

# 2024 Annual Report to the School Community

School Name: Buchan Primary School (1905)



- 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 2025 at 09:42 AM by Aidan Johnston (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 24 April 2025 at 09:43 AM by Aidan Johnston (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').

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## 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

At Buchan Primary School, our mission is to foster a warm and supportive environment where every student can flourish. We prioritise the holistic development of our students, and our dedicated team of staff works relentlessly to promote academic success, emotional well-being, and social growth. Our aim is to deliver a comprehensive and inclusive learning experience that enables all of our students to reach their fullest potential. Our staff are deeply committed to utilising evidence-based teaching practices. We have fully embraced the powerful method of Explicit Direct Instruction, along with the principles of the Science of Reading and Learning, which form the foundation of our pedagogical approach. Through clear, focused instruction, we encourage our students to pursue excellence in all they do.

Founded in 1877, Buchan Primary School is nestled in the scenic Buchan Valley, located in the heart of East Gippsland, Victoria. Just 55km north of Lakes Entrance and 75km east of Bairnsdale, our school is surrounded by the breathtaking beauty of the region. The area is renowned for its stunning caves, limestone cliffs, and the winding Snowy River, all of which contribute to the charm of the Buchan township.

With deep-rooted generational ties, our school is bolstered by unwavering support from a dedicated school council and engaged parents. Our vision is to foster the complete development of each student, encouraging a lifelong passion for learning and empowering them to pursue their dreams as global citizens. We are fortunate to offer small class sizes, expansive grounds, modern classrooms, and a 1:1 netbook program. Our diverse and engaging specialist subjects provide students with opportunities to explore, collaborate, and enjoy creative experiences. These include subjects like sporting schools (surfing, water safety, horse riding, etc.), Physical Education and Art.

At the start of 2024, our school had an enrolment of 22 students. A large portion of this cohort relied on the bus service, which provided access from surrounding areas, including Buchan South, Gelantipy, Butchers Ridge, and W Tree. Due to a workforce shortage, we were unable to hire a teacher until Term 4, and the school operated with a single classroom that accommodated all 22 students, ranging from Foundation to Grade 6. During this time, the Acting Principal taught four days a week, with another teacher coming in on Fridays to provide time for the Acting Principal to complete administrative, compliance, and planning tasks. In Term 4, we successfully recruited a graduate teacher, though we continued to operate with one classroom under a team-teaching model. By the end of Term 4, our staff included a full-time Acting Principal (teaching 0.8 and administrative duties 0.2), a full-time teacher (1.0), a part-time Business Manager (0.4), an Education Student Support Officer (1.0), a contracted speech pathologist, a contracted tutor, a contracted gardener, a contracted lawn mower person, and a contracted cleaner. While 2024 had many staffing challenges, I was very proud of how the staff and students adapted, coped and supported one another during these very challenging and dynamic times.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

At Buchan Primary School, we pride ourselves on delivering high-impact teaching that ensures every student thrives. Grounded in Explicit Direct Instruction and the Science of Learning, our curriculum provides a structured, research-based approach to knowledge acquisition across all subject areas. Our knowledge-rich, sequential curriculum, combined with consistent, evidence-based instructional practices, creates a strong academic foundation that drives continuous student growth. With a smaller, dedicated staff, we maintain low variance and high fidelity in our teaching practices. This consistency ensures that all students receive a cohesive, well-structured learning experience where research-backed methods are applied with precision and purpose.

Our reading program is firmly rooted in the Science of Reading, incorporating explicit instruction in oral language, phonemic awareness, systematic synthetic phonics, fluency, vocabulary, and comprehension. To complement this, we follow a highly structured writing program based on *The Writing Revolution*, which has been instrumental in developing confident, capable writers. Looking ahead to 2025, we will further enhance this program through Self-Regulated Strategy Development (SRSD), a research-based framework that empowers both teachers and students to achieve success in writing. In numeracy, our 2024 program focused on developing fluency in number facts, number sense, and problem-solving skills through a carefully sequenced, structured approach from Prep to Grade 6. In 2025, we will further strengthen this foundation by embedding the Explicit Mathematics program in our junior classroom and the White Rose program in our senior classroom, ensuring a comprehensive, systematic approach to mathematical learning across all year levels.

