

2024 Annual Report to the School Community

School Name: Rochester Primary School (0795)

ROCHESTER
PRIMARY SCHOOL



- 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 20 March 2025 at 04:17 PM by Kate Whitford (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 20 March 2025 at 04:17 PM by Kate Whitford (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

Rochester Primary school is located in the town of Rochester approximately 185 kilometres from the Melbourne. The school was founded in 1872. The school grounds include five main buildings with central open spaces and five separate adventure playgrounds, two basketball and netball courts, extensive lawn areas and an oval. School enrolments in 2024 were 157. The school 2024 Student Family Occupation Education (SFOE) index was 0.4887 placing us in the 'medium' band, and The Student Family Occupation (SFO) index was 0.55508. The staffing profile of Rochester Primary School included a Principal and Leading Teacher, 11.0 teachers, 5.6 full time equivalent Education Support (ES) staff, a wellbeing support officer 0.4 and one office administration staff member. Support is provided to the school through School Support Officers including a Speech Therapist, Psychologist and Student Counsellor. The school continued to provide a comprehensive curriculum P-6 that was developed in line with the Victorian Curriculum Framework towards the end of 2024 our curriculum documents shifted to the English and Numeracy 2.0. launched by the Department of Ed. In 2024, the school continued to look through the wellbeing lens and to build on the achievements of 2023 and previous years and steadily move forward under the strategic plan that continues to focus on supporting students to develop and enhance their Literacy skills and Numeracy Skills. As a school we will continued to focus on strengthening our links with our community, building teacher capacity, improving student outcomes, and developing future leaders for our society. On a daily basis staff continued to discover and list resources we no longer have but required to cover the planned curriculum.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 we focussed our attention on further developing our curriculum, embedding PLC's and data literacy. Our leading teacher has supported and driven this curriculum work. We now have documented curriculum planners and an assessment schedule in place. Teachers access the curriculum and aligning documents to support their lesson planning and delivery. They follow the assessment schedule and collect and use data, both formative and summative to determine the needs of their students and inform their planning then determine student progress on the curriculum continuum. Staff use student friendly 'I Can' statements linked to learning intentions, success criteria and reports. We have implemented Student progress reports in term 1 & 3.

The implementation of a team data day each term, has provided the time needed to support this work on data. There is an increased confidence when finding, analysing, discussing or using student data. This has helped our PLC's progress and become more focussed. Having the data day template and staff training has supported this improvement. Data is now becoming a regular discussion point during their weekly collaborative planning time. Wellbeing data: SABRES,

Lifeskills Go and referrals are used to implement individual, and group support for students emotionally or who have been identified as having a mental health concern.

Each week teaching staff come together for a professional learning meeting and for a team meeting P-2, 3-6 which incorporates PLC work - These are led by our P-2 and 3--6 community leaders who represent their team at leadership meetings. The weekly structure has been designed to give staff the opportunity to plan and collaborate together on a weekly basis and each term. The PLC meeting follows the documented plan and is built into their team meetings where support and learning occurs before we share and celebrate as a whole staff.

Our continued focus on the reading workshop and implementation of the writing workshop and has changed teacher practice- both planning and lesson delivery. It is now common practice to see conferences and the use of the readers and writers notebooks to record thinking and learning. We now have consistent planning templates which includes/record level of adjustments for individual students. Our spelling approach has progressed slowly but will need further work. The NAPLAN results of our Gr 5 students is a credit to the focus and work we have put into this area.

This report and other discussions indicate our staff are very conservative in their judgements when reporting. This is an area we will investigate as we move forward.

