

2024 Annual Report to the School Community

School Name: Raywood Primary School (1844)



- 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 29 April 2025 at 03:53 PM by James Sait (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 29 April 2025 at 03:53 PM by James Sait (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

Raywood Primary School is a small, rural school located in the township of Raywood, 28km from Bendigo. In 2024, Raywood Primary School had an enrolment of 9 students which grew in size to 11 by the end of the year and the school's staffing profile included a Teaching Principal, Full-time Classroom Teacher, 0.4 classroom teacher and 0.5 Business Manager. Our school was also serviced through a fortnightly Mobile Area Resource Centre (MARC) teacher visit who visited for two hours a fortnight. For the majority of the curriculum, students received instruction in two class groupings (P-2 & 3-6) utilising the Victorian Curriculum and at times were separated into smaller groups to allow differentiated instruction to occur. Classroom teachers delivered specialist teaching areas including Art, Music and P.E along with Auslan which was delivered as the school's chosen LOTE curriculum as P-6 cohort group. The school delivered Respectful Relationships, Rights and Responsibilities learning each week and has made future commitments to improve the teaching of Wellbeing. The school's enrolment has continued to decline over the past few years however through active transition pathways the school has been able to enrol a number of Prep and other aged students who will join the school at the beginning of 2025. The school is committed to continuing to run two classroom spaces as we believe this is the best avenue through which to provide high-quality learning outcomes for our students.

The school's socio-economic profile, based on family occupations and education continues to be considered in the high band, representing a reasonably high level of socio-educational disadvantage. The school is committed to providing support to students and families via state school relief initiatives, breakfast club program and the food share network. Additionally, the school actively seeks grant funding to be able to support the supplementing of camps, excursions and in-school programs.

Raywood Primary School's vision is to provide our students with an education that prepares them for a rapidly changing society. Our aims are to work with our families and community to enable our students to become active lifelong learners who are committed to personal success and are responsible citizens. The school aims to achieve these outcomes by creating a dynamic learning environment which delivers an engaging, relevant and challenging curriculum. Raywood Primary School prides itself on our three core values of RESPECT, RESPONSIBILITY and RESILIENCE and expects all members of our school community to work towards displaying these values.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Raywood Primary School focused on the implementation of effective, shared instructional models across both classrooms. Pleasingly, this results in instructional models for both writing and numeracy being finalised. To support the implementation of these within the classroom,

professional learning was provided for teaching staff and appropriate time was allocated through PLC meetings to ensure that teachers felt comfortable using the models in classrooms and whilst planning for learning. Further professional learning in writing led to the school taking on the 6 + 1 traits of writing framework for both the teaching and assessment of writing. In mathematics, the school proactively elected to take on the newly released Numeracy 2.0 curriculum a year earlier than required and spent 2024 adjusting scope and sequence to move towards a greater focus on open ended tasks at grade 3-6 and number fluency at grade P-2.

Whilst the school's small enrolment meant that achieving meaningful NAPLAN cohort data wasn't possible, local collected and analysed data indicated that all students achieved 12 months progress within the year. This is really pleasing and aligns with judgements made by teachers. In 2024 all students at the school were supported with an Individual Education Plan which was adjusted each term and communicated appropriately with parents. As part of the the development of each IEP, students were involved in the co-construction of personal learning goals where applicable.

Raywood PS continued to be involved in the Bendigo Small Schools Cluster in 2024 and led Community of Practice work surrounding writing. This is important work we look forward to continuing in 2025 as it provides wonderful opportunities for our teachers to collaborate with other teachers.

Wellbeing

In 2024, Raywood PS continued to prioritise the wellbeing of students, staff and the local school community and continued to build the school's capacity to provide a high-quality wellbeing program. The school continued to employ a teacher 0.4 in the wellbeing space through allocation of normal school funding in conjunction with the use of Active Schools grant funding and continued to improve its capacity to deliver Respectful Relationships and Zones of Regulation learning to students. The school continued to implement learnings from the School-Wide Positive Behaviour Supports framework and weaved this approach together with the Berry Street Education Model. In addition to these approaches, students benefited from the small school nature of Raywood PS, where staff are able to know their students deeply.

