal/classroom teacher, one full time teacher, one part time teacher, one part time educational support staff member (4 days per week) and one part time Business Manager (2 days per week). We are also fortunate to be the base school for the Mobile Art and Library Vans, MACC and MARC. We provide a variety of authentic learning experiences including a cooking and gardening program, and Digi-Tech, to name a few of our programs. Our Specialist program includes the Arts, Library, Physical Education, Sustainability, STEM and Music.

For a small school, we have talented staff delivering these exceptional programs to rival our bigger school counterparts. Our school has the latest technology including interactive computers, desktop computers, laptops and iPads.

Progress towards strategic goals, student outcomes and student engagement

Learning

We remain incredibly proud of the achievements and progress of our small cohort of students. Due to our limited student numbers and associated privacy considerations, many official reports indicate 'NDA' (No Data Available). However, we closely monitored each student's individual learning journey and maintained regular communication with students and their families to support ongoing growth and deepen understanding. To ensure our students could maximise their learning time, our Literacy and Numeracy lessons were run during the morning sessions and other curriculum areas were run in the afternoon where possible. We continued to focus on student engagement, resilience and connection in our school.

Our teacher judgements at the end of 2024 for student achievement against the Victorian Curriculum demonstrated a pleasing 73.3% of our students are at or above age expected standards for English and Mathematics across the school.

During 2024 our school began to implement the Victorian Curriculum 2.0 in Mathematics. To support the development and planning, professional learning was held weekly. These sessions aligned directly with pedagogical or content knowledge, and consistently included discussions on student progress and next steps, alongside ongoing work on lesson formatting. In Term 3, staff participated in Local Leader Numeracy Workshops, leading to a deeper exploration of how to enhance numeracy teaching. As a result, the school was accepted into the Primary Mathematics and Science Specialists (PMSS) initiative for 2025–2026, aiming to build staff capacity in both pedagogical and curriculum practices.

The development of curriculum documentation began, including draft scope and sequences, unit plans, and weekly planners, laying the foundation for a school-wide Instructional Model in Numeracy. All planning documents and discussions for students' learning ensured staff accessibility and collaboration. Each lesson included differentiated activities tailored to students' individual needs in order for them to reach their full potential. This was supported through the Targeted Learning Intervention (TLI) program, which operated five times a week.

Incorporation of the Department's Numeracy Toolkit into planning was ongoing to strengthen lesson content and alignment. Additionally, work continues on improving students' understanding of transitions within lessons to foster independence, effective use of mathematical language, and better organisation of materials. Teachers also supported students in identifying their next learning steps through conferencing, helping them to understand the context and purpose of their learning. This approach aimed to build students' self-efficacy and ownership of their educational progress.

Our school has positive and hard-working staff who form part of our strong culture of cooperation between staff, students, parents and the wider community. During 2024, school staff responses in the area of School Climate in the School Staff Survey was positively endorsed at 89.7%

Wellbeing

We have continued to implement a consistent wellbeing program to support our students' social and emotional learning. This included the use of wellbeing journals, Respectful Relationship activities, consent education and the implementation of The Resilience Project. Our teaching staff participated in the Mental Health and Wellbeing Training throughout the year and as a result, Springhurst Primary School has begun to develop a system of approach for students that are impacted by mental health.

Our students continue to build a strong sense of belonging and ownership within their school community. The small class size allows staff to form close connections with each student and actively engage families in their child's educational journey. Students develop meaningful relationships with both their peers and teachers, who understand and respond to their individual learning, social, and emotional needs. Personal development is embedded in the learning framework, with a strong focus on emotional regulation, social and personal capabilities, resilience, and persistence.

We offer a Ride to School Program and a Breakfast Club to help our students build independence and ensure they start the day with a nutritious meal to support their wellbeing. Parent/Teacher meetings are held twice a year to discuss each student's learning progress, and we warmly welcome parents to connect with our staff throughout the year.

Our school website and active Facebook page provide families and community members with access to photos, newsletters, and important updates. Additionally, students share their learning with families through SeeSaw, helping to strengthen the connection between school and home.

During 2024 we implemented our own measurement of our student well-being through the use of a school-based check in survey that students completed approximately 3 times a week. This survey found that students felt they had student voice and agency within the school, had a positive sense of connectedness and were engaged in our teaching and learning programs. Due to our limited student numbers and associated privacy considerations, our results for the Students Attitudes to School Survey indicate 'NDA' (No Data Available).