Wellbeing

The school invests heavily into the wellbeing programs and supports available. The school has an experienced wellbeing coordinator who works 4 days per week and oversees the classroom wellbeing programs and coordinated Disability inclusion profiles for students who may be eligible for funding and further support. The development and use of our wellbeing room and wellbeing strategy has been a massive support to students and staff. After remote learning and the disruption and trauma of the floods, more students than ever are struggling to be 'ready for learning' and self-regulate. This room is open for individuals, group sessions, whole class activities and during lunchtime for restorative practices. The wellbeing strategy includes the RRRR and all classes are expected to directly teach a minimum of hour per week in this space. Despite many staff being previously trained, all staff have recently completed Day 1 & 2 of the Berry St training, with day 3 & 4 scheduled in 2025 to develop consistency and common language. This year we became a MHiPS school. The guidance from our mental health leader has already developed staff confidence and their ability to recognise a mental health concern in students so appropriate follow up and referrals can be made. Each room has a rewards board which forms the basis of our behaviour management process to supports students move into the ready for learning space and support staff with students who are struggling to do so. In 2024 we have had access to a social worker through Rochester community house - this will not be available to us next year, but we are hopeful we can secure funding to continue to engage her in our school one day per week.

Our Atoss regarding safety and managing bullying is once again positive and our attendance has continued to hold despite large bouts of illness during the winter months. Having the RPS wellbeing strategy in place has provided a resource for staff for SEL and a central way of tracking events and supports.

In 2025 we will be part of the Resilience project, also roll out and embed the new RRRR resources and complete day 3 & 4 of Berry St Training.

Engagement

Student voice, agency & leadership (SVAL) has been a focus over the last 12 months. We currently have Class captains (2 per grade, each term) who run a class meeting and then represent their class in a meeting with the principal where they share students' thoughts, ideas, celebrations and areas for improvement. We have a SAT who oversees lunchtime activities and support the community clubs program. We now have a document RPS response to SVAL. Our community club's initiative began as an avenue to engage members of the community and get our students seen and out into the community. After the floods we felt it was important for our community to see the future of the town in good hands. This program will continue in 2025. Our Attendance initiatives; Attendance ladder, Freddy frog days, termly 100% & 95% and class attendance rewards have had a huge impact on maintaining good attendance. We are well above compared to like schools and State in this area. Our Wellbeing strategy is in place to capture all that we do from lessons, programs, staffing, SVAL and includes celebrations days targeted at parent involvement. (Father's day breakfast etc). We work closely with Rochester Community house, this relationship resulted in access to a social worker onsite one day per week for all of 2024. Everything we do is underpinned by the relationships each staff member builds with students/families and the safe orderly environment we provide. This year we have employed a student engagement officer to further create and cement links with families.

Our Attitude to school survey, parent and staff opinion survey results were overwhelmingly pleasing with all positively endorsing the school. We actively encourage parents to take part in the survey and the response was up again, giving us 'real data'. In The School Performance Report (which provides an overview of a school's performance) has RPS listed as High.

Other highlights from the school year

Financial performance

Rochester Primary showed a surplus financial position in 2024 and demonstrated strategic budget planning with a clear link between the educational needs of students and the school Annual Implementation Plan. Funding sources were from Department Quarterly Grants; parent payments; grants and flood donations and resources from the Department to support a safe environment. Equity funding was allocated for improved student achievement through tutoring, intervention for students at risk, targeted resources, wellbeing support, professional development, and training for staff. We decided to begin with small fundraising efforts due to financial impact of the flood and recovery on families. This included a cookie drive, Major Christmas raffle, batteries, provided volunteers to be part of the Elmore field days and our family Christmas event in lieu of a Fete. Volunteering for the Field days is a relatively easy way to raise funds and will continue to be part of this in 2025. The grounds still need significant work with gardens needing TLC, outdoor furniture needing to be restored or replaced and the asphalt has definitely past its time. This will become a focus in 2025. The school will provide increased

expenditure in maintenance not covered by flood repairs and will support the DET Tutor initiative with additional staff. The school will also replace classroom furniture and restock books and classroom resources not covered by the flood recovery funds allocated to the school and look into further programs to engage students in their learning such as the Hands on Learning Program.

For more detailed information regarding our school please visit our website at <https://www.rochps.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 157 students were enrolled at this school in 2024, 75 female and 82 male.

NDP percent of students had English as an additional language and 5 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).