Raywood PS provides a nurturing approach to students and supports students and families in many ways, as required from time to time. Last year this involved the provision of breakfast club to students and the building of a relationship with the East Loddon Food Share group, activating the support of State Schools Relief for families to access the provision of uniform, travel and swimming vouchers. This work was led by the school's Business Manager and was a positive universal support for all students and families.

Overall, students and staff are happy at school and feel safe. School conducted survey data indicates that 90% of our students are happy at school either Always or Most of the Time, with no student selecting the Rarely category. 90% of our students answered Yes to the question asking them if they have friends at school. We continue to pride ourselves on providing a safe, enjoyable and stimulating learning environment for students look forward to continuing this work in 2025.

Engagement

In 2024, Raywood PS provided a high-quality and engaging learning environment that supported regular attendance by all students. Whilst there were some periods of non-attendance from individual students, these were explained by families and the school provided wrap around supports where appropriate. Overall, attendance at Raywood PS is a positive highlight of the school and sits well under state and network averages for days away from school.

The school maintained a strong focus on developing voice and agency amongst students and this was provided for all students, not just senior students at the school. Grade 6 school leaders attended the young leaders day in Melbourne, acted as community points of contact for the East Loddon Food Share service and led student-based activities including Science Day and ANZAC Day.

Raywood PS continued to be involved with the Campaspe Schools Cluster in 2024, attending a variety of sporting and learning events. The school hosted a Science day in Term 3 at Raywood PS and this was well attended by students from other schools. It is always lovely to have other schools visit us at Raywood and provides our students with an opportunity to share the pride they have in their learning spaces.

In 2024 the school continued to improve the outward facing aspects of the school, including finalising the new playground installation, maintaining student play areas and purchasing equipment for students to utilise with their peers including our trampoline and sandpit area.

Importantly, our school has enjoyed continuing to involve ourselves with the Raywood community playgroup. A relationship we look forward to continuing to invest in.

Other highlights from the school year

After a wonderful year of learning at Raywood PS, highlights of the year included:

- Whole school excursions to the Melbourne Museum and Twisted Science in Echuca.
- Attendance at Camp Kookaburra for Grade 3/4 students and Anglesea Camp for Grade 5/6 students with our Campaspe Cluster peers.
- The delivery of a whole school production at the end of term 2 which saw a large community turnout in support of the school.
- Participating in the Lion's Public Speaking Competition at Dingee with East Loddon P-12 students. The school also held a local school competition, providing parents and friends with an opportunity to come into our space.
- Successful application to the Active Schools grant program, resulting in the installation of our wonderful bike/scooter track around the oval. In addition to this the school received donations to purchase scooters and helmets for each student.
- Completing our Cubby and Sandpit area.

Financial performance

At the end of 2024 the school completed the year with a small SRP credit deficit of \$12,610. However, thankfully due to the recently implemented small schools deficit write-off incentive this deficit was wiped and the school will not need to repay any of this amount in 2025. Pleasingly, despite the school's unpredictable enrolments over the past few years, we continue to maintain a healthy financial position. At the end of the 2024 school year, Raywood PS maintained \$231, 091 in our combined bank accounts.

In 2024 the school continued to receive additional equity funding of \$25,773 in line with our SFOE. This funding was used to support the employment of teaching staff. In addition to equity funding, the school again received funding through the School's Mental Fund of \$22503 in credit which was also used to support the employment of teaching staff and \$8250 in cash which was utilised to support the school breakfast program and to enrich our wellbeing program.

As our school maintained a small enrolment across the year, Tutor Learning Initiative funding of \$26500 was used in conjunction with equity and mental health funding to support the employment of additional teaching staff.

**For more detailed information regarding our school please visit our website at
<https://www.raywoodps.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 9 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).