Engagement

Springhurst Primary School remains committed to fostering strong and consistent attendance across all year levels, from Foundation to Year 6. Due to our limited student numbers and associated privacy considerations, our results for individual year level attendance indicate 'NDA' (No Data Available). The school is pursuant in providing engagement initiatives, including Breakfast Club, Ride to School Days, and Student Voice Group activities.

We work closely with our parent and carer community to promote the importance of daily school attendance. When a student is absent, a follow-up phone call or email is made to parents or carers. Our school newsletter regularly reminds families of the impact that absenteeism can have on a child's learning and development. Attendance data continues to be included in both

Semester 1 and 2 student reports, reinforcing the message about the educational and social consequences of missing school.

Throughout 2024 and in to 2025, the school plans to continue using the 'SeeSaw' app to strengthen connections between parents, students, and staff. This platform will also serve as a digital portfolio, giving families real-time insight into their child's learning journey.

The school recognises that social media offers a faster and more effective way to communicate with families. Our school Facebook page activity increased throughout 2024 and promoted school newsletters, photos of students' work and updates about what our students were doing to further enhance our online presence and community engagement.

Other highlights from the school year

At Springhurst Primary School, we are committed to providing students with meaningful opportunities to build sustainable connections beyond the classroom. Excursions, incursions, and a variety of enriching experiences are central to our efforts in maintaining student engagement and encouraging social development.

In 2024, our students participated in a range of engaging activities, including but not limited to:

- Inter-school camps
- Excursions to Wodonga and Wangaratta to further enhance units of learning
- Specialised sporting lessons
- Cluster school events, including swimming, athletics, and cross-country
- Participation in community-based events, such as the end-of-term celebrations and reflection of learning
- Inter-school visits, including collaborative learning lessons with neighbouring cluster schools to promote social connections

Financial performance

Springhurst Primary School maintained a stable financial position throughout 2024. The 2023–2027 Strategic Plan, together with the 2024 Annual Implementation Plan, continued to guide School Council decisions regarding the allocation of funds to support key programs and priorities. All funds received from the Department, or raised by the school, were either spent or allocated for future use, in alignment with Department policies, School Council approvals, and the intended purposes for which the funds were provided or raised.

The school operated within its planned budget throughout 2024. The Financial Performance and Position report shows a year-end surplus, which includes funds related to the MACC and MARC services that Springhurst Primary provides to surrounding small schools. With all major capital works completed and no new projects planned for 2025, the school is expected to maintain a strong financial position—despite a slight decline in enrolments.

For more detailed information regarding our school please visit our website at www.springhurstps.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 6 students were enrolled at this school in 2024, NDP female and NDP male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

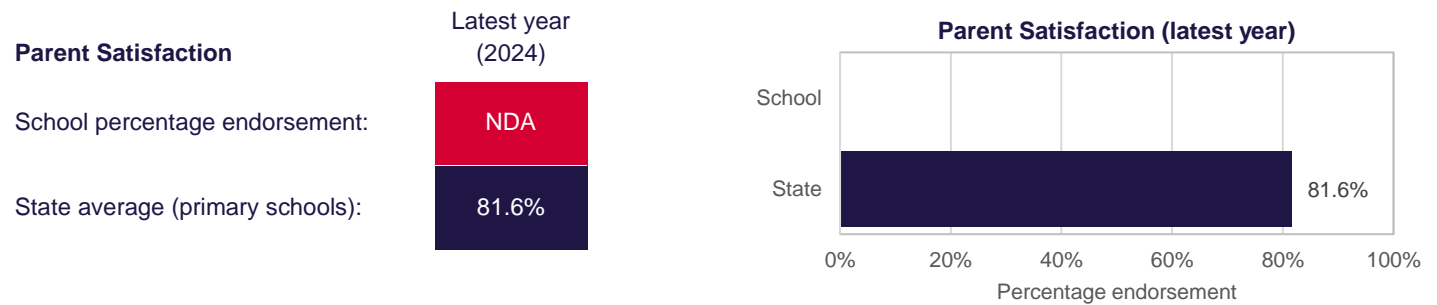
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