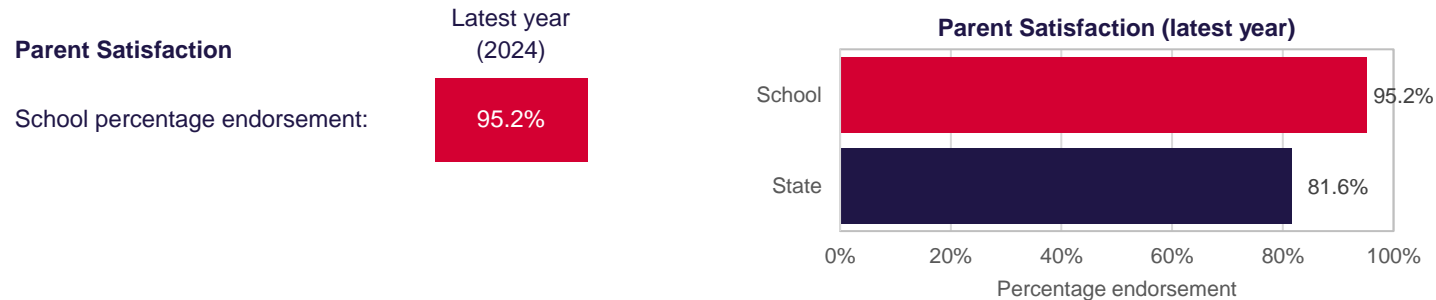
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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



State average (primary schools):

81.6%

School Staff Survey

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

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

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

School Climate

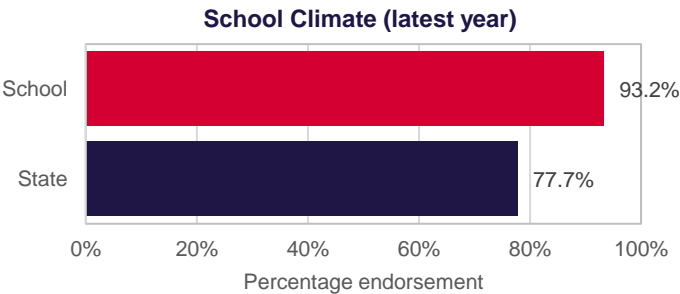
Latest year
(2024)

School percentage endorsement:

93.2%

State average (primary schools):

77.7%



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English
Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

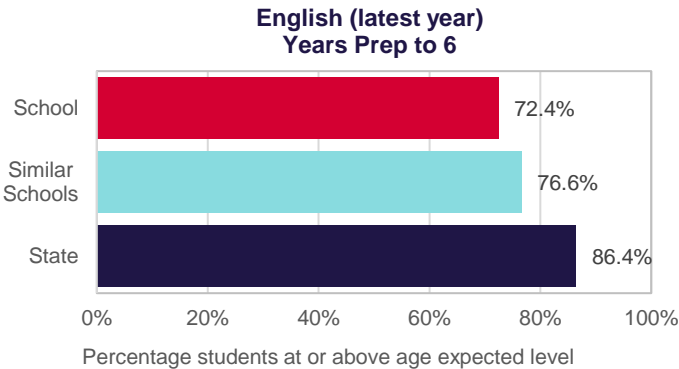
72.4%

Similar Schools average:

76.6%

State average:

86.4%



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

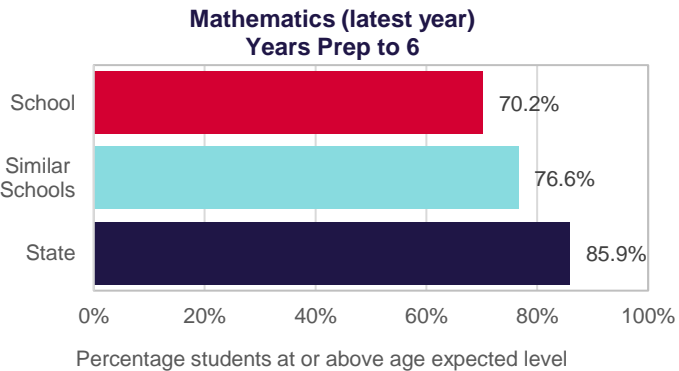
70.2%

Similar Schools average:

76.6%

State average:

85.9%



LEARNING (continued)