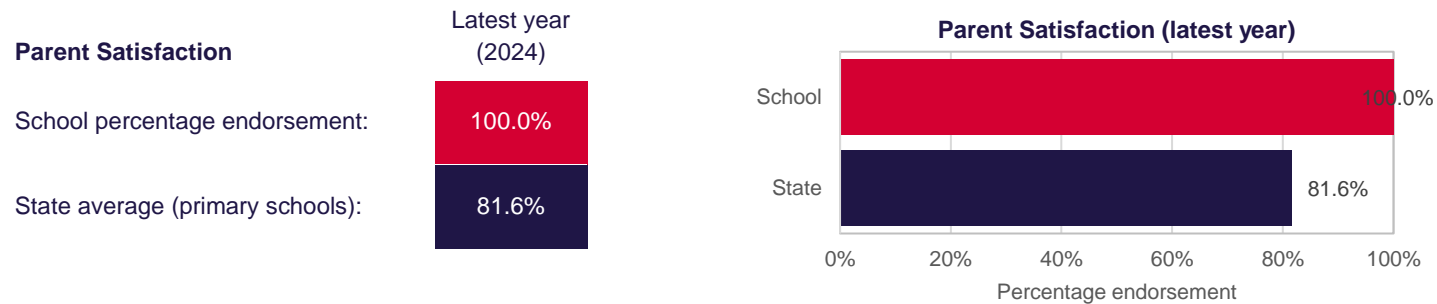
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

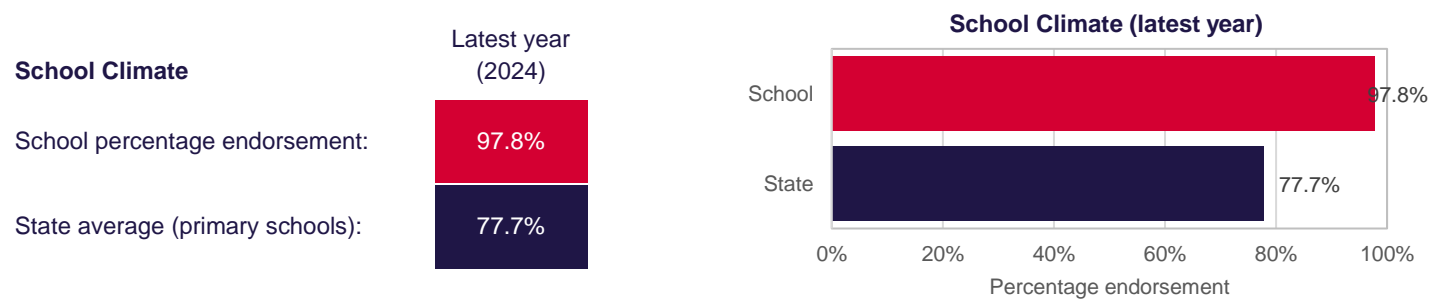


School Staff Survey

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.



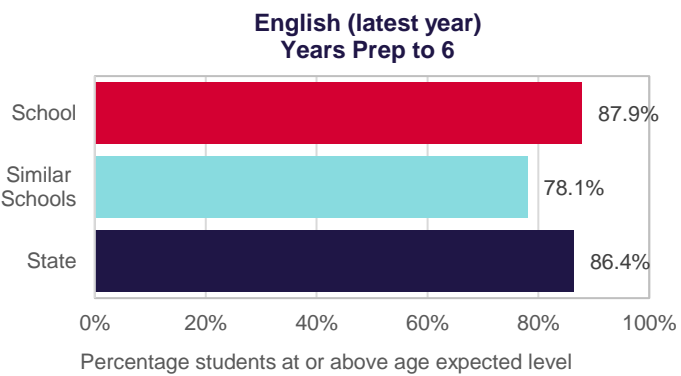
LEARNING

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.

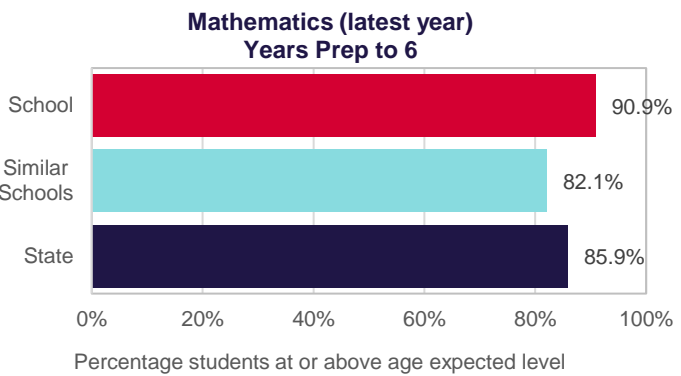
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	87.9%
Similar Schools average:	78.1%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.9%
Similar Schools average:	82.1%
State average:	85.9%