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

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

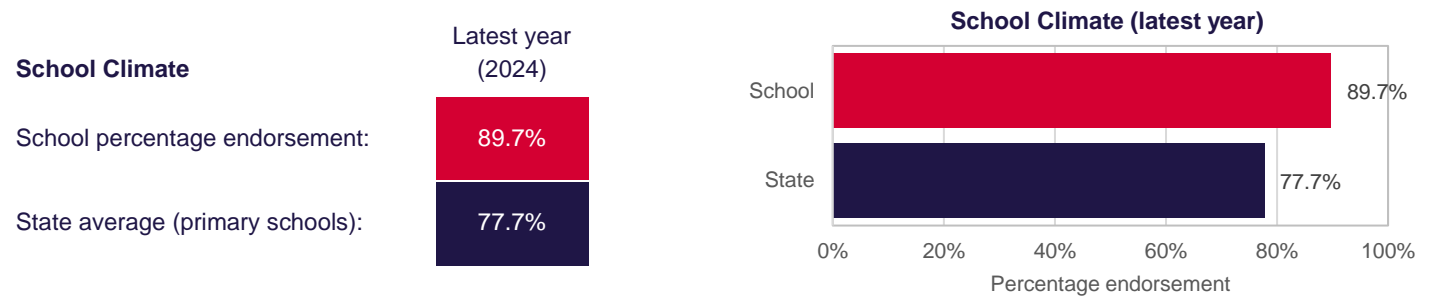


School Staff Survey

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

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

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

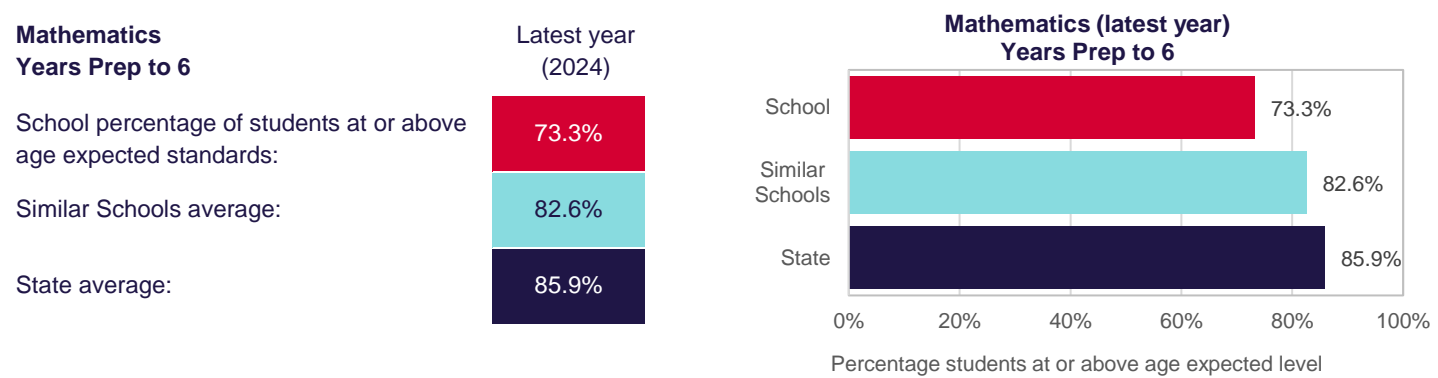
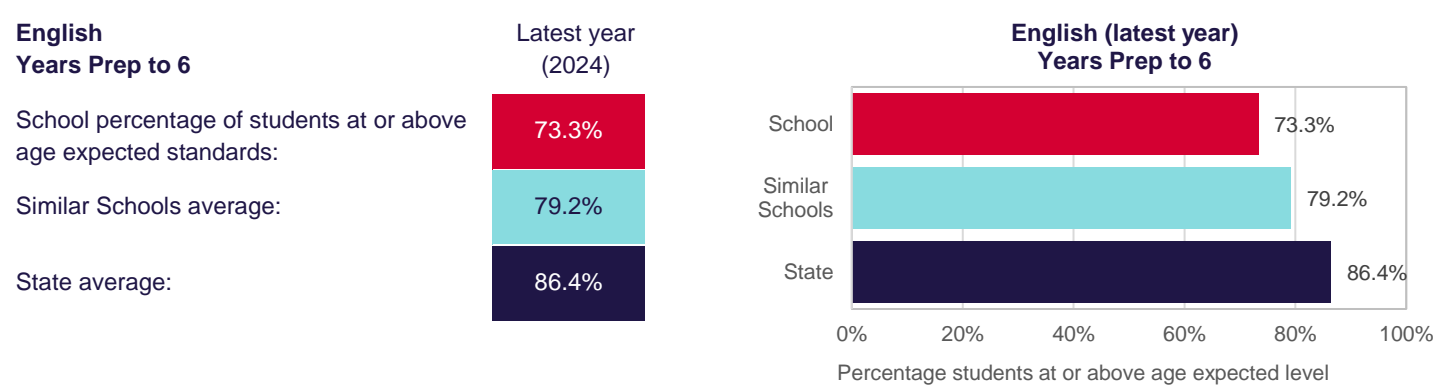