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

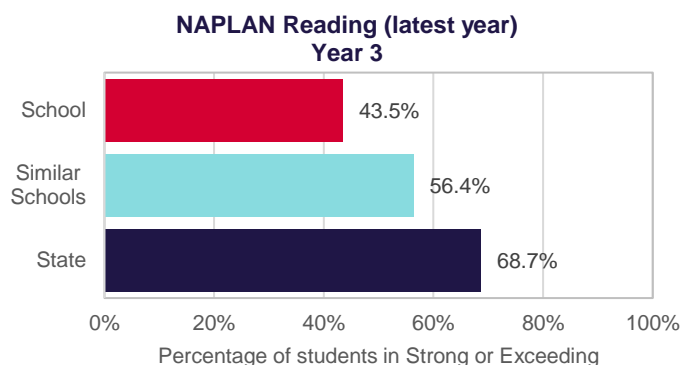
NAPLAN

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

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

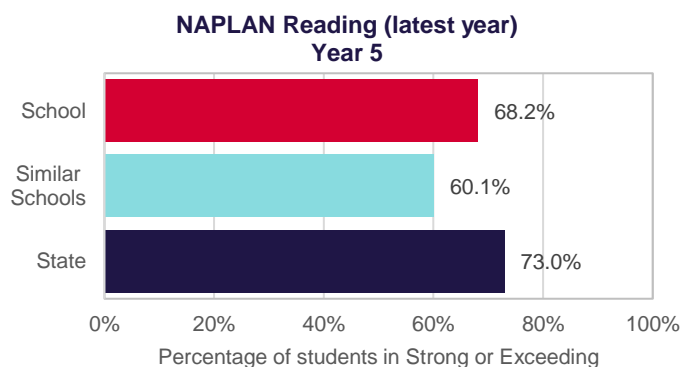
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.5%	52.1%
Similar Schools average:	56.4%	57.2%
State average:	68.7%	69.2%



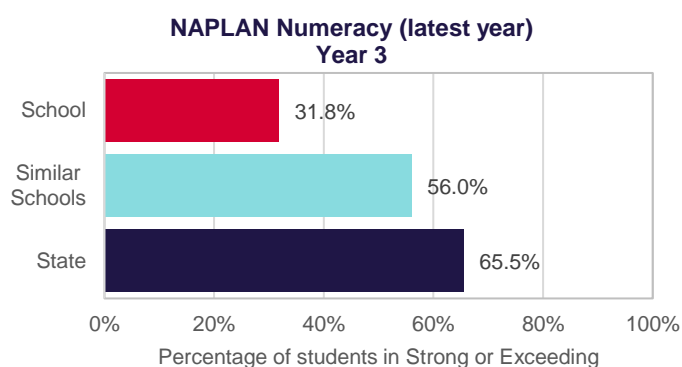
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.2%	64.4%
Similar Schools average:	60.1%	62.4%
State average:	73.0%	75.0%



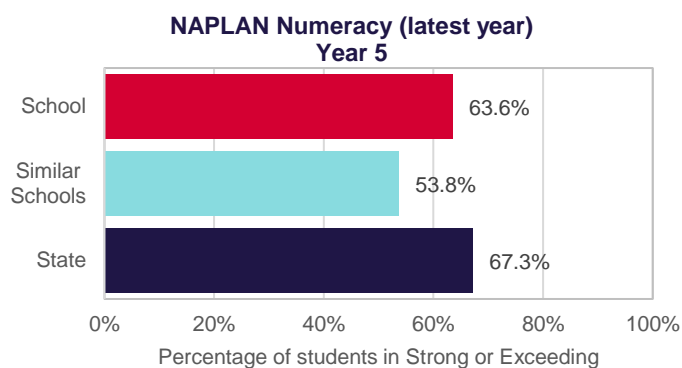
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	31.8%	44.7%
Similar Schools average:	56.0%	55.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	60.0%
Similar Schools average:	53.8%	53.2%
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:

56.5%

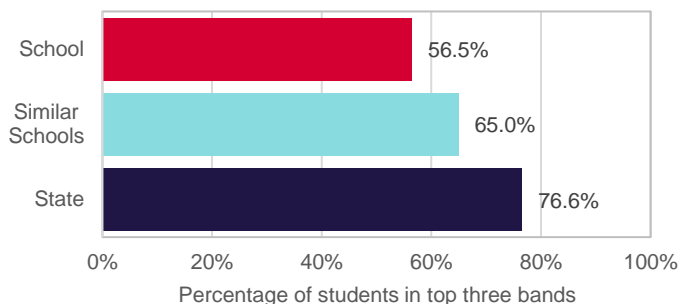
Similar Schools average:

65.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

63.0%

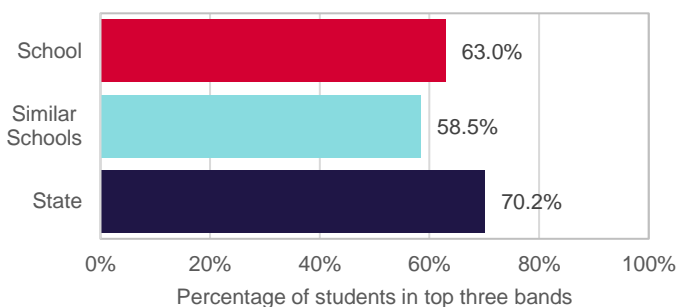
Similar Schools average:

58.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

45.5%

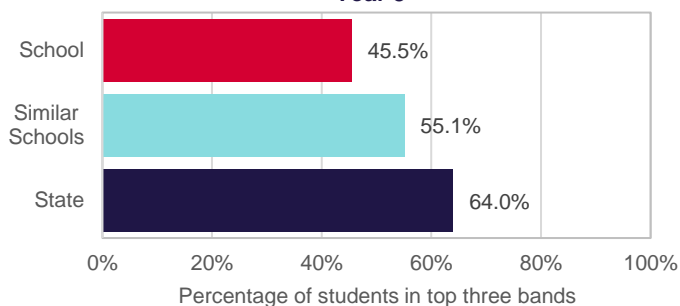
Similar Schools average:

55.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

50.0%

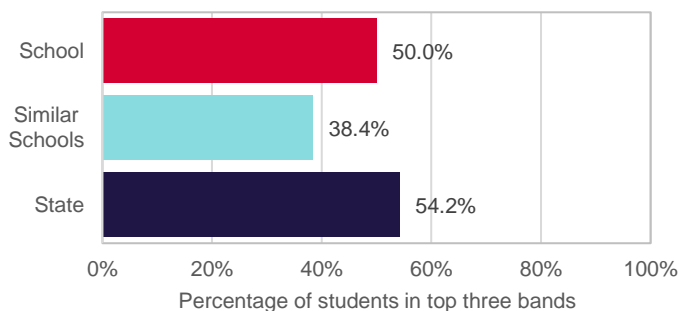
Similar Schools average:

38.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

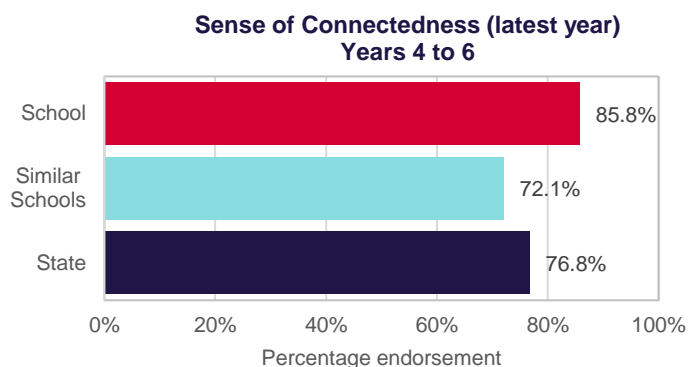
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	85.8%	85.7%
Similar Schools average:	72.1%	75.1%
State average:	76.8%	77.9%