LEARNING (continued)

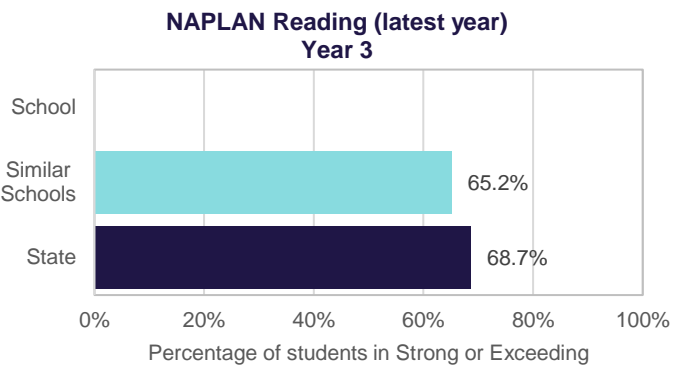
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NAPLAN

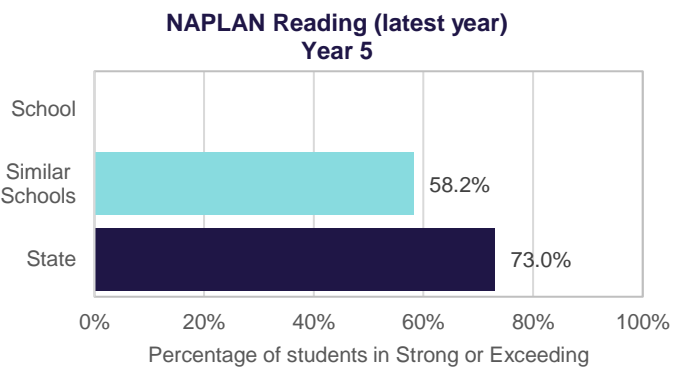
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

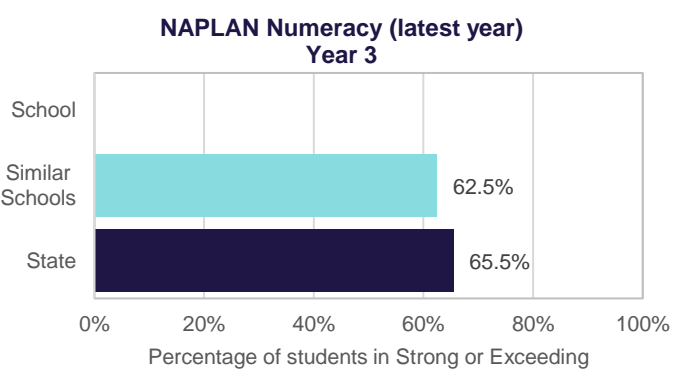
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	NDP
Similar Schools average:	65.2%	63.8%
State average:	68.7%	69.2%



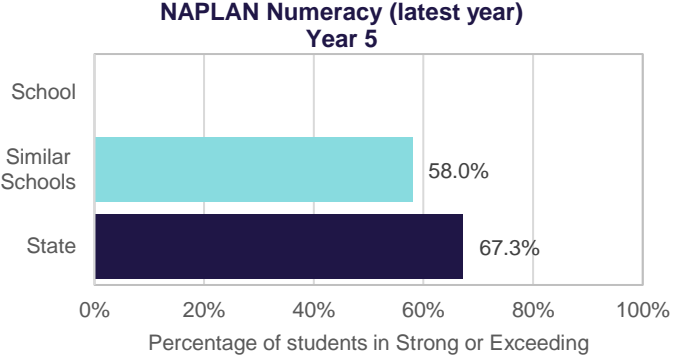
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDP
Similar Schools average:	58.2%	59.7%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	NDP
Similar Schools average:	62.5%	62.4%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDP
Similar Schools average:	58.0%	57.3%
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