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



LEARNING (continued)

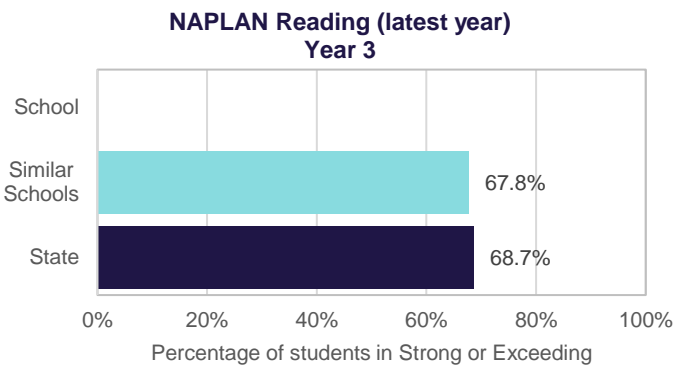
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NAPLAN

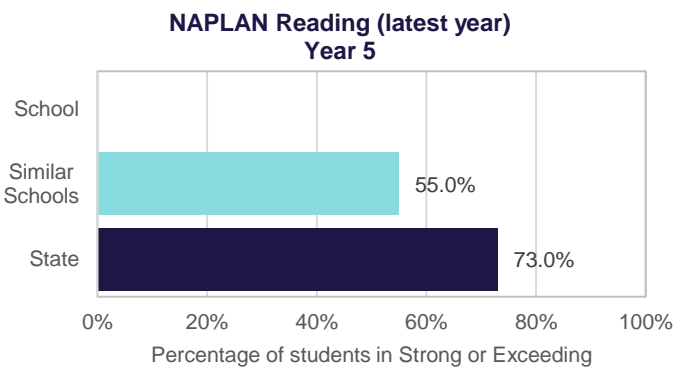
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

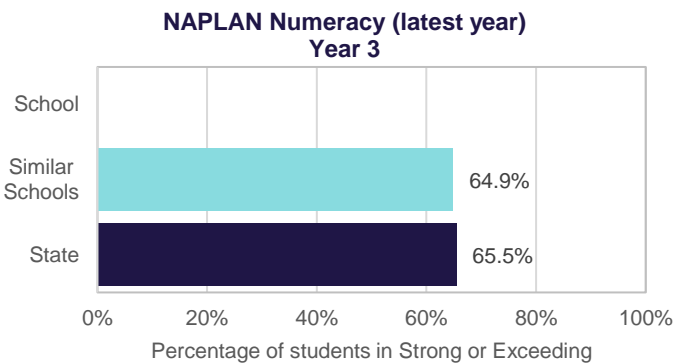
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	50.0%
Similar Schools average:	67.8%	60.6%
State average:	68.7%	69.2%



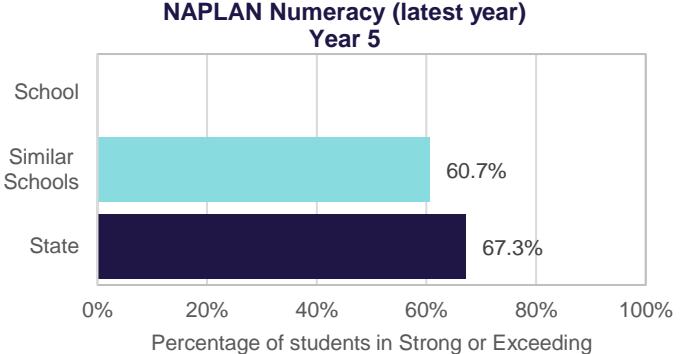
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	55.0%	61.1%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	50.0%
Similar Schools average:	64.9%	64.2%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	60.7%	58.0%
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:

NDA

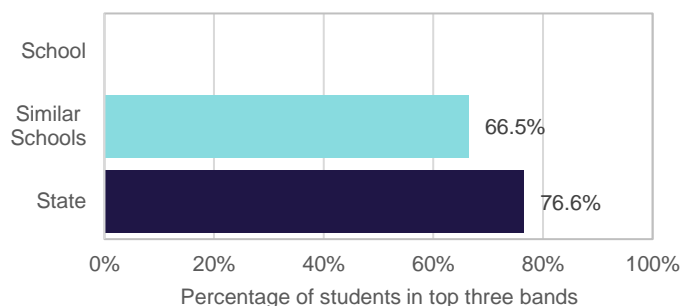
Similar Schools average:

66.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

25.0%

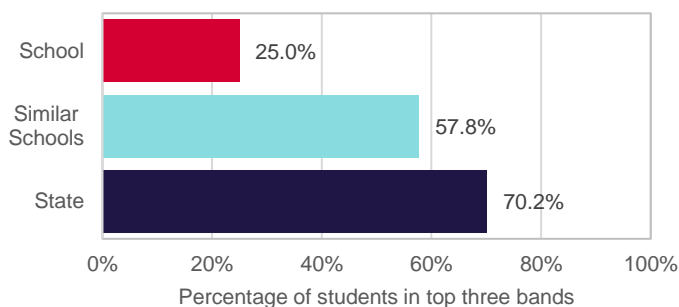
Similar Schools average:

57.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDA

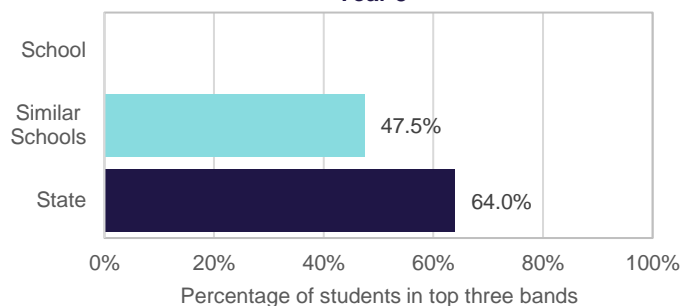
Similar Schools average:

47.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

25.0%

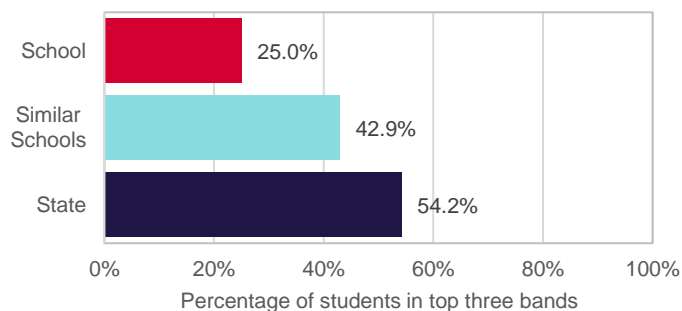
Similar Schools average:

42.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



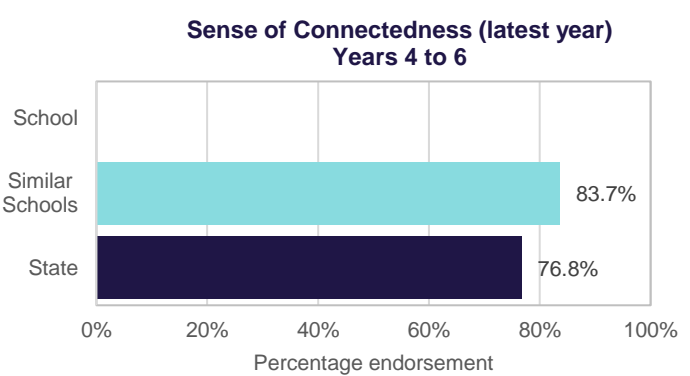
WELLBEING

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).