The impact of our structured literacy and numeracy programs is evident in our 2024 NAPLAN results, which highlight significant student achievement gains. While our small cohort size meant we could not generate Grade 5 data, our Grade 3 results were exceptional. Our entire Grade 3 cohort achieved either strong or exceeding proficiency in writing, outperforming network, similar, and state averages. Our students also excelled across multiple domains, consistently surpassing similar schools, network schools, and the state, with the exception of reading, where the state had just 2% more students in the strong/proficiency band, and numeracy, where our network schools had only a 2% advantage. These results reflect strong academic growth, reinforcing the effectiveness of our explicit, research-based approach to teaching and learning.

Teacher Judgements of student achievement further highlight our school's upward trajectory in performance. In 2023, only 69.6% of students met or exceeded age-expected standards in English, a figure that has now risen to 82.5%, placing us on par with similar schools and just 4% below the state average. In Mathematics, the percentage of students at or above standard increased from 68.1% to 76.2%, significantly narrowing the gap to the state average of 85.9%. These substantial gains reaffirm our commitment to delivering a high-quality education that ensures all students achieve success.

Our strong results reflect the dedication of our teachers, the effectiveness of our instructional model, and the engagement of our students. As we continue refining our programs and embedding best practices, we are confident that Buchan Primary School will not only sustain this progress, but set new benchmarks for student achievement in the years ahead.

## Wellbeing

Buchan Primary School is committed to fostering a supportive and inclusive environment where student wellbeing is a top priority. We have developed comprehensive programs and policies to ensure every child feels safe, valued, and heard. By working closely with specialised staff, we provide targeted support to meet the individual needs of our students and families, extending beyond our immediate expertise when necessary. Student voice is central to our approach, with opportunities for input at both the classroom and whole-school level. Our inclusive school culture is embedded in daily life, ensuring students understand behavioural expectations and the importance of treating others with respect. As a result, our school remains a safe and welcoming place for learning and play. In 2024, despite being significantly impacted by teaching shortages, we successfully secured allied health support for students with additional health and wellbeing needs. Utilising the Response to Intervention (RTI) model, we proactively identified students requiring extra support and established connections with local agencies to ensure they received the necessary assistance.

Parent feedback highlights an exceptional level of confidence in our school, with a remarkable 100% satisfaction rating in the 2024 Parent Opinion Survey (state average is 81.6%). Equally impressive is our Student Attitudes to School Survey data for Years 4 to 6, which underscores the strength of our school culture. In 2024, nearly 100% of students provided positive responses across all key metrics. Our students' sense of connectedness stands at an outstanding 97.8%, significantly surpassing similar schools (83.2%) and the state (76.8%). This demonstrates that our students feel deeply engaged and valued within our school community. Furthermore, our commitment to student safety is reflected in an exceptional 100% endorsement in the 'Management of Bullying' category. This result affirms that students trust our school to address concerns fairly, effectively, and with their wellbeing at the forefront.

## Engagement

Buchan Primary School is dedicated to cultivating student engagement through a wide array of extracurricular programs and leadership opportunities. Initiatives such as the Buddies program, the Junior School Council, school captains, and student-led events, including ANZAC Day and Remembrance Day services, empower students to assume significant roles in the school community. Additionally, students actively contribute to assemblies, parent-teacher conferences, the annual school concert, and the Grade 6 Graduation ceremony, reinforcing a strong sense of belonging, pride, and stability.

Our behaviour management approach is firmly grounded in our core values: *Be a Friend, Be Kind, Show Empathy, and Show Respect*. These values are consistently and intentionally communicated to both students and families, ensuring alignment with our vision of fostering a respectful and nurturing school culture. Despite being a smaller school, we prioritise active collaboration with our network schools, engaging in joint sporting events, cross-school activities, and shared camps. These collaborative experiences enhance student engagement, promote social and emotional development, and build resilience, while also fostering lasting connections within and beyond our school community.