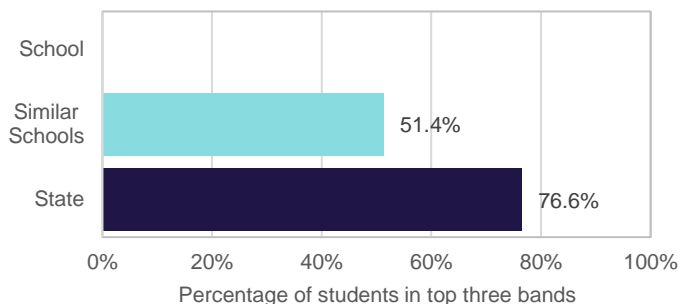
Similar Schools average:

51.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

NDP

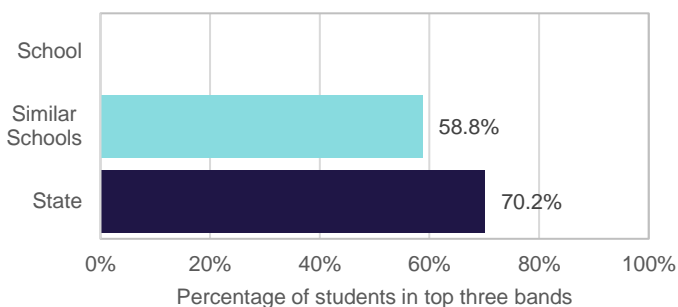
Similar Schools average:

58.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDA

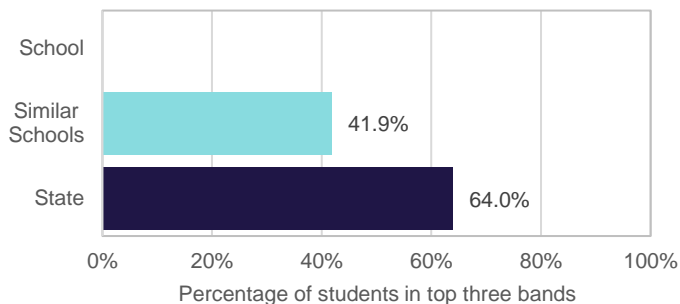
Similar Schools average:

41.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDP

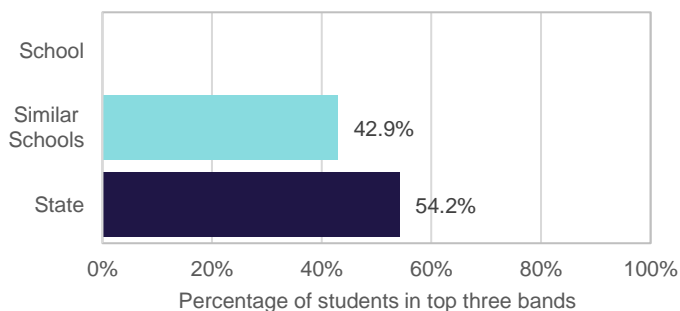
Similar Schools average:

42.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



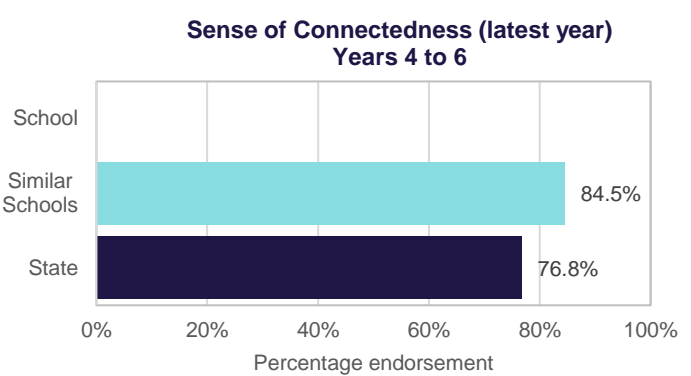
WELLBEING

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).

