

2020 Annual Report to The School Community



School Name: Alfredton Primary School (1091)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 10 March 2021 at 01:31 PM by Marnie Cooper (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 March 2021 at 12:13 PM by Leigh Edmonston (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

What is 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 a disability 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').

About Our School

School context

Alfredton Primary School's (APS) culture is built on strong partnerships with its broader community where we commit to promote, teach and model the embedded school values of Respect, Responsibility and Relationships. This commitment is demonstrated by the behaviour of our students, staff and parents and further illustrates our shared understanding of how we enact the school's vision that, 'Every child will flourish with time, effort and support'. Our Teaching and Learning philosophy values the individual child, recognising the strengths and diversity each brings to their learning. We seek to develop independent and motivated lifelong learners who are equipped for the 21st century. Staff are committed to a culture of performance and development and use data, research, reflective practice and best practice to support students to achieve their goals.

The Principal and staff are committed to building upon the strong educational ethos of the school, where education is a collective responsibility. APS is situated in the west of the regional Centre of Ballarat. The enrolment fluctuated throughout the year with a peak of 558 students. Staffing comprised 2 Principal Class Officers, 1 Leading teacher, 2 Learning Specialists, 28 Teaching staff and 12 Educational Support Staff members. During the last term of the year, the Leading Teacher was Acting Assistant Principal.

Framework for Improving Student Outcomes (FISO)

In 2020, Alfredton PS focused on the Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and continued to build on the Leadership Team structures. There was a consistent and agreed upon instructional model (workshop model) and planning documents with the High Impact Teaching Strategies (HITS) evidenced across the school. During Remote Learning this was redesigned and the use of Guidelines for Remote Learning and the 5 day Cycle of teaching were adapted for use by APS staff. Intervention continued remotely and on site for at risk students, with Education Support (ES) staff having professional learning to deliver MultiLit with support from the Assistant Principal. The Leading Teacher continued to provide Literacy Intervention throughout the period of Remote and flexible learning via Google Classroom and onsite. The usual meeting structure took place with a continued focus on PLCs and their planning. The leadership structure enabled capacity building for all staff in learning how to deliver curriculum online. Professional Learning Communities (PLCs) engaged in Online professional learning through engagement at a regional level.

The usual inquiry cycles were implemented and forward planning ensured a smooth re-entry to term 4, despite having the Assistant Principal taking on a regional role. Staff have support from the Learning Specialists and Leading Teacher to embed the agreed cycles.

The leadership structure is continuing to build capacity and have some succession planning in place. Whilst the School Climate (School Staff Survey) still isn't at state level the gap has closed significantly over the past 3 years. This indicates that the whole school approach and implementation of a consistent approach to curriculum (in particular Literacy) is having a positive impact.

Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Data indicates:

Overall P-6 teacher judgement data in English showed higher results compared to the State and Similar Schools. The State average was 86.3% and APS reached 89.3%. That includes students who are working at or above age expected standards.

Overall P-6 teacher judgement data in Mathematics showed lower results compared to the State and Similar Schools. The State average was 85.2% and APS reached 84.1%. That includes students who are working at or above age expected standards.

With no NAPLAN in 2020 our overall goal of showing growth will be determined by other assessments. The rigorous accountability regarding assessment at APS has ensured that data collected is part of a collective responsibility and that the data is used to inform future learning needs. It is used at all levels of the school for planning. Whilst our teacher judgement data looks quite successful, there are some areas that have been identified for our own Annual Implementation Plan (AIP) planning and professional learning needs. Professional learning will then be reflected within the planning documents and tracked to ensure improved student outcomes. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. These goals were adjusted mid year to reflect Remote Learning.