In 2024, the average number of student absence days at Buchan Primary School was 23.0, an increase from our previous average of 19.4 days. However, this figure remains in line with similar schools and the state average, which ranged between 22 and 24 days. At Buchan Primary School, we take student attendance seriously, implementing a proactive and systematic approach to monitoring and follow-up. Our staff mark the roll both morning and afternoon, ensuring accurate records. We work closely with families to provide support when needed, reinforcing the importance of regular attendance for student success.

## Financial performance

Effective management practices and protocols are fundamental to the success of smaller schools, particularly those with variable enrolments. In 2024, funding was strategically allocated to support literacy intervention across all grade levels, which led to measurable improvements in student outcomes, aligning closely with expected benchmarks. Furthermore, we invested in renewing critical resources, including laptops and decodable readers, ensuring that students had access to high-quality educational tools. Despite challenges posed by staffing shortages, a substantial portion of funds were allocated to securing replacement teachers and contractors, ensuring uninterrupted learning. Throughout the year, our school council spearheaded several highly successful fundraising events, including the Canni Creek Races BBQ, recycling and the mechanical bull ride at the Rodeo, enhancing the school's financial standing. We concluded the year with a net operating surplus of \$110,210 and \$294,645 in our bank account. However, \$150,000 of this amount is earmarked for the Outside School Hours Care Grant, awarded in 2021. Despite multiple attempts, we have been unable to establish an OSHC program due to various challenges and setbacks.

**For more detailed information regarding our school please visit our website at  
<https://www.buchanps.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 22 students were enrolled at this school in 2024, 7 female and 15 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.

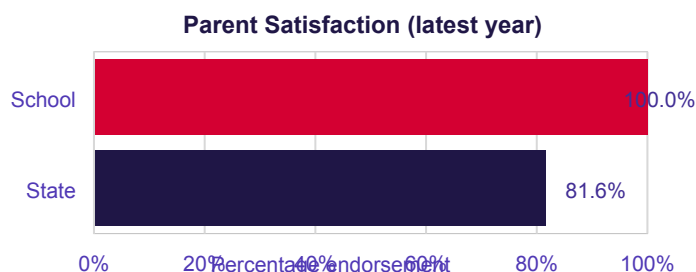
This school's SFOE band value is: **Low - Medium**

### 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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	100.0%
State average (primary schools):	81.6%



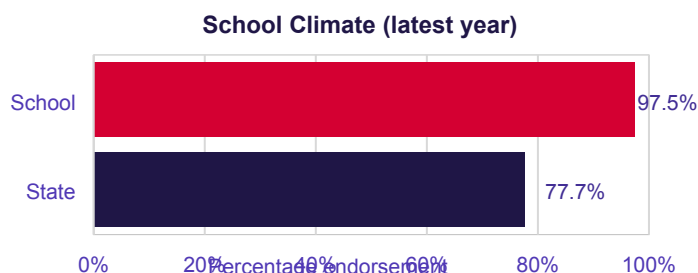
### School Staff Survey

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:	97.5%
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:

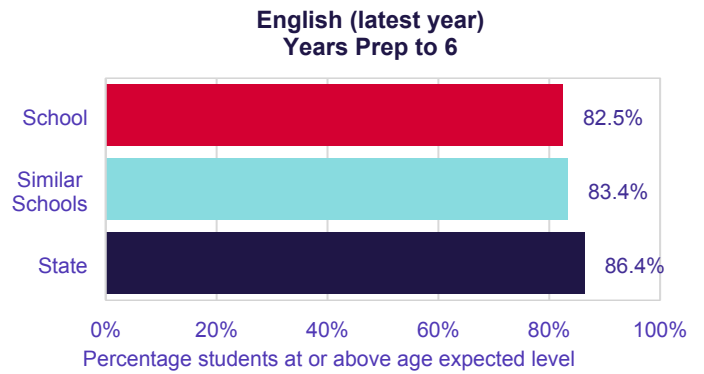
82.5%

Similar Schools average:

83.4%

State average:

86.4%



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

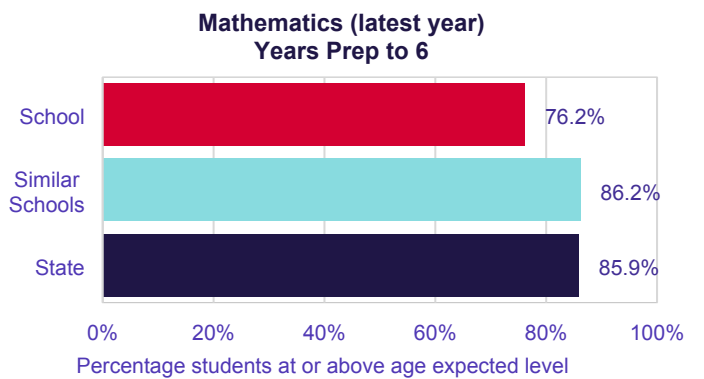
76.2%

Similar Schools average:

86.2%

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:

NDP      44.4%

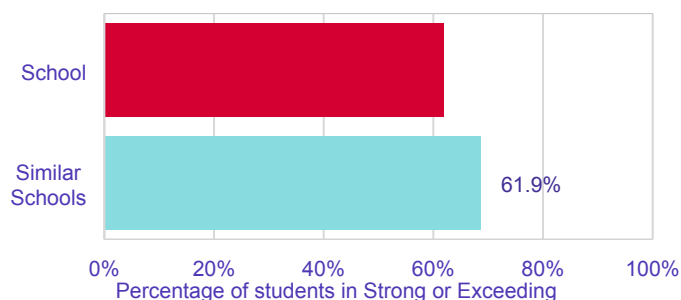
Similar Schools average:

61.9%      62.9%

State average:

68.7%      69.2%

### NAPLAN Reading (latest year) Year 3



### Reading Year 5

Latest year  
(2024)      2-year  
average

School percentage of students  
in Strong or Exceeding:

NDA      100.0%

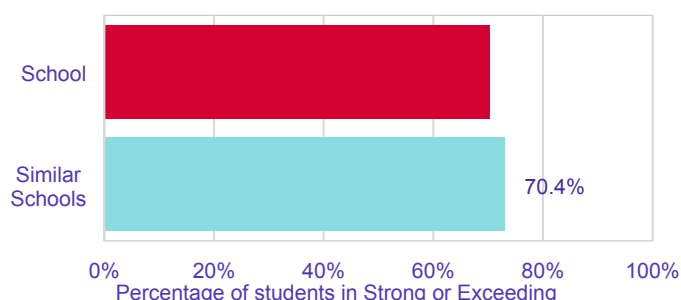
Similar Schools average:

70.4%      72.4%

State average:

73.0%      75.0%

### NAPLAN Reading (latest year) Year 5



### Numeracy Year 3

Latest year  
(2024)      2-year  
average

School percentage of students  
in Strong or Exceeding:

NDP      66.7%

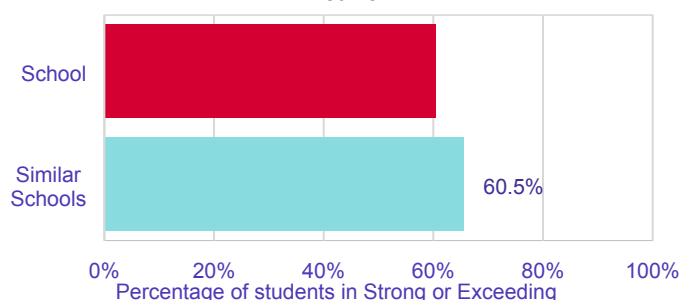
Similar Schools average:

60.5%      62.1%

State average:

65.5%      66.4%

### NAPLAN Numeracy (latest year) Year 3



### Numeracy Year 5

Latest year  
(2024)      2-year  
average

School percentage of students  
in Strong or Exceeding:

NDP      40.0%

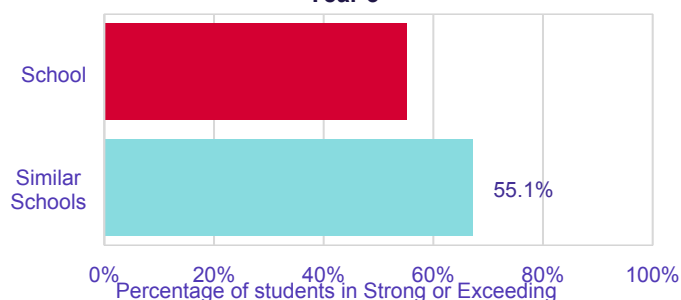
Similar Schools average:

55.1%      59.1%

State average:

67.3%      67.6%

### 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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

NDP

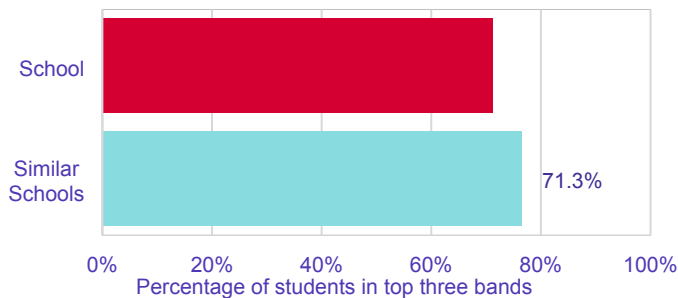
Similar Schools average:

71.3%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

NDP

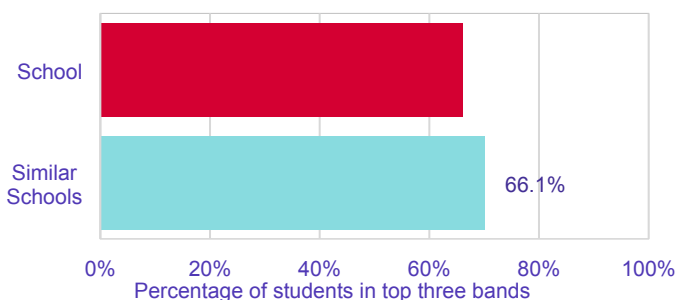
Similar Schools average:

66.1%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDP

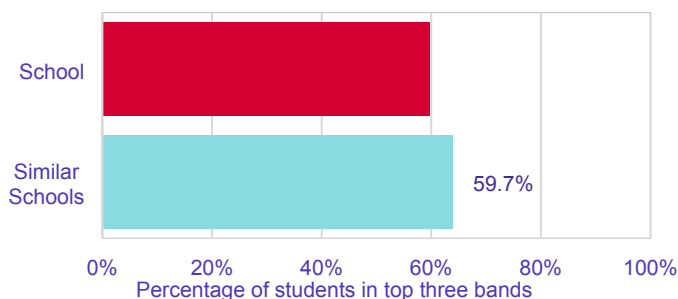
Similar Schools average:

59.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDP

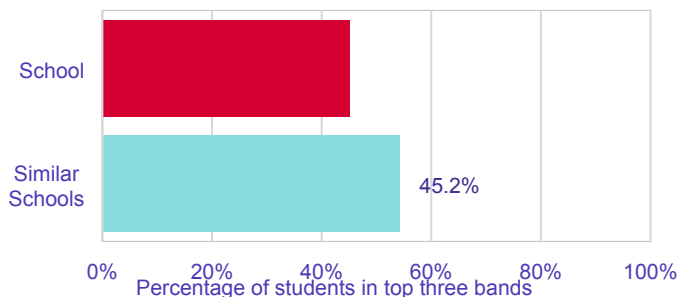
Similar Schools average:

45.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

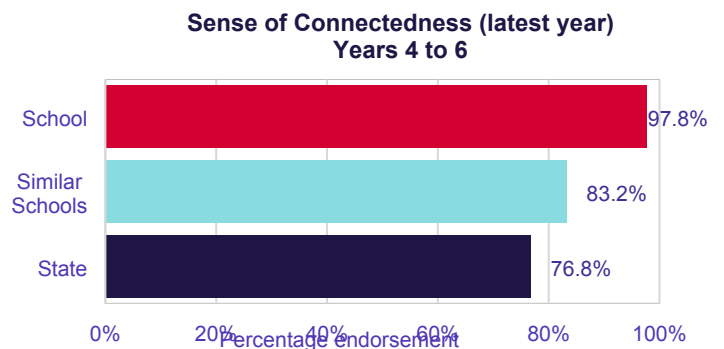
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School percentage endorsement:	97.8%	98.7%
Similar Schools average:	83.2%	81.6%
State average:	76.8%	77.9%