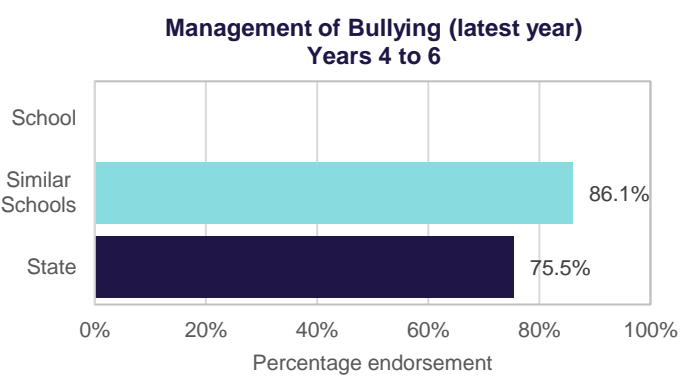
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	NDP	90.7%
Similar Schools average:	84.5%	85.0%
State average:	76.8%	77.9%



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	94.4%
Similar Schools average:	86.1%	86.1%
State average:	75.5%	76.3%

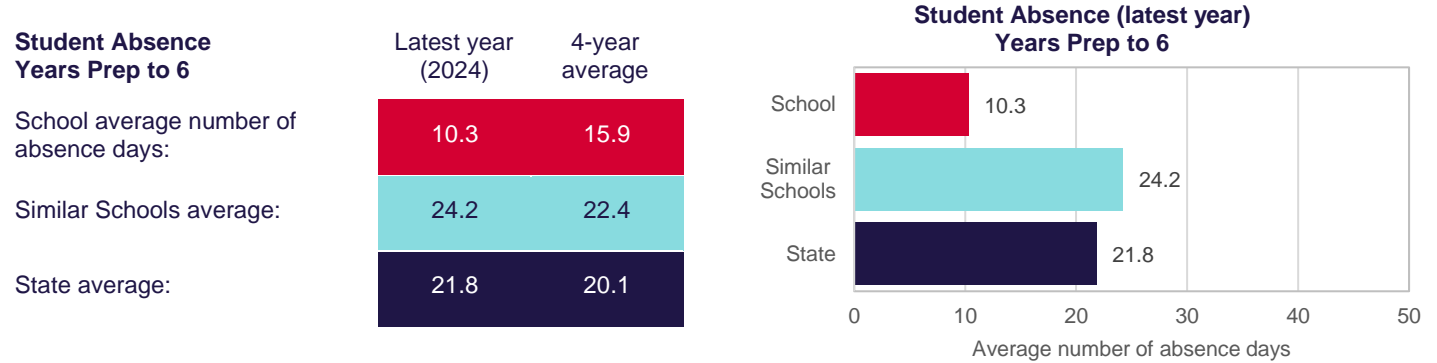


ENGAGEMENT

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):	NDP	NDP	NDP	NDP	NDP	NDP	NDP



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$369,283
Government Provided DET Grants	\$131,894
Government Grants Commonwealth	\$5,562
Government Grants State	\$21,881
Revenue Other	\$11,196
Locally Raised Funds	\$9,121
Capital Grants	\$0
Total Operating Revenue	\$548,937

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,773
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,773

Expenditure	Actual
Student Resource Package ²	\$381,893
Adjustments	\$0
Books & Publications	\$815
Camps/Excursions/Activities	\$13,055
Communication Costs	\$719
Consumables	\$10,887
Miscellaneous Expense ³	\$4,684
Professional Development	\$789
Equipment/Maintenance/Hire	\$4,335
Property Services	\$83,812
Salaries & Allowances ⁴	\$11,233
Support Services	\$2,040
Trading & Fundraising	\$5,286
Motor Vehicle Expenses	\$418
Travel & Subsistence	\$0
Utilities	\$6,119
Total Operating Expenditure	\$526,084
Net Operating Surplus/-Deficit	\$22,853
Asset Acquisitions	\$15,000

- (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	\$224,652
Official Account	\$6,439
Other Accounts	\$0
Total Funds Available	\$231,091

Financial Commitments	Actual
Operating Reserve	\$24,032
Other Recurrent Expenditure	\$1,159
Provision Accounts	\$0
Funds Received in Advance	\$1,750
School Based Programs	\$3,104
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$16,556
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$14,000
Total Financial Commitments	\$60,601

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.