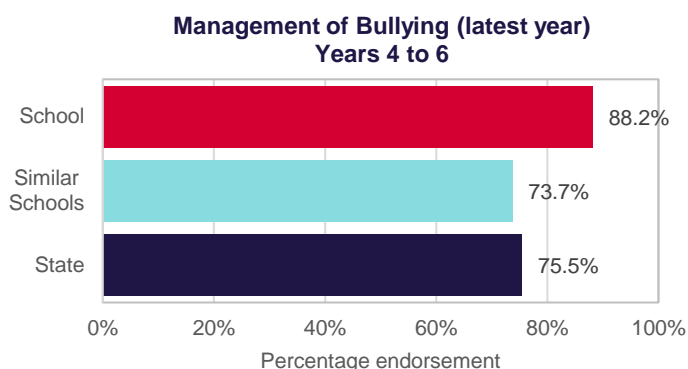


Student Attitudes to School – Management of Bullying

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:	88.2%	86.1%
Similar Schools average:	73.7%	76.0%
State average:	75.5%	76.3%

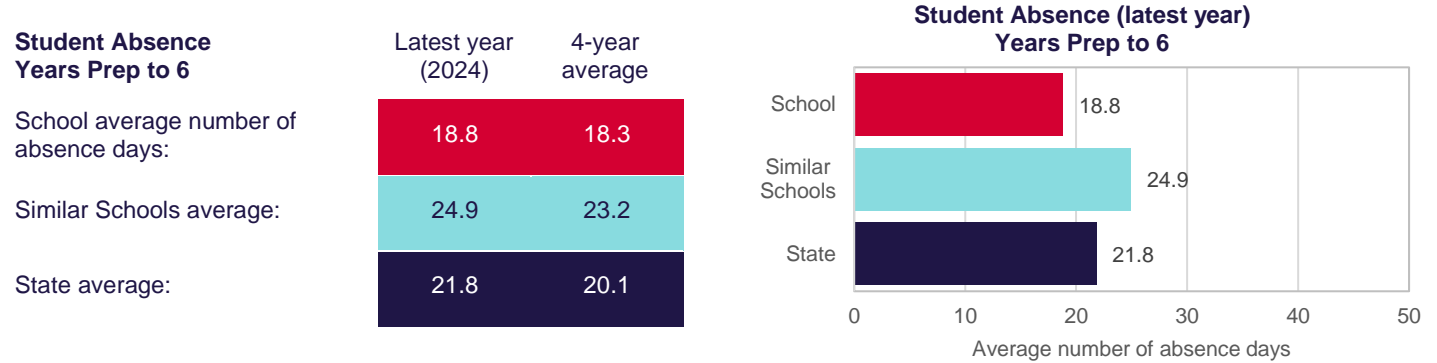


ENGAGEMENT

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):	88%	90%	93%	93%	90%	92%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,119,963
Government Provided DET Grants	\$516,844
Government Grants Commonwealth	\$7,258
Government Grants State	\$10,476
Revenue Other	\$44,548
Locally Raised Funds	\$46,285
Capital Grants	\$0
Total Operating Revenue	\$2,745,374

Equity ¹	Actual
Equity (Social Disadvantage)	\$202,135
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$202,135

Expenditure	Actual
Student Resource Package ²	\$2,157,279
Adjustments	\$0
Books & Publications	\$3,149
Camps/Excursions/Activities	\$55,985
Communication Costs	\$2,761
Consumables	\$37,270
Miscellaneous Expense ³	\$32,894
Professional Development	\$18,429
Equipment/Maintenance/Hire	\$40,949
Property Services	\$192,254
Salaries & Allowances ⁴	\$139,308
Support Services	\$8,992
Trading & Fundraising	\$81,107
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,975
Total Operating Expenditure	\$2,803,350
Net Operating Surplus/-Deficit	(\$57,976)
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 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	\$818,735
Official Account	\$23,409
Other Accounts	\$0
Total Funds Available	\$842,144

Financial Commitments	Actual
Operating Reserve	\$84,548
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$56,593
School Based Programs	\$293,546
Beneficiary/Memorial Accounts	\$2,522
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	\$121,029
Maintenance - Buildings/Grounds < 12 months	\$183,883
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$95,764
Total Financial Commitments	\$837,887

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.