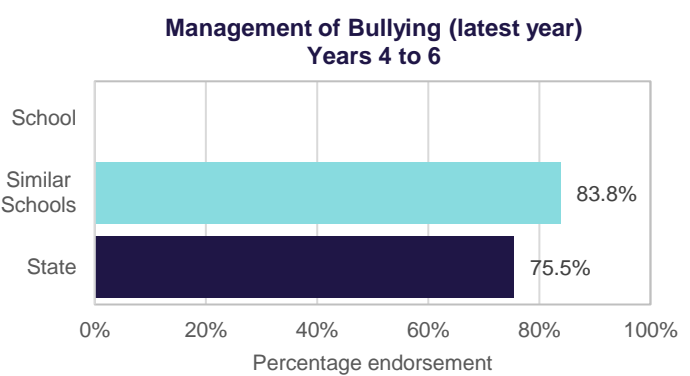
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	NDP	82.9%
Similar Schools average:	83.7%	84.1%
State average:	76.8%	77.9%



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:	NDP	84.5%
Similar Schools average:	83.8%	84.1%
State average:	75.5%	76.3%

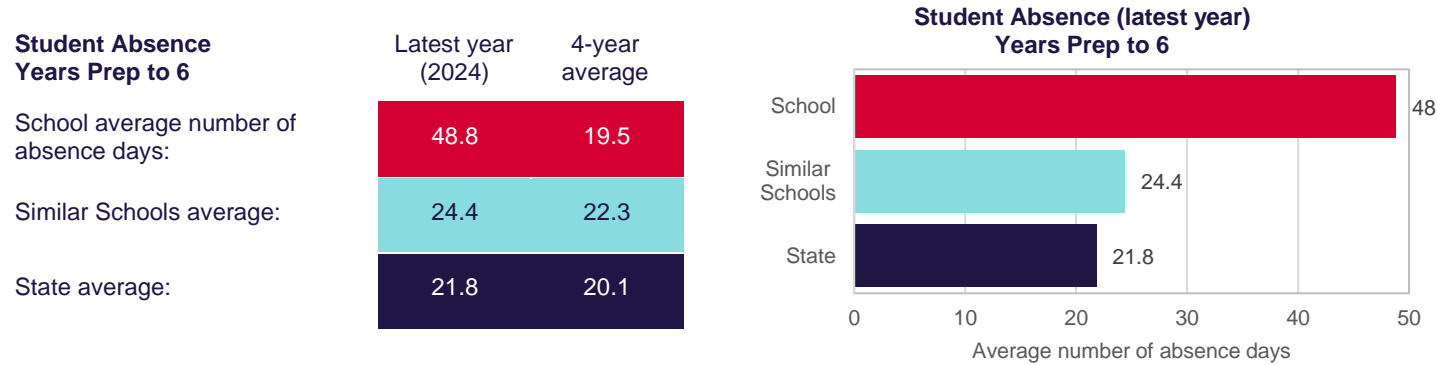


ENGAGEMENT

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.



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):	NDA	NDP	NDP	NDP	54%	NDA	NDA



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$688,303
Government Provided DET Grants	\$113,214
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$34,717
Locally Raised Funds	\$1,294
Capital Grants	\$0
Total Operating Revenue	\$837,528

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,702
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,702

Expenditure	Actual
Student Resource Package ²	\$621,262
Adjustments	\$0
Books & Publications	\$2,000
Camps/Excursions/Activities	\$3,230
Communication Costs	\$1,037
Consumables	\$22,790
Miscellaneous Expense ³	\$7,957
Professional Development	\$5,014
Equipment/Maintenance/Hire	\$1,113
Property Services	\$29,320
Salaries & Allowances ⁴	\$40,317
Support Services	\$3,049
Trading & Fundraising	\$602
Motor Vehicle Expenses	\$13,638
Travel & Subsistence	\$0
Utilities	\$3,458
Total Operating Expenditure	\$754,787
Net Operating Surplus/-Deficit	\$82,741
Asset Acquisitions	\$27,782

- (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	\$318,136
Official Account	\$2,726
Other Accounts	\$0
Total Funds Available	\$320,862

Financial Commitments	Actual
Operating Reserve	\$22,254
Other Recurrent Expenditure	\$2,718
Provision Accounts	\$0
Funds Received in Advance	\$3,360
School Based Programs	\$1,134
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$12,743
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$59,263
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$37,648
Asset/Equipment Replacement > 12 months	\$33,940
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$110,000
Total Financial Commitments	\$283,060

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.