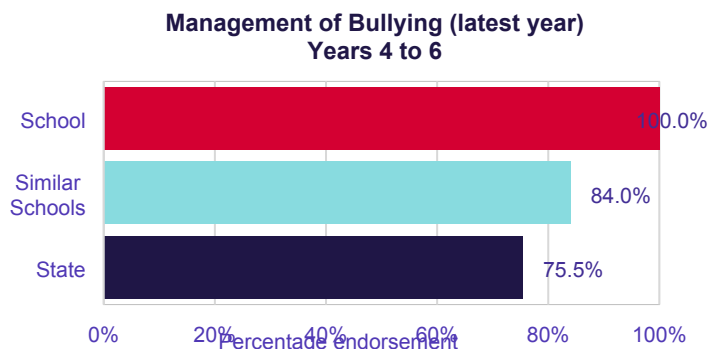


### Student Attitudes to School – Management of Bullying

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:	100.0%	100.0%
Similar Schools average:	84.0%	83.2%
State average:	75.5%	76.3%

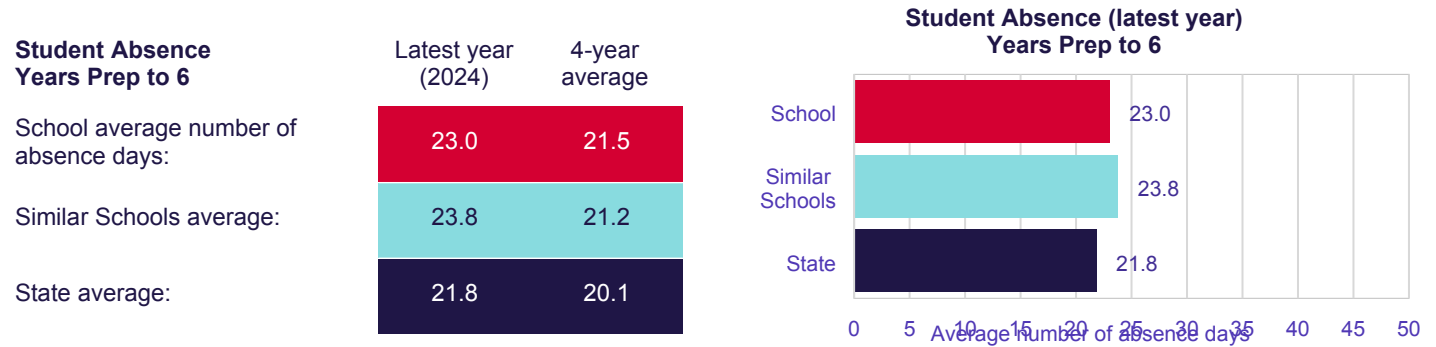


ENGAGEMENT

**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	87%	NDP	NDP	91%	NDP	93%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$518,507
Government Provided DET Grants	\$202,157
Government Grants Commonwealth	\$3,600
Government Grants State	\$0
Revenue Other	\$14,132
Locally Raised Funds	\$19,945
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$758,340</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$7,211
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,211</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$388,877
Adjustments	\$0
Books & Publications	\$173
Camps/Excursions/Activities	\$13,023
Communication Costs	\$1,233
Consumables	\$22,148
Miscellaneous Expense <sup>3</sup>	\$8,395
Professional Development	\$2,874
Equipment/Maintenance/Hire	\$28,865
Property Services	\$86,934
Salaries & Allowances <sup>4</sup>	\$22,383
Support Services	\$62,750
Trading & Fundraising	\$3,939
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$6,535
<b>Total Operating Expenditure</b>	<b>\$648,131</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$110,210</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$291,783
Official Account	\$2,862
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$294,645</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$43,236
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$56,764
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$264,000</b>

*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.*