Engagement

Student Voice and Building Communities were the hardest hit by Remote Learning. Whilst the data indicates that students were engaged in their learning, there is little or no data to indicate in which areas students were engaged or connected to school. Term 4 saw a high return to school which was encouraging. Anecdotal evidence suggests that students were either highly engaged in remote learning or staff had difficulty engaging both students and parents. Regular contact was made available by all staff with technical support being significant in the beginning of remote learning. Staff were available online and via weekly phone calls for all parents and carers with some success. Students were followed up by leadership and assistance offered. Places on site were made available for vulnerable and at risk students. Extra ES support was also offered to those students at risk of disengagement. With no parents or visitors onsite, building communities continued in a different way. Some events were held before Remote Learning and these were very successful. During Remote Learning, communication was much stronger with the parents. The relationship between staff and families has grown significantly.

Wellbeing

The role of the school has been altered significantly with the Wellbeing of students and parents being prioritised along with that of Staff Wellbeing. The Bounce Back program and Respectful Relationships program were both continued onsite and during Remote Learning. The need for other engagement strategies including some fun learning time was much needed. The Wellbeing team and Chaplain have continued to ensure that students and parents have received support in all emotional and social aspects of their school life. The Sensory Room attached to the chaplaincy role is extremely well used with students and families accessing strategies for wellbeing. Staff have been encouraged to continue to also make use of extra supports offered -eg virtual gym (DET) , Employee Assistance Program etc. Rotations of duties to cater for differing home learning scenarios have been taken into account. Leadership teams had regular check-ins with staff and had in place supports if needed. The strong guidelines for Remote Learning were also a support that was used. Parent satisfaction data indicates that whilst we are below state average, we are closing the gap. A continued focus will be the Parent Helper program (Parents in Partnership) and the whole school events such as Sports Day and Annual Garden Show to ensure a welcoming and enthusiastic school experience. Different entry and exit points for the school is one strategy that we have kept for 2021.

Financial performance and position

The school is in surplus due to funds being carried forward from the previous year's surplus, which was partially being utilised for staffing to keep student teacher class size ratios down. Our It budget included another \$10,000 on upgrading and replacement of TVs and our computer components. Extra IT support was included at a cost of \$45,000. This was in support of both the BYOD program and the Remote Learning situation with all staff including office, ES and teaching staff requiring extra support. Our equity funding was again spent on the MultiLit program with extra training provided for ES support during Remote Learning. The Leading Teacher also continued with individual and small group literacy support programs.

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.

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 552 students were enrolled at this school in 2020, 277 female and 275 male.

8 percent of students had English as an additional language and 3 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) which takes into account parents' occupations and education.

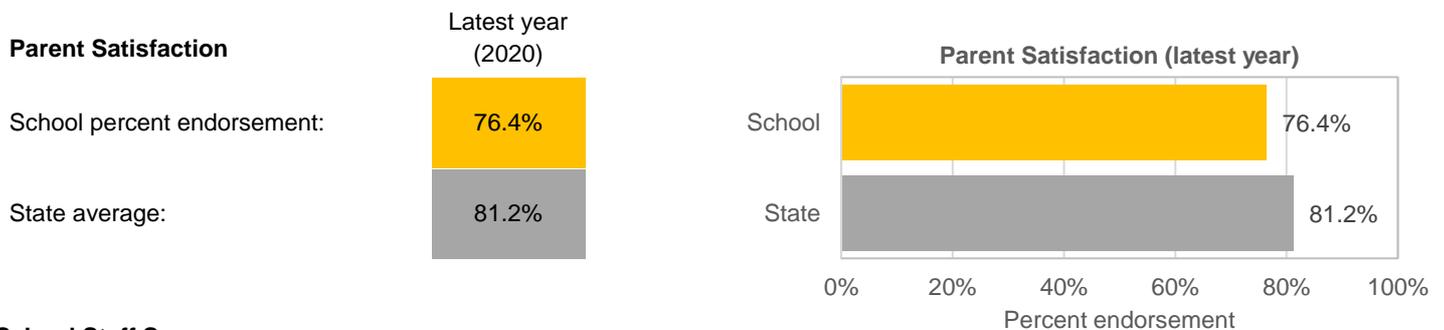
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

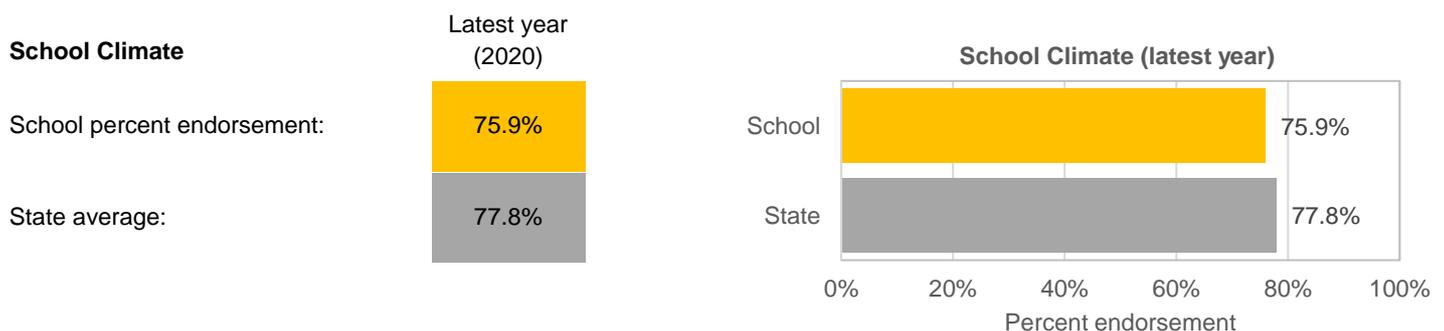


School Staff Survey

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.



ACHIEVEMENT

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

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

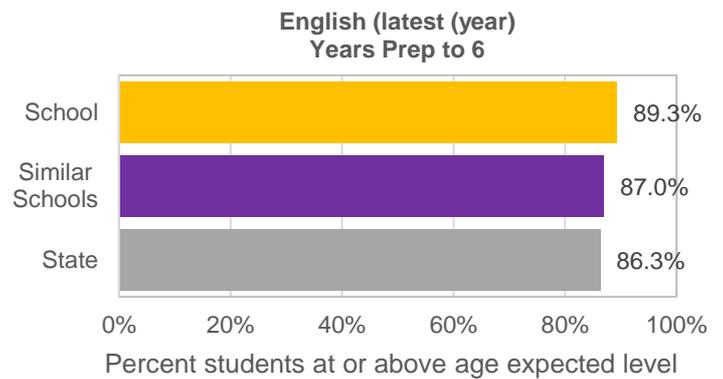
89.3%

Similar Schools average:

87.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

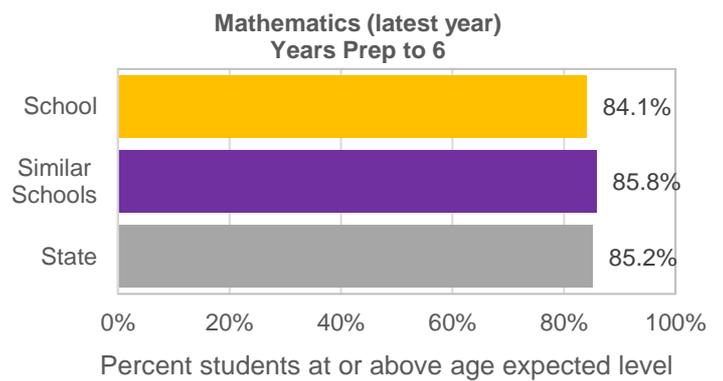
84.1%

Similar Schools average:

85.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

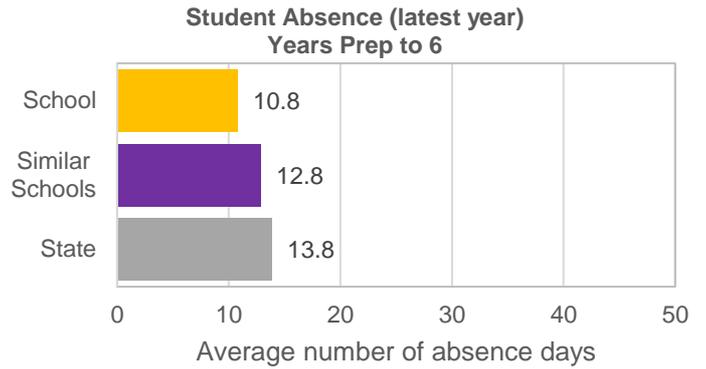
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.8	12.7
Similar Schools average:	12.8	14.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	94%	96%	95%	94%	94%	95%

WELLBEING

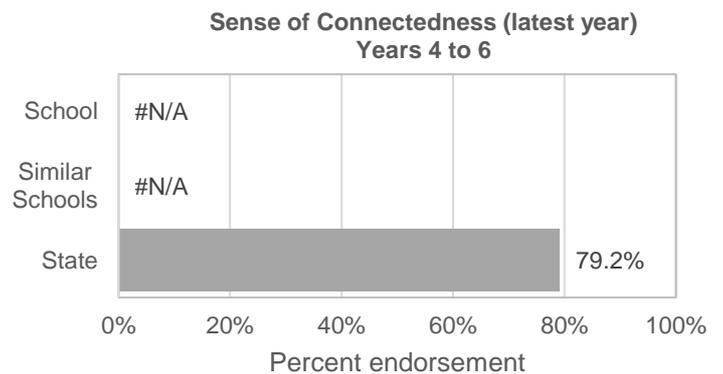
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	74.3%
Similar Schools average:	NDP	81.7%
State average:	79.2%	81.0%



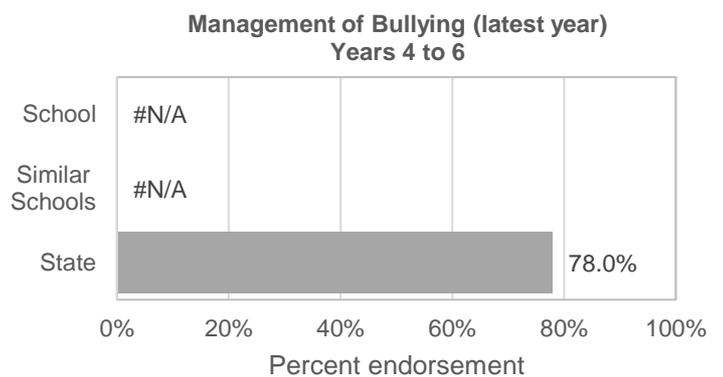
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.7%
Similar Schools average:	NDP	81.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,452,592
Government Provided DET Grants	\$743,506
Government Grants Commonwealth	\$9,488
Government Grants State	NDA
Revenue Other	\$6,092
Locally Raised Funds	\$113,450
Capital Grants	NDA
Total Operating Revenue	\$5,325,128

Equity ¹	Actual
Equity (Social Disadvantage)	\$77,117
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$77,117

Expenditure	Actual
Student Resource Package ²	\$4,227,472
Adjustments	NDA
Books & Publications	\$573
Camps/Excursions/Activities	\$14,100
Communication Costs	\$6,671
Consumables	\$98,873
Miscellaneous Expense ³	\$11,591
Professional Development	\$4,349
Equipment/Maintenance/Hire	\$41,255
Property Services	\$200,116
Salaries & Allowances ⁴	\$213,640
Support Services	\$69,664
Trading & Fundraising	\$24,404
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$58,518
Total Operating Expenditure	\$4,971,226
Net Operating Surplus/-Deficit	\$353,902
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$384,200
Official Account	\$31,276
Other Accounts	NDA
Total Funds Available	\$415,476

Financial Commitments	Actual
Operating Reserve	\$109,176
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$9,600
School Based Programs	\$279,024
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$397,800

All funds received from the Department, 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.